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GRADUATE COLLEGE

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AND THE COLLEGE PLACEMENT SERVICES TITLE III CONSORTIA

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degree of

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BY

G. LEROY LLOYD III

Norman, Oklahoma

1974

A STUDY OF COLLEGE PLACEMENT SERVICES, INCORPORATED
AND THE COLLEGE PLACEMENT SERVICES TITLE III CONSORTIA

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CHAPTER I

INTRODUCTION

Since the passage of civil rights legislation during the 1960's employers have been required to provide equal employment opportunity. The new emphasis created by this employment trend established a demand for black college graduates to enter the less traditional career areas in the American labor force. For centuries the great majority of black professional areas were preaching, teaching and healing within the black community.¹ However, as a result of recent civil rights legislation, graduates of historically black colleges have begun to receive much greater attention from government agencies and private industry. Historically white graduate schools increasingly recognized the predominantly black universities and their graduates as virtually untapped resources. The reason for this was not hard to find; because of the more than 185,000 black students

¹Carnegie Commission on Higher Education, From Isolation to Mainstream: Problems of the Colleges Founded for Negroes (New York: McGraw-Hill, 1971), p. 1.

in colleges within the United States as recently as 1966, over sixty per cent or some 110,000 were attending predominantly black colleges.²

Thus, it was in the sixties that the historically black colleges were beginning to emerge from years of isolation and move into the mainstream of American education. The demands being made on black institutions of higher education thrust them into a central role of providing services for graduates and employers alike that most of these institutions had never supplied. To meet the demands that equal employment opportunity had placed on these institutions to prepare graduates for employment that was in the past less traditional for their alumni, the predominantly black colleges faced such problems as: preparing graduates to explore the new job opportunities; remaining informed of the various changing trends in employment; restructuring degree programs and curricula to provide new training and the necessary skills for graduates to enter challenging new career fields; and conditioning students, faculty and parents to accept the fact that new occupational fields have been opened and that black graduates should prepare themselves to

²Andre G. Beaumont, "Placement and Career Counseling at Predominantly Negro Colleges," Employment Service Review (August, 1966), p. 4.

enter all phases of the world of work.

The existing placement offices at most black colleges, during the early sixties, were generally not prepared to handle the new demands placed on them by the changing American society. As a result of the limited vocational opportunities formerly open to graduates of the historically black institutions of higher education, offices that were in operation were limited in their services, resources and experience. To meet the changing trend in employment patterns, existing placement services had to be almost completely reorganized, and where none existed an entire placement operation had to be developed.

The 1960's were also the beginning of a period in American education when black education was scrutinized in terms of its very existence. In short, predominantly black institutions could no longer enjoy the privilege of being "separate but equal" if they were to no longer serve the purpose of maintaining white racism.

Emergence from isolation has reopened historic debates on the role of the college and university founded for Negroes in educating black men and women for participation in the life of the nation.³

³Carnegie Commission on Higher Education, op. cit., p. 7.

As a result of their 100 years of isolation from the mainstream of American society, most graduates of Negro colleges became teachers of black children. All but four of sixty-eight black four-year institutions, for which data were provided in the tenth edition of American Universities and Colleges, had education departments or schools in 1966-67.⁴ The education departments at the majority of these institutions usually doubled the enrollment of the other academic departments and had twice the staff.⁵ The major emphases in the black institutions' large departments of teacher education were consistent with the available jobs for black graduates. Fifty-two per cent of the students graduating from black colleges in 1965, it is reported, " . . . believed opportunity for employment as elementary school teachers to be 'on the same basis as white.'"⁶ Between 1962 and 1970, however, the number of black male graduates majoring in education decreased from about 40 per cent to 10 per cent of the total number of students enrolled. As noted earlier, much of this decrease in education majors was the result of openings in occupations that had previously been closed to blacks.⁷ For example, as late as 1956 only nineteen black public colleges granted some degrees in business, and as recent as 1972 only two of those institutions awarded

⁴Ibid. ⁵Ibid. ⁶Ibid. ⁷Ibid., p. 8.

graduate degrees in business administration. In 1973, however, there are more than thirty black colleges that have degree programs in business.

Whatever was done on black campuses in the area of graduate placement prior to the late 1960's was done on a limited scale. Often the person who was designated to perform the placement function served in other capacities within the institution while carrying on the responsibilities of the placement officer. Too often, faculty members took on the responsibility of finding employment for students in addition to full teaching loads. Usually, the faculty contacts were limited to those positions related directly to the particular major area of the faculty member.

Background and Need for the Study

This study seeks to provide for foundations, private industry, educators and concerned individuals, a comprehensive view of the emergence of College Placement Services, Incorporated (CPS), the CPS Title III Consortia, and the programs that have taken place in the development of career counseling and placement operations at black institutions adapting the CPS approach to upgrading career placement. In addition, suggest to CPS and the Consortia ideas for improvement and possible expansion of career counseling and

placement for black students.

CPS is a non-profit educational service corporation supported by foundation grants, public contributions, and federal assistance to support colleges and universities in developing career counseling and placement programs (Appendix A). Operating since 1965, CPS was created out of a proposal submitted by individual members of the College Placement Council, Incorporated.

The Ford Foundation provided the initial grant of \$310,000 based over a three-year period which established CPS as a separate corporation from CPC. Located in Bethlehem, Pennsylvania, the coordinating agency, CPS has as its major responsibility the task of assisting institutions of higher education to develop programs of placement and career counseling that would enable students from black colleges to complete their education and attain their career aspirations.

In a statement prepared for the Executive Board of the College Placement Council, Robert F. Herrick, Executive Director, emphasized:

Since the Second World War in particular, problems of this type in higher education have been solved, or immeasurably improved, by the presence of a college placement office. A systematic program to provide students with the career decision, the present placement operation is a far cry from the "appointments bureau" of an earlier day. But among the special services

which the predominantly Negro College has been unable to offer, placement is high on the list.⁸

The colleges and universities that joined with CPS in upgrading or establishing their career counseling and job placement programs make up what is called the College Placement Services Title III Consortia. The Consortia is composed of three groups of institutions of higher education which receive their monetary support from the 1965 Title III Higher Education Act-Strengthening Developing Institutions. The funding grants are administered from within the Division of Higher Education of the United States Office of Education, Division of College Support. These grants are awarded directly to the individual member institutions that make up the Consortia. The Consortia's specific focus within the Title III program is on developing career counseling and placement services.

Initially available only to black colleges, CPS services were provided only when a college specifically requested them. College Placement Services, Incorporated, has continued to increase the number of colleges it has been able

⁸Robert F. Herrick, "Preliminary Consideration of a College Placement Assistance Program for Predominantly Negro and other Disadvantaged Colleges" (paper presented to the Executive Board of the College Placement Council, Bethlehem, Pennsylvania, 1964), p. 1.

to serve. As of 1973, approximately sixty-two institutions are participating in the CPS Consortia.

CPS has been attempting since its inception to provide direction for black colleges in their efforts to upgrade their placement functions. By doing so, CPS has assisted black institutions in guiding an increasing number of graduates toward a broader spectrum of occupational choices.

Better education, increased income, and more meaningful employment opportunity give a social significance to career counseling and job placement that makes these services significant in the gradual rise of blacks in an historically Anglo-Saxon society. The ability of black colleges to provide career development and counseling programs is a vital aspect in the education of black students since equal employment opportunity has increased the dimensions of employment possibilities. In assessing what they are to do with their lives, a central concern of students is their successful transfer from the role of students to the role of living with satisfying careers.

With the end of the first three-year funding, three additional grants for financial support were received from the Ford Foundation to continue the services being provided. Nevertheless, more than four grants later, and exclusive of

support from other foundations, corporations and the United States Office of Education, there are still many black colleges that have not been exposed to the current techniques in career counseling and placement activities.

College Placement Service, Incorporated has had a favorable impact on colleges that were ill-equipped, understaffed, and often professionally unprepared to provide direction to minority students. Therefore, a study of CPS and its impact may serve as a challenge to colleges that have not adequately dealt with students' career concerns.

It is worth noting that many white graduates are also finding that they have not been adequately prepared to enter the job market. A survey of the University of Illinois' Class of 1971 found that almost one-third of the respondents said that the work they engaged in was not related to their college training.⁹ It is suggested that institutions recognize the fact that some curricula areas have little value in securing jobs for graduates, and that increased counseling, especially for non-white women, must be undertaken. At present educators are seeking more and more information regarding career counseling. Career development and guidance

⁹John B. Parrish, et al., "College Women and Jobs-How Well did the Class of 1971 Do?" Journal of College Placement, XXXIII, No. II (December 1972-January 1973), 71.

as implemented through the latest approaches to career education, are receiving primary attention in programs all over the nation.

To meet the rising demand, material is being produced to further develop the career guidance area. The National Vocational Guidance Association (NVGA), under the editorship of Henry Borow, in 1973 sponsored a collection of articles entitled Career Guidance for a New Age published by Houghton-Mifflin. The NVGA Publications Committee has also published other works, such as, Test Practices, Computer Assisted Guidance Systems, Counseling Girls and Women over life Span, Guidelines for Preparation of Career Information Media and How to Visit Colleges.¹⁰

To emphasize the need for more activity regarding career planning and guidance NVGA is making an effort to expand on a national basis. At the 1974 National Convention in New Orleans, the NVGA will focus attention on sixty years of progress with an attempt to establish guidelines for those student personnel workers who wish to develop and implement career guidance programs.

In a study conducted in 1966-67 by the Commission on

¹⁰"A Very Good Year, 1973," National Vocational Guidance Association Newsletter, III, No. 3 (March, 1973), 1.

Higher Educational Opportunity in the South and presented to the Southern Regional Education Board (SREB), the commission reported:

There is too little attention paid to career opportunities now open to Negroes, and there is insufficient effort to cope with the explosion of new knowledge.¹¹

The commission further stated that the services usually rendered by the black colleges and universities studies in the past were consistent with the limited aspirations permitted to blacks in an unequal society. However, services offering only poor or limited career information cannot suffice for students that are seeking the promise of equal opportunity and are demanding its fulfillment. Charles Wade in an unpublished dissertation 1968, noted that President Martin Jenkins (Morgan State College) emphatically states that the black college has an important role to play in taking students who experienced cultural deprivation and preparing them in the short span of the college experience to

¹¹Commission on Higher Educational Opportunity in the South, Statement of the Commission, The Negro and Higher Education in the South (Atlanta, Georgia: Southern Regional Educational Board, 1967) p. 5.

compete on a basis of equality with other American college graduates.¹² The Commission on Higher Educational Opportunity in the South further states:

Similar deficiencies mark the major degree offerings. Programs leading to the bachelor's degree should, but often do not, reflect the vocational opportunities available to graduates. There is a marked scarcity of Negro graduates who are both trained and qualified for many positions now open to them. In the past, teaching offered the greatest number of Negro students a sound career opportunity, but today qualified graduates can enter the sciences, many businesses, all branches of government service, library administration and many other fields.¹³

Certainly with the millions of dollars being readied for appropriation to fund and advance the development of career education information, a comprehensive study of CPS could provide a foundation for additional occupational-information models. This study then presents to educators the opportunity of drawing upon the experience of professionals in employment who were brought together under CPS's coordination.

As black institutions remain under constant pressure to provide "quality education," they will seek to develop programs that will allow their students to compete with

¹²Charles Wade, "A Survey of Student Personnel Services in the Thirty-Three Private Predominantly Negro Colleges of United Negro College Fund" (Unpublished Ph.D. dissertation, University of Montana, 1968), p. 2.

¹³SREB, loc. cit.

students from historically white institutions. The placement offices of the black colleges will have their roles to play by adding significantly to the stature of these institutions through the placement of black graduates. Academic areas of these institutions too play an important part in the career development of students. These areas of the black college could also benefit from the exposure that the placement and career counseling service provides for the institution. Too often, the academic areas have failed in their responsibility to provide students with an awareness of the avenues open to them through the various disciplines.

Major degree programs however, should not be devoted to training for specific jobs. It is far more important to modify programs and courses so that students receive the background they will need in order to embrace vocational opportunities in their chosen fields. In American society, a college degree is a badge of preparedness but some graduates of Negro colleges have found it is a hollow symbol because preparation has been inadequate.¹⁴

Chiefly, it is hoped that a study of College Placement Services and the CPS Title III Consortia will enable more colleges to see that through various institutions CPS is providing the means for minority college students to fulfill

¹⁴Ibid.

their career goals. As a result of more effective career counseling and placement, black college graduates are now emerging better prepared to enter a highly competitive society. Participating colleges also, as a result of this study, would be able to determine the extent to which they have contributed to the growth of the CPS Consortia. These data would also provide opportunities for student personnel administrators to keep abreast of the latest techniques in setting-up and operating a highly functional placement operation.

Statement of the Problem

The study presents a background of the emergence of College Placement Services, Incorporated, the CPS Title III Consortia, their membership and the extent to which the sixty-two, (1972-73), predominantly black colleges that make up the Consortia have been influenced by CPS. Furthermore, this study explores the operation of the Consortia to determine whether the College Placement Services, Incorporated, approach to assisting members of the Consortia is applicable to career counseling and placement at other black institutions. As a result of the study the following questions will also be answered:

1. What function and services does CPS offer to black colleges and universities?
2. As a non-profit organization, how has CPS assisted these institutions in gaining financial support?
3. What distinct features and problems have historically confronted black institutions with regard to placement of their graduates?
4. Has the role and scope of career counseling and student placement at black universities changed since their involvement with CPS?
5. Does the College Placement Service model lend itself to assisting student placement services operation at predominantly white colleges?

Definition of Terms

Throughout this study certain terms will be used with a great degree of regularity. The following section of the study provides a listing and brief explanation of some of the more familiar terms as presented in this work.

1. CPS: College Placement Services Incorporated, a non-profit organization which serves as the coordination agency of the College Placement Services, Incorporated, Title III Consortia.

2. Title III: The Higher Education Act of 1965-Strengthening Developing Institutions.

3. College Placement: That process of counseling or career orientation by which students receive a broadening educational experience while determining a vocational choice.

4. Consortia: The three groups comprising sixty-two predominantly black institutions that under the coordination of Texas Southern University, Fort Valley State College and Alabama A&M University make up the CPS Title III Consortia.

5. Historically black/predominantly black: Institutions of higher education that were founded for the expressed purpose of educating black persons.

6. Traditional Careers: Those occupational areas (education, theology, health science, or law) that historically the largest percentage of blacks graduating from post secondary institutions have entered.

7. Participating Members: Those sixty-two colleges that make up the CPS Title III Consortia.

8. CPC: The College Placement Council, Inc., a service organization representing eight regional college placement associations.

9. Journal: The Journal of College Placement.

10. Annual: The College Placement Annual published by

the College Placement Council.

11. NVGA: Refers to National Vocational Guidance Association.

12. SREB: The Southern Regional Education Board.

13. Visitation Teams: Groups of career placement officers and personnel from industry assigned by CPS upon the request of an institution to visit the college's campus for the purpose of initiating or recommending improvements in career counseling and placement services.

14. Summer Institute: A two week training workshop that is held for new placement personnel of predominantly black colleges.

15. The Consort: The newsletter of the CPS
Title III Consortia.

16. Atlanta University Center: The nation's oldest Black consortium of higher education (1929) consisting of Atlanta University, Spelman, Morehouse, Morris Brown, and Clark Colleges and the Interdenominational Theological Center.

17. College Assistance Fund: Fund initiated by CPS in 1966 through contributions from foundations and corporations to support participating member institutions in the development of career counseling and placement services.

Scope and Limitations

This study has concentrated on the sixty-two historically black colleges that make up the 1973 College Placement Services, Incorporated Title III Consortia as indicated by appendix B. The institutions are four-year colleges having a majority of black students.

At the time of CPS' inception, the black population constituted the largest ethnic minority group in America. The greatest number of black students enrolled in colleges were then enrolled at predominantly black institutions. CPS programs were therefore addressed initially to those historically black institutions.

The colleges and universities that comprise this study range in size from approximately 123 to 8,315 students. These predominantly black colleges are located primarily in the southern section of the United States. Appendix C provides a geographic distribution of these institutions by states. Of the sixty-two institutions, thirty-three are private and twenty-nine are public. Generally, these colleges are liberal arts institutions with major areas of teaching, social work and other service-oriented professions. The study reflects the periods of the Consortia's growth from 1965 to 1973. Since the civil rights' legislation of the sixties, however, many of these colleges have begun to enroll large

numbers of white students. Alabama A&M had approximately a 40 per cent white enrollment during the summer semester of 1973 as opposed to less than 12 per cent in the fall of 1970. Colleges such as West Virginia State and Lincoln University (Missouri) have seen their enrollment of white students increase to the point that black students on those campuses are presently the minority.¹⁵

The Summer Institutes which have become an integral part of the professional training which new placement personnel receive upon joining the Consortia have been examined. Nineteen participants of the CPS 1973 Summer Institute were identified and their responses to a CPS questionnaire has assisted in an analysis of the Institute. Therefore, the instrument used in this study is limited to the population of the Summer Institute.

As a result of the writer's participation in the 1973 CPS Summer Institute at Alabama A&M University, an analysis has been made of this particular CPS Service, and the impact on its participants and their development in the area of career counseling and placement. Another limiting factor was the lack of available outside material pertaining to the CPS Consortia. As a result, the writer was often dependent upon

¹⁵Carnegie Commission on Higher Education, op. cit., p. 8.

data that had been produced by professionals connected with CPS rather than by outside observers.

Organization of the Study

This study presents a descriptive, ex post facto approach to the problem statement. The contents of the study consists of five chapters. These chapters will be as follows: (1) Introduction, (2) Review of Related Literature, (3) Methodology, (4) Operational Structure and Services, and (5) Findings, Summary and Recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature utilized in this study deals with the following:

- A. Predominantly black colleges and their graduates
- B. Trends affecting participating member institutions
 - 1. Institutions
 - 2. Placement Activities
- C. College Placement Services, Incorporated

Predominantly Black Colleges and their Graduates

Perhaps one of the first truly comprehensive works to be presented concerning the transition of historically black colleges into the mainstream of American higher education was written by McGrath.¹⁶ His work was an outgrowth of the desire of the Carnegie Corporation of New York to assist black colleges by generating interest in their

¹⁶Earl McGrath, The Predominantly Negro Colleges and Universities in Transition (New York: Teachers College, Columbia University, 1965).

campuses and the students they serve. Through his study McGrath provided an overview of the needs that have resulted from the neglect of the black colleges through a doctrine of "separate-but-equal". The work of McGrath was not designed to compare the weaknesses of black colleges to those of whites for the purpose of merging but, rather, to present the characteristics that have historically forced these colleges to accept inadequate assistance yet provide a basic college education for a majority of disadvantaged persons.

Commenting on low salaries black institutions were able to offer its staff McGrath reveals:

The states have begun to improve faculty salaries at public colleges, and a variety of donors, through the United Negro College Fund as well as the Nation's foundations, have helped the private colleges.¹⁷

This study was a major contribution to the arousal of many to a committed social, as well as moral, awareness of the necessity to improve the plight of predominantly black colleges throughout the country. Indeed, McGrath's study provides a valuable source of data for educators and others concerned about higher education for blacks in the United States.

¹⁷Ibid., p. 114.

One of the most recent works produced about black institutions of higher education, Private Colleges at The Crossroads has been written by Daniel C. Thompson.¹⁸ Thompson insists that black colleges are presently caught up in social changes that are affecting the entire nation. He asserts that historically black colleges have reached a crossroad from which institutional self-studies must provide alternatives for changes or the colleges will perish. Thompson argues convincingly that black colleges should be provided special consideration because historically those institutions have dedicated themselves to the improvement of black life, and being controlled by blacks, the colleges strive to be most receptive to black needs. Therefore, Thompson concludes, the black colleges are indispensable to black progress.

In a later work, Jencks and Riesman, provided an analysis of the American Negro College, focusing on the historical background, role, and what possible changes might be made.¹⁹

¹⁸Daniel C. Thompson, Private Colleges at The Crossroads (Westport, Connecticut: Greenwood Press, Inc., 1973).

¹⁹Christopher Jencks and David Riesman, "The American Negro College," Harvard Educational Review, Vol. XXXII (Winter, 1967).

Their study reports that beyond certifying some black graduates for appropriate middle-class jobs, black institutions in the states of Ohio and Pennsylvania have not made any great contributions to the lives of blacks in their states.

The work by Jencks and Riesman produced widespread reaction from a number of prominent figures in black education, including Benjamin E. Mays. In a reply to the Jencks-Riesman article, Mays stated that they made generalizations that could not be substantiated. He further stated of the approximately 2,000 blacks with Ph.D. degrees, 70.4 per cent had taken their undergraduate training in black institutions of higher education.²⁰ Mays concluded:

Jencks and Riesman are really saying that despite the need, the distinguished leaders these colleges have produced, . . . the various state and federal governments, foundations and corporations will not give adequate support to Negro colleges. If this is so, since these colleges by design have been kept on "short grass," some for a hundred years, such a decision would represent a kind of racism which the United States should not want to live with. All schools should be made adequate for the education of all students irrespective of race.²¹

²⁰Benjamin E. Mays, et al., "The American Negro College: Four Responses and a Reply," Harvard Educational Review, XXXVIII (Summer, 1967), 457.

²¹Ibid., p. 458.

In another work sponsored by the Carnegie Commission on Higher Education, Bowles and DeCosta provided more resource material about education in predominantly black institutions.²² These authors agree that perhaps the underlying reason for black students' achieving professional status is the determination they possess. They further agree that black colleges have been the instrument through which those aspirations were accomplished. They also state that professional status is held by blacks to be far more significant than it is to whites. To black Americans, they contend that such status provides a way of relief and a sense of dignity which protects them from the subordinate rigors of a white Anglo-Saxon-dominated society. Options have always remained open to whites in the world of work. But, the opportunity to be a banker, skilled artisan, or politician, has historically been limited for graduates of black colleges. This provides considerable and far-reaching insight into earlier black society. Since it was the professional class which set financial, cultural and social norms in the United States, graduates of black institutions could not be expected to provide in the black community the same level of economic development

²²Frank Bowles and Frank A. DeCosta, Between Two Worlds (New York: McGraw Hill, 1970).

when their income was less than that of a white male high school graduate. Even now, Bowles and Decosta feel that the small size of black professional groups has been strained beyond reasonable limits. This lack of a large class of professionals in the black community ranks as an area of high crisis.

The Carnegie Commissions' From Isolation to Mainstream provides a reflection of historically black colleges as they emerge from one hundred years of the tradition of dual-educational systems in the South. The Commission looked at the alternatives that are open to these colleges and suggests policies that might correct previous imbalances of opportunity that have resulted from the overt neglect and isolation of these colleges. In the Commission's report, goals were projected that were designed to enable black institutions to prepare their constituents for satisfying college experiences and hopefully meaningful careers. Some of the recommendations made by the Commission were that black colleges:

- Review their curricula and recruit faculty members as necessary to provide more comprehensive educational programs for their students.

- Develop responses to changes in occupational opportunities available to black Americans and offer instruction as needed to prepare

their graduates for new career openings as they occur.

Develop continuing and adult education programs geared to the special needs of the black community.²³

In a descriptive study of black colleges, A. J. Jaffe, et al. attempted to evaluate a number of issues that have risen out of the civil rights battles for integration of the colleges in this country. His study sought to answer these questions: (1) Should separate Negro Colleges exist? (2) Would white students attend these colleges? The study also raises the question of what kind of life the black colleges prepare their students to assume. To a great extent, those questions carry over to issues that are relevant today.²⁴

Jaffe concluded that black colleges have indeed played a vital role in the education of blacks in America, yet the quality of education that exists in many of the smaller schools indicates that they should not be allowed to continue. There are a few examples where white students are beginning to make up a large percentage of the student population at historically black institutions. In areas where the academic programs of black colleges are

²³Carnegie Commission on Higher Education, op. cit., p. 69.

²⁴A. J. Jaffe, W. Adams, and S. Meyers, Negro Education in the 1960's (New York: Fredrich A. Praeger, 1968).

of a high calibre and where fewer opportunities to attend historically white institutions exist white students will provide a sizable portion of the student enrollment.

Trends Affecting Participating Member Institutions

As the placement service personnel come into contact with their students they must be in a position to inform the students of the fluctuating trends of the employment scene. It is usually assumed by most college students that the college degree carries considerable weight on the job market. Andrew Brimmer suggests that by 1980, professional workers will increase their number 15.5 million.²⁵ It is his belief that the result of an increased number of black college graduates coupled with an expanding economy will provide higher personal income for black professionals. He argues that in years to come there will be steadier employment patterns for black men with less chance of discouragement because of job prospects. Brimmer also indicates that students graduating from black colleges must be prepared to cope with the shifting demands for skills and that their institutions must be able to assist them in meeting these demands more

²⁵Andrew Brimmer, "The Economic Outlook," Daedalus, (Summer, 1971), p. 545.

effectively than they have past graduating classes.

Brimmer further states that in the present decade the demand for graduates with degrees in education will run counter to that of the past. As we can currently see, the supply of teachers on the job market will have far exceeded the demand. Thus, if the historically black colleges are to remain viable, they must make the needed adjustments in curricular programs to meet shifting conditions of supply and demand on the professional market.²⁶

Institutional. Gary J. Scott, through two reports developed for College Placement Services, Incorporated made possible by grants from the Ford Foundation, observed some historic developments in the education and employment of graduates of historically black colleges.

In surveys collected by CPS from thirty-eight predominantly black institutions in 1965 and 1968, Dr. Scott reported a total gain of 12,045 students enrolled in those institutions returning completed surveys for 1968 over the total number of student enrollment at the same institutions in 1965.²⁷

²⁶Brimmer, loc. cit.

²⁷Gary Scott, Manpower Resources of Traditionally Negro Colleges, Research Monograph No. 1, September 1969 (Bethlehem, Pennsylvania: College Placement Services, Inc., 1969) p. 4.

An analysis of types of colleges showed that private colleges had experienced an 8 per cent greater increase in student enrollment than did the public institutions. Yet, despite the gains of private predominantly black colleges in 1968, public colleges continued to educate over 60 per cent of the students that were enrolled at the historically black institutions that comprised the population survey.

Scott further noted that historically, at black institutions women have made up the larger percentage of the student population. William Grier and Price Cobbs in their book, Black Rage, offers a rationale for that tendency.²⁸ These writers indicated that black parents perceived college as a means of escape from white exploitation and ultimately resulting in economic freedom for black females. Similarly, Bowles, and DeCosta informs us that although the tendency for black colleges to enroll more women than men continues, especially in the Deep South:

It appears to be negatively related to openness of educational opportunity, since it weakens as a tendency in regions where schools and colleges are integrated. For the country as a whole according to the 1960 census, Negro men and women enter college with about equal

²⁸Price Cobbs, and William Grier, Black Rage (New York: Bantam Books, 1968), p. 122.

frequency. Later figures indicate that Negro men now outnumber the women in college enrollment.²⁹

In the 1970 report of surveys completed in 1969, Scott indicated an increase of enrollment for 1969 over 1968 by .7 per cent in the total enrollment of predominantly black colleges.³⁰ His study consisted of fifty-five of the original fifty-eight institutions that made up the previous survey population. Through analysis, Scott was able to conclude that in 1969 black public institutions of higher learning continued to enroll more than half as many students as were enrolled in predominantly black private colleges.

Reflecting the overall gain in student enrollment by black institutions in 1968, there was a 10 per cent increase in the total number of baccalaureate degrees conferred during the same year. Scott anticipated that as a result of even greater increases in the enrollment patterns of black students in historically black institutions of higher education, the number of degrees awarded by black

²⁹Bowles and DeCosta, op. cit., p. 192.

³⁰Gary Scott, Manpower Resources of Traditionally Negro Colleges, Research Monograph No. 2, November 1970 (Bethlehem, Pennsylvania: College Placement Services, Inc., 1970), p. 3.

colleges would continue to climb.³¹

As a result of his figures for 1969, Scott determined that there was an increase of 42.7 per cent in the number of graduates of black colleges during that year as opposed to graduates of 1968. His comparisons indicated a total of 10,556 graduates in 1968 and 15,068 graduates for 1969.

Shifting patterns of occupational need make it imperative that black institutions of higher learning provide the flexibility that their students will require to successfully compete on the job market. Seymour Wolfbein cautioned that in order to compete with any degree of success, future graduates must be prepared to face emerging technological trends.³² Technological change, he feels has resulted in the doubling of goods and services produced in the United States during the past twenty years. This phenomenon has released millions of workers to seek jobs in other occupations. If this continues to hold true, there will be a great need for black colleges to produce graduates able to assume positions in the new areas being opened by these technological changes.

³¹Gary Scott, No. 1, op. cit., p. 6.

³²Seymour L. Wolfbein, "Seven Signs for the Seventies," Journal of College Placement, Vol. XXXI, No. 1. (October-November 1970) pp. 22-7.

In an article, "Trends in American Higher Education with Implications for Higher Education of Negroes," Leander Boykins, as early as 1957 commented that if institutions of higher education primarily engaged in serving the needs of blacks are to facilitate the entry of its graduates into the mainstream of America's life and culture, they will have to give serious attention to whatever impact court decisions and current developments will have upon their role as academic institutions.³³

Brimmer argues that in years to come there will be a steadier employment pattern for black men and women with lesser chance of discouragement because of job prospects.³⁴ His essay also indicates that students must be prepared to cope with the shifting demands in skills and that their institutions must be able to assist them in meeting these demands more effectively than have past graduating classes.

Since the early sixties there have been shifting patterns in which black graduates have concentrated their majors. During the 1968 school year Scott reports that degrees in education had decreased approximately 5 per cent

³³Leander Boykins, "Trends in American Higher Education with Implications for Higher Education of Negroes," The Journal of Negro Education, XXVI (1957), pp. 193-97.

³⁴Brimmer, loc. cit.

since his 1965 study. Scott's 1970 report revealed that the total number of graduates entering educational fields decreased from 55.8 per cent of the total graduate population in 1968 to 47.3 per cent in 1969.³⁵

Business, government, and graduate school were fields which Scott reported as having gained a relatively large proportion of graduates.³⁶ His findings, indicating the decline in the percentage of graduates entering teaching fields, have special significance as they validate claims by several writers that the more recent graduates of historically black institutions of higher education have greater and more diversified job opportunities than previous graduates.

Placement Activities. From 1959 to 1965, Juvenal Angel indicates that a general upgrading had taken place in educational levels attained by white male employees in all major occupational groups.³⁷ Angel did note however, that there had been a proportionate increase in the number of non-white males having gained access to white-collar jobs. These facts, which point to the upward mobility of

³⁵ Scott, op. cit., No. 2.

³⁶ Scott, loc. cit., No. 2.

³⁷ Juvenal Angel, Students' Guide to Occupational Opportunities and Their Lifetime Earnings (New York: World Trade Press, Inc., 1967) p. 14.

the black worker, reflect in part the attempts of placement services to encourage graduates to seek opportunities outside education.

One of the most significant contributions in assisting students from participating institutions to find employment outside the traditional career fields has been the increasing number of recruiters attracted to the black campuses. Not only has expanded campus recruitment brought more and varied job opportunities to the black college graduates, it has also indicated to black graduates that they are wanted.

Scott reports that since 1965 recruitment on black campuses by employers has increased considerably.³⁸ He observed that with their greater enrollment, public black colleges experienced a larger number of recruitment visits than private black institutions. Additionally, his monograph provides a composite of the employers conducting on-campus recruitment at the institutions during 1967-1968. From the information gathered, he concluded that a group of the prestigious black colleges, because of their ability to adapt specific curricular to industrial expectations, may have attracted a larger number of recruiters to their

³⁸Gary Scott, op. cit., No. 1, p. 8.

campuses.

College Placement Services, Incorporated

The Journal of College Placement reported two programs had been conducted by CPS which provided training for new placement personnel of historically black colleges during the Summer of 1970.³⁹ The CPS-Hampton Institute Workshop hosted twenty-three counselors and placement directors for the purpose of disseminating instructions in the operation of placement services. The workshop was funded by a General Electric Foundation grant. A fourth annual summer institute held at Rutgers University dealt with the application of communication skills and the effects these skills would have on career expectation and behavior of black students.

As reported in the February-March 1971 Journal of College Placement, a three-year funding campaign had been announced by CPS to initiate and sponsor programs designed to enable the development of effective career counseling and placement programs directed at minority students.⁴⁰ Approximately \$200,000 per annum was to be raised to continue

³⁹"The Journal Newswire," Journal of College Placement, XXXI, No. 1 (October-November, 1970), 124.

⁴⁰"The Journal Newswire," Journal of College Placement, XXXI, No. 3 (February-March, 1971), 14-16.

the many programs of the CPS and maintain CPS as the cooperating agency for the CPS Title III Consortia.

The April-May 1971 Journal reported that President Richard M. Nixon had cited CPS for its "exceptional services to others in the finest American tradition."⁴¹ The article concludes that a public service commendation, January 20, 1971, was presented as a token of the President's respect for the dedicated achievements of CPS (Appendix D). The Journal reports that CPS in its July, 1971 meeting approved the continuation of programs to further develop placement and career counseling services at historically black institutions.⁴² Career counseling programs for all minority students were to be addressed by CPS, the article observed.

Michael Soltys, in his article, "Video-Taped Role Playing," sought to show how the medium of video tape as used at a CPS workshop could aid placement counselors in assisting their students.⁴³ Soltys provided examples of

⁴¹"The Journal Newswire," Journal of College Placement, XXXI, No. 4 (April-May, 1971), 13.

⁴²"The Journal Newswire," Journal of College Placement, XXXII, No. 1 (October-November, 1971), 11.

⁴³Michael P. Soltys, "Video-Taped Role Playing," Journal of College Placement, XXXI, No. 3 (February-March, 1971).

behavior that could be observed by counselors when using video tape for the training of purposes. Soltys identified the ineffective behavioral traits most frequently brought to the job interview by students as being the following:

Lacks enthusiasm

Does not smile

Displays disconcerting habits

Conceited, self-centered

Sloppily dressed

Does not radiate warmth, confidence

Too passive and withdrawn

Impulsive, constantly interrupts

Lack of preparation regarding employer's business activities

Ask meaningless questions

Career objectives too broad or indefinite

Ideas expressed in disorganized, illogical fashion

Rude, arrogant⁴⁴

The Consort⁴⁵ Handbook for Recruiting at the

⁴⁴Soltys, Ibid. p. 56.

⁴⁵"CPS Title III Consortium," The Consort, April, 1972.

Traditionally Black Colleges,⁴⁶ Career Counseling and Placement Needs of Black Students at Integrated Colleges,⁴⁷ Manpower Resources of the Traditionally Negro Colleges, No. 1,⁴⁸ and Manpower Resources of the Traditionally Negro Colleges, No. 2,⁴⁹ contributed to much of the information the writer was able to gather on the evolution of CPS and the services it provided.

⁴⁶Andre G. Beaumont, ed., Handbook for Recruiting at the Traditionally Black Colleges (Bethlehem: College Placement Services, Inc., 1973).

⁴⁷Andre G. Beaumont, ed., Career Counseling and Placement Needs of Black Students at Intergrated Colleges, Report on the conference held at Indiana University, Bloomington, Indiana, July 1-2, 1969 (Bethlehem, Pennsylvania: College Placement Services, Inc., 1970).

⁴⁸Scott, loc. cit., No. 1.

⁴⁹Scott, loc. cit., No. 2.

CHAPTER III

METHODOLOGY

Source of Data

Much of the background information for this study has been drawn from resource material provided by CPS (Appendix E). Additionally, information was gathered during the researcher's attendance at the CPS 1973 Summer Institute (Appendix F), from interviews with various placement directors of participating member institutions, and from exhaustive research in related literature. A final source was information obtained from a receipt of a Sears-Roebuck Foundation Graduate Fellowship in Career Counseling and Placement (Appendix G).

Population Sample

Data presented in Chapter Five (findings), were compiled from questionnaires which were obtained from nineteen participants of the 1973 CPS Summer Institute-Alabama A&M University, Huntsville, Alabama, through the assistance of CPS. Copies of the responses to the questionnaires were provided the writer by CPS. The

nineteen respondents comprised a group of twenty persons participating in the two week institute (Appendix H).

Seven of the nineteen respondents were directors of various placement services. Five of the respondents were career placement counselors or assistants to the directors on their respective campuses. Four of the persons whose responses are presented were employed in areas related to cooperative education. One respondent was serving in the capacity of Dean of Men at the institution he represented, and one respondent was serving as a student development counselor at his institution. One respondent was a Sears-Roebuck Foundation Graduate Fellow.

Two other institutions that were not historically black were also represented. However, both of those institutions were represented by black staff persons. In addition, one of those institutions was represented by two participants at the Institute. The faculty for the Institute consisted of eighteen staff persons (Appendix I). Six of these persons were placement directors and seven others were professors representing various academic disciplines. Additionally, the remaining members of the staff represented business and the federal government.

Use of Instrument

The survey instrument used to produce data primarily presented as findings was a CPS 1973 Summer Institute Evaluation Questionnaire (Appendix J). The instrument consists of nineteen major topics with fourteen similar subject areas and five item choices for each of the first five questions. A few minor changes have been made for the 1973 Evaluation Questionnaires from those administered in previous years. Changes in the format of the 1973 instrument indicate a substitution of three subject areas that were not used in earlier years; "Keynote Address", "Career Counseling" and "Placement Services for Minority Students", and "Application of Video-Tape to Placement" were added. At the same time "Vocational Development for minority Students", "Career Counseling and Placement Services at Developing Institutions", and "Counseling Practice" were dropped from the questionnaire.

From the questionnaire, the writer presents analysis of responses from the participants of the Summer Institute. These responses were coupled with the observations of the writer with regard to the evaluation session held during the last day of the institute.

The questionnaire has obtained information as to the appropriateness of material introduced at the Institute with

relationship to the duties performed each participant. It has allowed each individual to assess the degree to which the material in each of the fourteen subject areas was relevant.

In relationship to the subject areas, the instrument has sought to evaluate to what extent the material presented was informative. The section could possibly identify the need for future changes in content of the subject areas to be presented.

Similarly, if material presented was not new, the survey ascertained if the approaches used by the various speakers were of value to the participants.

The questionnaire did extract impressions from respondents as to the degree of stimulation received from the subjects presented. In addition, the survey asked the participants to evaluate to what extent mastery of subject areas presented was evident. The degree to which the practicum sessions held during the Institute were challenging was also reflected in the survey response.

The survey has provided an opportunity to analyze the extent to which respondents felt faculty showed concern for problems encountered by participants, and the appropriate time of year to conduct the Institute. Views of the respondents were polled to obtain an indication as to whether

the Institute was of sufficient duration to adequately cover the subject matter presented.

The questionnaire also elicited responses as to what dates during the summer would be most appropriate for an institute to be held.

To complement the first ten questions which were constructed on a Likert scale, nine questions were of open-ended type to provide more individual freedom for respondents. The last of the nine questions being "comments" provides an even greater balance to the over-all strength of the questionnaire.

The remaining sections of Chapter Five has summarized the entire study and offered recommendations for future CPS Consortia involvement.

CHAPTER IV

OPERATIONAL STRUCTURE AND SERVICES

Through joint cooperation with Spelman College and other institutions of the Atlantic University Center, the initial CPS Title III Consortium in 1967 was expanded to twenty-eight colleges and continued this expansion, reaching a total of sixty-two participating members during the 1972-73 school year.

Spelman was to continue serving as coordinating institution during 1971. At that time, the Consortium structure consisted of College Placement Services, Inc., as cooperating agency with Spelman College as staff-based headquarters for the Consortium, and seven college placement directors serving in the capacity of regional coordinators for the Consortium. The regional coordinating institutions consisted of: Texas Southern University, Fort Valley State College, Alabama A&M University, Arkansas A&M College, Johnson C. Smith University, Lincoln University (Missouri), and Virginia State College.⁵⁰

⁵⁰"The Journal Newswire," Journal of College Placement, XXXII, No. 1 (October-November, 1971), 11.

The function of the group was to assist in the development of programs that would improve career counseling and placement functions and evaluate the services of the participating members. As the coordinating institutions shared in the direction of the Consortium, their attempts were to be channeled into a dual program involving close interaction with participating institutions for the development, upgrading, and enrichment of career counseling in placement programs. The second segment was to be a cooperative program of mutual assistance among participating members fostering regional relationships that would allow for the strengthening and the development of career counseling and placement services.

Realizing that if placement services were to be effective on the respective campuses of the member institutions, the objective of the Consortium was to promote the development of each institution's ability to offer career programs that would relate to their particular campus. To facilitate those efforts, funding sources which were non-federal have supported many of the career service programs that would relate to a particular campus. In addition, monies received from the Title III funding have been used by the colleges to supplement salaries or provide additional staff, enhance the development of staff through attendance

of professional meetings, and to promote innovative programs of career services.

Involvement on a Regional Level

In an attempt to reinforce programs of institutions within their sphere, seven regional groups offered on an individual basis a mechanism by which participating members worked together. Each of the seven regions (Appendix K) consisted of a regional coordinator from one of the institutions within the group. Usually meetings were held at a participating college several times a year with topics regarding career services being presented.⁵¹ Additionally, resource persons and consultants were brought in to supplement the continual change of data and information that has been generated among the participating institutions through regional interaction. It was hoped that the regional structure would encourage the members to utilize the resources and strengths of one another.

Regional programming had as its main function the organization and execution of programs designed to upgrade career counseling and placement services.

⁵¹"The Journal Newswire," Journal of College Placement, (October-November, 1970), 12-124.

Accomplishment of these tasks was to be actualized through the development of job market information seminars which involved employers from the major industries within the region. Where possible, visits by placement staff to various employment sites were encouraged. Career information programs for students as well as faculty were carried out on many campuses by employers at the invitation of some regional groups. Again, these programs were organized to keep both students and faculty aware of the changing needs of employers in several areas: (1) the attributes of students, (2) the curriculum provided, and (3) the knowledge of a constantly changing job market which faculty must possess in order to prepare their students to develop marketable skills.

CPS Title III Consortia/A Description

The seven Regional coordinators met at Nashville, Tennessee in August 1971 with Robert L. Clayton, then Administrative Coordinator, CPS Title III Consortium and Andre Beaumont, Managing Director, CPS, to plan for the 1971-72 fiscal year and to form the Board of Regional Directors. Clayton was elected Chairman of the Board with Elva K. Steward of Texas Southern University as Secretary and Beaumont (CPS) as an ex-officio member of the

board.⁵²

The Nashville meeting established guidelines for the operation of Regional Directors in relationship to CPS-Atlanta (Administrative Coordinator, CPS Title III Consortia in Placement); CPS Bethlehem, Pennsylvania (CPS, Inc.) and the United States Office of Education.⁵³

As a result of the meetings held August 25, 1971 and September 2, 1971, the board of Regional Directors of the CPS Title III Consortium developed several major considerations concerning the then existing operation of the organization. Through the assistance of Andre Beaumont, Robert Clayton and Dr. Willa Player of the Office of Education, the Board determined that the Consortium's operation had grown too large to provide quality programming with the existing methods of program development and organizational structure then established. It was the Board's decision that there should be a delineation of the participating member institutions based on achievement instead of the period of time an institution had been a member. The commitment of the institution to its placement program and the demonstrated ability to develop program effectiveness was considered to be the more desirable basis of determining a distinction among

⁵²Nashville (Tennessee) CPS Board of Regional Directors, Minutes of CPS Title III Consortia in Placement, meeting of August 24-26, 1971. (Typewritten.)

⁵³Ibid.

institutions in the Consortium. Further, it was determined that the structure of the Consortium based on geographic regions should be dropped and reorganized around the level of development the participating institutions have attained as suggested during the September 10 meeting in Atlanta.⁵⁴

The structure of the Consortium was to be so designed that institutions would be motivated to establish placement services and to seek membership insuring further development of their counseling and placement programs. In addition, those institutions within the Consortium which had developed efficient programs were permitted to move to higher levels of attainment and those member institutions that constantly encountered difficulties were allowed to progress at a slower pace.

Sentiments of the Board maintained that the Consortium's management had begun to require more attention than had been anticipated. Similarly, it was their decision that the organizational structure of the Consortium should be divided into a number of Consortia with each being designated by their levels of performance and development.

At the September 28-29, 1972 meeting of CPS Inc.

⁵⁴Atlanta (Georgia) CPS Board of Regional Directors, Minutes of CPS Title III Consortia in Placement, call meeting of September 10, 1971. (Typewritten.)

Title III Consortia in Placement at Huntsville-Normal, Alabama the resignation of Clayton, Chairman of the Board of Regional Directors was officially accepted. As a result, this was the initial meeting of the CPS Consortia Program Board of Regional Directors in the Consortia Organization structure. Ralph P. Malone was elected chairman, Luella H. Carson, Vice-Chairman, and Elva K. Steward, Secretary.⁵⁵ Following the election of officers to the Consortia Program Board, a discussion of the structure of the Consortia for 1973-74 was considered by the body present.

Consortia Organization-1972-73

The CPS, Incorporated Title III Consortium was reorganized into three consortia. Each CPS Consortium was developed to serve institutions whose programs of counseling and placement align themselves with one of three areas. Those areas encompassed Consortium I-Advancing Programs, Consortium II-Improving Programs, and Consortium III-Evolving Programs; with the number of institutions in each limited to approximately twenty members (Appendix L).

As a result of the reorganization of the CPS Title III

⁵⁵Huntsville-Normal (Alabama) CPS Consortia Program Board, Minutes of CPS Title III Consortia in Placement, meeting of September 28-29, 1973. (Typewritten.)

Consortia multi-year funding has been received by participating members of each consortium. The breakdown and totals of grants awarded to participating members are listed in appendix M.

As the periods for funding are contingent upon the commitment of the individual institutions to career counseling and the merits of their placement services, the possibility exists for colleges in Consortium III to progress to Consortium I and bypass Consortium II. Institutions that lose their membership in the Consortia because of poor performance are required to return to the program at a level other than Consortium I.

Consortium I-Advancing Programs. This group of institutions was usually found to have seniority in the Consortia and also to have demonstrated the capacity to move beyond the fundamental concepts under which their career counseling and placement services were developed. Over the course of their membership in the Consortium these institutions generated additional services to further carry on their programs as they receive funding for a three-year period. The coordinating institution for this level was Texas Southern University of Houston, Texas.

Consortium II-Improving Programs. The makeup of this group of institutions consisted of members that participated in the Consortia previously and had achieved many of the initial goals established for their placement and career counseling programs. Their institutions had shown commitment to the programs, but these institutions were not fully developed to the level for which their programs were designed. Fort Valley State College, Fort Valley, Georgia was designated the coordinating institution.

Consortium III-Evolving Programs. Two groups of colleges comprised the third Consortium. These institutions consisted of those in the process of initiating new occupational counseling and placement services or those that have been participating members, but have experienced a great deal of difficulty on this level. These institutions were funded for one year after which they were to become eligible for one of the other CPS Consortia. Alabama A&M University, Normal, Alabama, served as the coordinating institution.

Of the three coordinating institutions in the Consortia, all of them were members of Consortium I-Developing Institutions. As director of the coordinating institution, each administrative officer served as program director to provide leadership for member institutions, each administrative

officer served as program director to provide leadership for member institutions of their respective Consortia.

Two changes in the Consortia structure were to take place as a result of November 1-3 Plenary Session of the CPS Title III Consortia in Placement Meeting.

1. Lindsey Merritt, Director of Placement at North Carolina Central was to be elected the member-at-large to the Consortia Program Board thus giving the board a seventh member.⁵⁶ The election of the vacancy left by the Board's discontinuation of the position of Director of Consortia Programs (Appendix N).
2. For the 1973-74 structure of the Consortia, the classification system of Consortium I, II, and III be replaced to delete merit and qualify from their definition and emphasize the program development and consultative aspects of the three Consortia. Consortium I became the Texas Southern CPS Consortium, Consortium II the Fort Valley CPS Consortium, and Consortium III the Alabama State CPS Consortium (Appendix O).⁵⁷

Participating institutions in each Consortium are provided assistance by the Consortia directors and their staff in an attempt to aid in upgrading of placement services. The directors are responsible for disseminating career counseling and placement material, visiting institutions in

⁵⁶Bethlehem (Pennsylvania) Consortia Program Board and Plenary Session, Minutes of the CPS Title III Consortia in Placement, meeting of November 1-3, 1972. (Typewritten.)

⁵⁷Ibid.

their respective Consortium as well as maintaining close communication with CPS and the United States Office of Education.

The Consortia Program Board provides added coordination of activities for the Consortia through leadership and guidance. The Board consists of three members-at-large, elected as representatives from each of the three Consortia, the program administrators, one member-at-large elected by the entire Consortia and the CPS Managing Director who serves in the capacity of a non-voting, ex-officio member of the board (Appendix N). A member-at-large serves no more than two successive years. Usually, approximately four meetings a year are held by this body with officers elected by the Board.

Additionally, a variety of resource persons are utilized to assist the Consortia. As specialists in their respective fields of endeavors, these persons provide technical services that may not normally be found at any particular institution.

General Consortia Practices

In any organization that is to function smoothly, there must be certain standards to which its members must adhere. Such standards can be found in the criteria set

for member institutions in a description of the CPS Title III Consortia.⁵⁷ The standards of those steps are as follows:

A. Membership Standards. There are several designated steps that must be taken before an institution is admitted into membership with a CPS Consortium.

1. Request for membership in the Consortia is received by CPS from the President of the developing institution.
2. An investigation, under the direction of Consortia Program Board, is carried out to determine if the institution has accreditation or accreditation is being sought. Also, a commitment to produce an effective career counseling and placement service must be demonstrated by the institution, and adherence to guidelines established by the United States Office of Education, as they apply to CPS Title III Consortia operations.
3. The Board arranges a visit to the prospective member's campus by an advisory team if the report from the exploratory visit indicates that participation in the Consortia would be beneficial for that institution.
4. An advisory team which is appointed by the Board and has undergone training by CPS conducts visitation at the institution in accordance with criteria and methods of CPS.

⁵⁸"Description of CPS Title III Consortia Proposed for Fiscal Year 1973-74", College Placement Services Title III Consortia (Bethlehem, Pennsylvania, 1973), pp. 6-8. Mimeographed.)

5. A report which evaluates the career counseling and placement services of the institution under consideration for membership in a CPS Consortium is submitted along with recommendations that would assist in the design and strengthening of a more effective program for the institution. Under those recommendations, guidelines are established to serve in developing the institution's program with, or without monetary assistance from the United States Office of Education.
6. Upon effective initiation of those recommendations established through the efforts of the advisory team, the Consortia Program Board invites the requesting institution to membership in the CPS Title III Consortia.

B. Discontinuation of Membership in the CPS Consortia.

An institution requesting membership is refused admission to the consortia when that college fails to meet established criteria. To date, several institutions have been excluded from the consortium in which they were members. These institutions include the Atlanta University Center in 1972 and '73; Benedict in 1973; Cheyney State in 1969 and '72, Kentucky State in 1969, and Langston in 1971. The institutions were excluded as a result of failure to comply adequately with recommendations or guidelines set forth by the Consortia as is evident by the discontinued or interrupted funding in the Consortia as revealed in appendix L.

C. Readmission Criteria. Institutions dropped from the CPS Consortia are given the opportunity to re-establish membership upon correction of shortcomings as determined by the Consortia Program Board.

Services and Programs of the CPS Consortia

The services of the Consortia are designed to ultimately provide black students the opportunity to achieve their occupational objectives through maximum use of their faculties, and the development of counseling and placement services that adequately meet the needs of their respective institutions.

Many of those institutions that were fortunate enough to have existing placement services in operation have found membership in the Consortia has benefited other aspects of their institution as well as the student personnel functions: among others, changes in curriculum and faculty awareness of the changing job market.

Students from participating member institutions are now receiving counseling by professional personnel of occupational material and various job opportunities through constant contact with employers. This type of exposure permits students to better utilize education and skills regardless of whether they venture into a graduate school

program, social services, government or business operation.

The continuous opening of many new areas of employment to blacks has created the need for historically black institutions to provide an effective and up-to-date career counseling and graduate placement operation. As a result, the CPS Consortia has responded to that need through the development of services and programs that have made graduates of black institutions more knowledgeable about and interested in contemporary careers than past graduates. With their involvement in the services produced through the various programs presented by the Consortia, students in addition to exploring their own abilities, interests, and direction are beginning to chart an academic course that will best prepare them for varied occupational areas in a rapidly changing society.

Visitation Teams. One of the principal means that CPS has used to assist historically black institutions of higher education has been through the services of visitation teams. Teams of several specialists from such areas as placement services and employment are sent by CPS to institutions that are selected for visitation. Members of the teams carry with them an abundance of talent from private

industry, government and education, and are amply suited to assist in the development of particular placement services to meet the needs of a specific institution.

Follow-up visits to the institution are made by the visiting team in an effort to evaluate the progress being made by the institution in implementing recommendations presented as a result of the initial visit. Similarly, the team offers its assistance to the institution as CPS maintains continuous communication with the institution having been visited, and evaluates the institution's emerging career placement program.

Worthy of note is the fact that more than eighty colleges have received visits from CPS advisory teams. Of these institutions, some presently operate placement services for the first time in the history of their institution, or have now remodeled their services in an effort to operate a more detailed placement program.

In addition, CPS has embarked upon a pilot program of assisting historically white universities. This program provides consultative services to white institutions requesting support as a result of growing minority enrollment. Visiting teams from CPS review existing programs for their relevancy to black students and report their findings to the institution for the university's consideration.

Training Programs. Since placement services must work in conjunction with other services operating on the college campus, CPS sponsors training programs for administrative officials as well as placement officers of colleges requesting assistance from the CPS Title III Consortia. From several days to a week in duration both the placement personnel and administrative officials benefit from a structured program which encompasses the entire student personnel services as they might relate to the needs of a specific institution.

Summer institutes sponsored by CPS are usually two weeks in duration. These institutes provide training for placement officers in career counseling and placement techniques. Prominent educators make-up the faculties for the various institutes and the participants are usually the recently appointed student placement personnel from institutions visited by CPS or member institutions of the Consortia.

Financial Aid. Certainly one of the major problems which has confronted the majority of predominantly black colleges has been the lack of funds with which to operate a comprehensive placement service. CPS's initial funding from the Ford Foundation provided monetary support for operational needs of the assisting agency only. Support for

institutions implementing recommendations suggested in the advisory team report was not included. To develop placement programs at most of the institutions, assistance to relieve an already over-extended budget was often needed.

Two basic reasons underlie the need for funding the CPS Consortia:

1. Membership in the CPS Consortia is accomplished and maintained through a concerted effort by an institution to develop career placement operation. Recommendation of the visitation teams can only be implemented with adequate financial resources for capital improvements.
2. The cost of professional personnel and clerical staff requires still more financial assistance.

As a result, the College Assistance Fund was established by CPS in 1966 providing member institutions with monetary support from various organizations to assist in the development of career counseling as well as placement at those institutions. CPS has been charged with the responsibility to oversee that grants made to the member institution through the "Fund" are utilized for the objective set forth by the Consortia.

Approximately some one hundred fifty donors have

contributed in excess of \$100,000 to the fund.⁵⁸

Of particular note, the business community has been the major contributor to the College Assistance Fund (Appendix P).

Grants to member institutions from the College Assistance Fund have been made by CPS on the basis of the financial needs of individual institutions and their ability to continuously develop the necessary programs for an effective and viable placement service.⁵⁹

Research Publication. Since its inception, CPS has continuously sought to gain information relevant to the historically black institutions of higher education, their graduates, and their students. From the information gathered, studies have been developed to provide information that had not been readily available to many black colleges in the past: (1) data on male and female enrollment, (2) on the number of degrees granted men and women by each institution, and (3) on the career patterns established by graduates of predominantly black colleges. Through the data collected,

⁵⁹ "Journal Newswire," Journal of College Placement, (February-March, 1972), p. 18.

⁶⁰ Ibid., February-March, 1972.

CPS has attempted to provide means for black colleges to examine the need for changes that would affect enrollment, academic preparation and career counseling needs of students attending black colleges.

Much of the data collected has been presented in two research monographs-Manpower Resources of the Traditionally Negro Colleges-numbers I and II. These works have measured the shifting trends of black students in selecting majors in areas of liberal arts, education and business administration. The studies indicate that larger numbers of blacks have begun majoring in business administration than ever before. It is further emphasized by a more than 100 per cent increase in the number of black college graduates having received degrees in business administration in 1968 as opposed to 1965. In 1965, the study by Scott of Pennsylvania State University showed a total of 419 business administration graduates as opposed to 856 graduates receiving the same degree in 1968.⁶⁰ One study has also indicated the number of business and industrial recruiters having sought access to black campuses since 1965. For 1968 there was a total increase by 138 per cent of recruiting

⁶¹Scott, No. 1, op. cit., p. 6.

visits experience by the study population as compared with 1965.⁶¹

In addition, other publications have included a guide for planning a college career day, various CPS brochures, a quarterly newsletter and a report of a conference sponsored by CPS concerning the needs of black students at historically white colleges.

New Career Opportunities Program. The program provided an opportunity for the black college to feature recent alumni who had broken from old employment patterns to engage in a variety of new career areas. These graduates are used to serve as "living witnesses" that many new and challenging careers now await black graduates.⁶²

Since, for several years many historically black institutions of higher education have held career days, the New Career Opportunities Conference enables recent graduates to return to their alma mater and through informal rap sessions discuss aspects of their work experiences with students and faculty.

Graduate Fellowship Program. Through the initiative of CPS, Duke University developed a graduate level program

⁶² Ibid. p. 8.

⁶³ Op. cit., February-March 1972, pp. 16, 18.

of career counseling and placement. The program was funded by the Sears-Roebuck Foundation for two persons annually and included a two year master's degree program of academic work at Duke, practicum at the University's counseling center and placement office (Appendix G). The program also included work experience with a business firm during the summer and an internship at a historically black college in the area of career counseling and placement.

CPS has been actively involved in the operation of the Sears-Roebuck Foundation Graduate Fellowship Program in Career Counseling and Placement through the recruiting of candidates, arrangement of summer work experiences, program evaluation and assisting the program's graduates in job placement.

Film Program. In 1967, CPS produced a twenty-eight minute color film through a grant received from the Ford Foundation. The motion picture-"Do They Really Want Me?" was distributed on a free loan basis to schools or other groups which requested a showing of the film.⁶³

CPS developed the motion picture to encourage young blacks to broaden their search for careers in the world of

⁶⁴"Do They Really Want Me?", Journal of College Placement, (October-November, 1967) pp. 79-87.

work. Similarly, "Do They Really Want Me?" focused on the lack of career information available to most black students and the students' reluctance to consider to any large degree new job opportunities open to black graduates.

CHAPTER V

FINDINGS, SUMMARY AND RECOMMENDATIONS

Findings

The data obtained from the evaluation of the 1973 CPS Summer Institute will be presented by pairing items 1 and 2 of the questionnaire as positive responses and items 4 and 5 as negative responses. Comparisons of these two groupings are made to offer two extremes with item 3 serving as a neutral item.

Question A: How much of the material covered in the Institute and listed under the subject areas below would you consider to be appropriate and useful in your work?

Fifty-six per cent or more of the respondents chose responses "almost all," or "a great deal" (choice 1 or 2) in all subject areas of this question (.94). The subject area of "Economic Conditions" represents the highest percentage of respondents selecting positive items. Even in the area of "Counseling College Students" where the lowest percentage was recorded, 56 per cent indicated the material covered was appropriate and useful in their work. A combined total

of choices 1 and 2 indicates that 76 per cent of the respondents perceived "almost all" or "a great deal" of the material covered in the institute to be appropriate and useful based on the fourteen subject areas of Question A (Table 1).

Inspection of Table 1 reveals that in only four instances, responses of "not very much" (choice 4), or "very little" (choice 5), were selected by the respondents. This selection represented a total of 2 per cent of the time that participants selected negative choices with reference to Question A. A total of 22 per cent of the time participants' responses indicated "some" (choice 3) of the material to be of use.

Therefore, it becomes exceedingly clear that a greater number of the participants perceived the material covered at the institute as being appropriate and useful in their professional duties.

Question B: How much of the material was new to you?

Table 2 shows that in only three subject areas for question B did respondents select positive choices in excess of 50 per cent. In the areas of "Overview of Vocational Theory" and "Economic Conditions" participants chose these items 61 per cent of the time. The third area, "Application of Video-Tape to Placement" reveals that 56 per cent of the

Table 1
Selection of Responses to the 1973 CPS Summer Institute
Evaluation Questionnaire
Question A

Subject Areas	Items 1&2		Item 3		Item 4&5	
	N	%	N	%	N	%
Keynote Address	16	84	3	16	0	0
Current Problems in Career Counseling and Placement	15	79	4	21	0	0
Cultural Differences in Vocational Development	13	72	4	22	1	6
Placement Office Operations	12	67	6	33	0	0
Career Counseling and Placement Services for Minority Students	14	74	4	21	1	5
Overview of Vocational Development Theory	16	84	3	16	0	0
Employers' Perception of Placement	16	84	3	16	0	0
Application of Video-Tape to Placement	12	67	6	33	0	0
Economic Conditions	17	94	1	6	0	0
Interviewing-Theory and Technique	16	84	2	11	1	5
Career Information	13	81	3	19	0	0
Job Satisfaction	12	75	4	25	0	0
Counseling College Students	14	82	2	12	1	6
Group Counseling Demonstration	<u>9</u>	<u>56</u>	<u>7</u>	<u>44</u>	<u>0</u>	<u>0</u>
Total	192	76	55	22	4	2

Table 2
Question B

Subject Areas	Items 1&2		Item 3		Item 4&5	
	N	%	N	%	N	%
Keynote Address	9	47	6	32	4	21
Current Problems in Career Counseling and Placement	6	32	9	47	4	21
Cultural Differences in Vocational Development	8	42	6	32	5	26
Placement Office Operations	8	42	8	42	3	16
Career Counseling and Placement Services for Minority Students	3	16	11	58	5	26
Overview of Vocational Development Theory	11	61	4	22	3	17
Employers' Perception of Placement	7	41	77	41	3	18
Application of Video-Tape to Placement	10	56	6	33	2	11
Economic Conditions	11	61	6	33	1	6
Interviewing-Theory and Technique	6	35	9	53	2	12
Career Information	6	40	8	53	1	7
Job Satisfaction	6	38	6	38	4	24
Counseling College Students	5	29	9	53	3	18
Group Counseling Demonstration	3	19	9	56	4	25
Total	99	40	104	42	44	18

respondents indicated "almost all" or, "a great deal" of the material was new.

On the other hand, it can be observed that in five areas more than 50 per cent of the time respondents perceived that only "some" of the material presented was new. In 42 per cent of the selections, the respondents chose item 3-"some", as compared to the total of 22 per cent for the same choice in Table 1. In addition 18 per cent felt the material wasn't new.

When a comparison of choices 4 and 5 in Table 2 is made with those of Table 1, there is evidence of a greater percentage of respondents indicating "not very much" or "very little" to material presented. Table 2 shows an increase of approximately 16 per cent over choices 4 and 5 in the previous table. It does appear clear however, at least 82 per cent of the respondents indicated "some" of the material was new.

Question C: If there was some material not new to you, was the perspective and formulation offered of value to you?

In Table 3, total responses to Question C indicate that 70 per cent of the time respondents perceived the material presented as being "very valuable" or "valuable." The subject areas of "Current Problems in Career Counseling

Table 3
Question C

Subject Areas	Item 1&2		Item 3		Items 4&5	
	N	%	N	%	N	%
Keynote Address	13	76	4	24	0	0
Current Problems in Career Counseling and Placement	15	88	2	12		
Cultural Differences in Vocational Development	12	71	5	29		
Placement Office Operations	13	76	4	24		
Career Counseling and Placement Services for Minority Students	13	76	4	24		
Overview of Vocational Development Theory	15	88	2	12		
Employers' Perception of Placement	13	72	4	22	1	6
Application of Video-Tape to Placement	13	72	4	22	1	6
Economic Conditions	6	33	11	61	1	6
Interviewing-Theory and Technique	12	71	5	29		
Career Information	9	56	7	44		
Job Satisfaction	9	60	6	40		
Counseling College Students	12	75	4	25		
Group Counseling Demonstration	10	62	6	38		
Total	165	70	68	29	3	1

and Placement", and "Overview of Vocational Development Theory" were selected by 88 per cent of the participants responding to the combined choices of items 1 and 2. These choices represented the largest percentage of responses selected in Table 3. Similarly, a total of 29 per cent of the respondents to Question C indicated there was "some value" to the fourteen subject areas presented. The responses of "little value" were selected on four occasions making a total response for item 3 of 1 per cent. These selections as reported in Table 3 were in the subject areas of "Employer's Perception of Placement," "Application of Video-Tape to Placement," and "Economic Conditions." Choice 4 and 5 represented the smallest percentage of responses selected in Question C as was the trend in previous questions. These two choices combined totaled only 1 per cent with choice 5 collecting none of the responses.

Question D: To what extent was the presentation of the material stimulating and challenging to you?

The combination of items 1 and 2, "highly stimulating" and "stimulating," as shown in Table 4, reveals that in total responses 65 per cent of the participants perceived material presented as being "highly stimulating" or "stimulating." For the subject area of "Economic Conditions", 89 per cent of the respondents chose items 1 and 2 representing the largest

Table 4
Question D

Subject Areas	Items 1&2		Item 3		Items 4&5	
	N	%	N	%	N	%
Keynote Address	15	83	3	17	0	0
Current Problems in Career Counseling and Placement	12	67	6	33	0	0
Cultural Differences in Vocational Development	10	56	6	33	2	11
Placement Office Operations	10	56	6	33	2	11
Career Counseling and Placement Services for Minority Students	9	50	8	44	1	6
Overview of Vocational Development Theory	13	69	5	26	1	5
Employers' Perception of Placement	13	72	4	22	1	6
Application of Video-Tape to Placement	12	67	4	22	2	11
Economic Conditions	17	89	2	11	0	0
Interviewing-Theory and Technique	14	78	2	11	2	11
Career Information	8	47	6	35	3	1
Job Satisfaction	12	70	4	24	1	6
Counseling College Students	10	59	5	29	2	11
Group Counseling Demonstration	9	50	7	39	2	11
Total	164	65	68	27	19	8

percentage for any of the areas in Table 4. "Keynote Address" received a combined total of 83 per cent of participants selecting choices 1 and 2. Consequently, this individual area provides the second largest percentage of responses for Question D. In comparison, the smallest percentage for selections 1 and 2 in Table 4 was found in the area of "Career Information with a total of 47 per cent. Similarly, 35 per cent of the respondents perceived "Career Information" as being "Interesting" (choice 3) while 18 per cent, the largest percentage for choices 4 and 5, viewed material as being "not very interesting" or "dull". In contrast to the 65 per cent of total responses in Table 4 for choices 1 and 2, choices 4 and 5 totaled only 8 per cent of the responses while another 27 per cent of the responses were collected for choice 3.

From the percentage of responses indicated in Table 4 it is evident that to a large degree the material presented to the participants was "highly stimulating" and "interesting."

Question E: To what extent did the lecturers demonstrate mastery of their subject matter?

Items 1 and 2, "substantial mastery" and "masterful knowledge," produced the largest total percentage of responses. Their combined total represents 78 per cent of the choices selected in Question E (Table 5). For example, nine of the

subject areas of choices 1 and 2 are represented by percentages of more than 75 per cent. The subject areas of "Keynote Address", "Cultural Differences in Vocational Development," and "Economic Conditions" produced the largest selection percentage for "substantial mastery" and "masterful knowledge" comprising 89 per cent of the selections for those subjects while the smallest, 58 per cent, emerged from the area of "Employers' Perception of Placement." Yet, when comparing this 58 per cent to choice 3, "knowledgeable", with its largest selection of 32 per cent and those of choices 4 and 5, "not too knowledgeable" and "uncertain", it is very clear that even the smallest percentage for choices 1 and 2, as shown in Table 5, was larger than the combined efforts of the three remaining choices.

The average total for all subject areas under choice 3 in Table 5 was 20 per cent. For choices 4 and 5 their combined total was 1 per cent.

Thus, from data reported in Table 5 it is again evident that the majority of participants had positive feelings concerning the institute. In this instance they perceived that the lecturers demonstrated "substantial mastery" and "masterful knowledge" of their subject matter.

The different structuring of Questions F-J results in a change in the construction of the remaining tables.

Table 5

Question E

Subject Areas	Items 1&2		Item 3		Items 4&5	
	N	%	N	%	N	%
Keynote Address	17	89	2	11		
Current Problems in Career Counseling and Placement	14	74	5	26		
Cultural Differences in Vocational Development	16	89	2	11		
Placement Office Operations	15	83	3	17		
Career Counseling and Placement Services for Minority Students	14	74	4	21	1	5
Overview of Vocational Development Theory	15	83	3	17		
Employers' Perception of Placement	11	58	6	32	2	10
Application of Video-Tape to Placement	15	88	2	12		
Economic Conditions	17	89	2	11		
Interviewing-Theory and Technique	15	83	3	17		
Career Information	11	61	7	39		
Job Satisfaction	10	59	7	41		
Counseling College Students	<u>13</u>	<u>76</u>	<u>4</u>	<u>24</u>	<u>3</u>	<u>1</u>
Total	197	78	52	21	3	1

Question F: To what extent were the practicum sessions useful and challenging to you?

Table 6 reveals that for each of the areas, "Counseling" and "Interviewing," 89 per cent of the respondents perceived both practicum sessions to have been "very useful," and challenging. In addition, the remaining 11 per cent of those responding indicated that the sessions were of "some use".

Table 6

Question F

	Items 1&2		Item 3		Item 4&5	
	N	%	N	%	N	%
Practicum Sessions						
Counseling	16	89	2	11	0	0
Interviewing	<u>17</u>	<u>89</u>	<u>2</u>	<u>11</u>	<u>0</u>	<u>0</u>
Total	33	89	4	11	0	0

Question G: To what extent did the faculty seem concerned to you?

In Table 7, 89 per cent of the nineteen respondents indicated that the faculty appeared either "highly concerned" or "quite concerned" about participants.

Table 7
Question G

Selections	Number & Per Cent of Responses to Item(s)	
	N	%
Items 1&2 (highly concerned and quite concerned)	17	89
Item 3 (concerned)	2	11
Items 4&5 (slightly concerned and unconcerned)	<u>0</u>	<u>0</u>
Total	37	100

In addition, the two remaining respondents, approximately, 11 per cent, selected choice 3 acknowledging that at least the faculty were "concerned".

Question H: Do you believe the institute lasted long enough to devote sufficient time to the subject matter?

Table 8 shows that 61 per cent, or, a total of eleven respondents chose items 1 or 2, indicating the Institute to be "too long" or "lengthy".

Table 8

Question H

Selections	Number & Per Cent of Responses to Item(s)	
	N	%
Items 1 & 2 (too long & lengthy)	11	61
Item 3 (just right)	6	33
Item 4 & 5 (need a little time and not enough time)	<u>1</u>	<u>6</u>
Total	18	100

Another six respondents, or 33 per cent, expressed the feeling that the Institute was "just right" to devote ample time to the material presented. One respondent representing 6 per cent of the group selected choice 4-"need a little more time".

Question I: Could you have attended the Institute if it were three weeks long, four weeks long, five weeks long, six weeks long or over six weeks long?

Information was obtained as to the number of weeks participants could have attended the Institute (Table 9).

Table 9
Question I

Selections	Number & Per Cent of Responses to Item(s)	
	N	%
Items 1 & 2 (3-4 weeks)	12	100
Item 3 (5 weeks)	0	0
Item 4 & 5 (6 weeks & over)	<u>0</u>	<u>0</u>
Total	12	100

The data shows that of the twelve total responses, ten, or 83 per cent selected choice 1, "three weeks long". There is an inconsistency in this regard since 61 per cent, eleven respondents, earlier considered the Institute to have been "too long" or "lengthy".

Question J: If you would prefer that the Institute be held at a different time during the summer, please circle the time period you would prefer.

All twelve of the respondents to Question J selected either choice 1 or 2. Eight or 70 per cent picked choice 1, "June 15-38", Table 10.

Table 10
Question J

Selections	Number & Per Cent of Responses to Item(s)	
	N	%
Items 1 & 2 (June)	12	100
Item 3 (July 20-31)	0	0
Items 4 & 5 (August)	<u>0</u>	<u>0</u>
Total	12	100

It is therefore evident that the respondents considered the month of June to have been the appropriate time of the summer to conduct the Institute since item 3, July 20-31, and items 4 and 5, August 1-15 were not selected.

From remarks made by participants, tallies were taken to ascertain the most common responses to sections "K-S", and these responses are presented under each of those corresponding letters of the alphabet.

Those responses which were more commonly expressed are presented as follows:

Question K: What to you, was the most satisfying event of the Institute?

Many participants responded that the most satisfying events were the practicum of counseling students and the comments of the panel of students concerning their experiences with the placement office. A large number of other participants indicated that presentations of Seymour Wolfbein, Martin Hamburger and Eleanor Ross were most informative.

Question L: What, to you, was the least satisfying event of the institute?

The least satisfying aspects of the Institute were almost unanimously the "group counseling" sessions and lecturers who projected a lack of enthusiasm during their presentations.

Question M: What do you think might have been done differently to make the Institute more meaningful?

To develop a more meaningful Institute, participants suggested a visit to an industrial facility be planned to gain a better idea of the process involved in actual recruitment, interviewing, hiring and the initial training of a graduate. The evaluation of a model placement operation, better organization of time and speakers' presentation were also suggested.

Question N: To what extent do you feel the evening activities were worthwhile?

Evening activities, many respondents indicated, were

worthwhile to the extent that they provided a relaxed atmosphere for informal peer group interaction of participants, and a closer relationship with staff members. Other respondents view the separation of living accommodations of the male and female participants as having limited much of the interaction of the two groups of members at the Institute.

Question O: What subjects do you feel should be added to future workshops?

A large number of respondents suggested that for future workshops, subjects in the areas of budget planning, office management, staff selection, a historical look at CPS and its operations, and the development of career counseling programs for freshmen students should be presented.

Question P: Do you feel future workshops should utilize other faculty personnel? Indicate kinds of faculty you would recommend.

Participants indicated desires to have business managers, academic advisors, deans and department heads utilized, and participating in future workshops.

Question Q: What event at the workshop was most useful to you in operating your own placement facility or in your work with students?

Responses identified the sessions in the areas of current problems in career counseling and placement, vocational development theory, economic conditions, and employers'

perception of the placement office as being most useful for utilization in their own placement operation.

Question R: Please comment on the small group sessions. Did you find these helpful or not helpful? Why? What changes, if any would you suggest for these sessions?

Remarks concerning the small group sessions expressed the feeling that those activities provided closer interaction among participants, permitting a greater exchange of ideas and an opportunity for members to express themselves.

Comments S: It was unanimous from the responses of the participants that overall the Institute was "noteworthy" although, as pointed out earlier, there were some areas that required greater consideration. Participants spoke of having received confidence and insight into their roles in career counseling and placement. Still others commented that it was a great opportunity to come in contact with so many outstanding personalities in the area of career counseling. Some felt that in the future more should be done to see that the group's living accommodations afforded members opportunity to know and interact with each other earlier in the Institute.

Conclusion. In general, respondents to the 1973 CPS Summer Institute Evaluation indicated that the practicum offered, the time, and the location contributed to the success of the Institute and that most of the participants

gained more from the experience at Alabama A&M University than from any other workshop pertaining to career counseling and placement. From the data presented the following can be concluded.

1. Participants perceived the material covered at the Institute to have been appropriate and of use.
2. Some of the material covered was entirely new.
3. A large percentage of respondents viewed the perspective of the material presented and its formulation to have been of value.
4. A large amount of the information presented and the practicum sessions provided during the Institute was highly stimulating and challenging.
5. The participants' perceptions were that the majority of the lecturers demonstrated masterful knowledge of their subject areas and that the faculty was quite concerned about matters affecting the Institute's participants.
6. Respondents considered June to be the best month to conduct the Institute.
7. Although a large majority of the respondents indicated the Institute was "too long or lengthy, all responding participants revealed they could have attended the Institute had it been three or four weeks long. (Observations of the critique sessions for the questionnaire led the writer to conclude that a number of the respondents considered the length of the workshop day to be too great and responded in the questionnaire accordingly, which could have confounded the data for Question H.)
8. Overall the Institute was noteworthy and although there were a few things to be corrected, those who developed and coordinated the conference must be complimented.

Summary

"A Study of the College Placement Services Incorporated, and The College Placement Services Title III Consortia" describes the growth and development of career counseling and placement for many historically black colleges and universities. The study reflects the commitment of individuals, foundations, private industry, government agencies, institutions of higher education and professional associations to enhance equal employment opportunity for graduates of predominantly black institutions.

Since the 1960's, it is clearly evident that in many non-traditional areas of employment more black college graduates have been employed in professional, administrative, managerial and skilled positions than in the past. In some areas there has been such a rise in the income of black graduates that the historical differential between their salaries and those of their white counterparts has largely disappeared. Credit for much of the success black graduates have obtained during the past decade has been attributed to civil rights activism, federal legislation, a rapidly growing economic climate in the mid sixties, and imaginative programs to provide avenues of entrance. However, other areas have also contributed to the rising status of

black graduates on the employment market, despite the fact that equal employment opportunity does not yet exist.

Private foundations and corporation have been instrumental in assisting the various programs developed to provide greater employment opportunities for blacks. This assistance has been provided through the establishment of training programs for the hard-core unemployed and the sensitizing of company employees, as well as through funding for agencies to improve aspects which play an important part in the full utilization of black potential in the nation's employment market. However, many of the programs failed because of the lack of a model to offer a precedent for effective organization and operation.

College Placement Services, Incorporated has been one of the agencies whose objectives include increasing the number of black college graduates in meaningful careers that were once limited to whites. Through various programs, CPS, in conjunction with a number of black colleges and universities, has encouraged black students to take full advantage of their education.

Formed in 1965, CPS sought to focus its programs on historically black colleges and universities which enrolled a majority of the nation's largest minority student population. These programs were centered around the

area of career counseling and placement.

For black colleges of the late 1960's and the 1970's, the development of career counseling and placement activities within historically black institutions has brought about revision of antiquated curricula, a diversity of employment opportunity and greater income. Career counseling and placement have become for black students a central issue in higher education since many blacks have looked to a college degree as the route to upward social and economic mobility. In addition, blacks have become more and more concerned about the choice of a major area, the relation of the degree field to the socio-economic status of the community and the possibility of professional growth.

CPS functions as the coordinating agency for the Title III Consortia serving approximately 62 historically black colleges as a non-profit corporation. Programs of the Consortia have been designed to upgrade or provide direction in the development of career counseling and placement centers at many traditionally black colleges.

Through its visitation teams, financial assistance, training programs, publications, graduate fellowship program, and programs providing broader exposure to career opportunities, the Consortia has served both black institutions and their students. The success of these programs has

resulted in appeals from increasing numbers of historically white institutions to receive advisory service from CPS so that their own services to minority students could be expanded and improved. To respond to the demand the CPS Board of Directors have explored avenues to address the needs expressed by those historically white colleges. As a result, CPS has initiated a pilot project to assist white institutions in developing policies and programs to effectively serve minority students.

Although a non-profit agency, CPS has assisted institutions in the Consortia to obtain financial support for various counseling and placement programs and the establishment of full-time placement operations. Financial support has come from foundation, corporations and the government to individual institutions.

Primarily, the historically black institutions have produced a majority of their graduates in liberal arts areas. As a result of the availability of employment in their students' own communities as teachers, and social workers, these black institutions were not faced with a great demand to offer services in career counseling and placement. However, the many factors involved in the increased demand for black college graduates, it became

evident that career counseling and placement services were needed at black institutions. Yet, in many instances those institutions lacked both the experience and resources to establish such services.

Similarly, it was out of the needs of black institutions of higher education and their constituency that the CPS Title III Consortia evolved. Since, their inception, the Consortia have assisted many historically black colleges and universities in establishing and upgrading counseling and placement services. This has been done through hiring additional staff personnel; providing new personnel with exposure to workshops, professional conferences, associations and institutes; identifying and assisting in obtaining sources of financial assistance; identifying needed curricular change to strengthen degree programs; aiding minority students in developing awareness of job opportunities and; increasing on-campus recruitment activities.

Evidence of the Consortia's success in upgrading career counseling and placement services at historically black institutions suggests that the CPS Consortia model would lend itself to historically white institutions where the development of counseling and placement services are generally less likely to be hindered by a lack of financial support. Historically white institutions such as New York

State University at Buffalo, Pan American University, Baptist College at Charleston and Temple University were represented at the 1973 CPS Summer Institute at Alabama A&M University.

The 1973 CPS Summer Institute afforded participants the opportunity to obtain information about, and to develop skills in, career counseling and placement. An evaluation of the Institute indicated that the nineteen college placement directors and related staff in attendance thought the Institute to have been informative and of professional worth.

Recommendations

As previously indicated, in the past few years there has been an increased interest in career education and counseling programs. Professional associations through their journals, other related periodicals and workshops are continuously introducing new material on career education to their members; yet they lack a proven model and guidelines for standardization.

Parallel to the growing interest in career education has been the interest and need for programs designed to assist minority women in moving beyond such traditional job confines as teacher, nurse, social worker or store saleswoman. The CPS Consortia as organized offer a model to

assist minority men and women, provide a working knowledge of and contacts with the necessary resources in business, private industry and the federal government. In view of this, the Consortia should give consideration to broadening their focus on career education. Through a concerted effort with CPS, the Consortia should:

1. Develop programs designed to provide females and their parents with a greater awareness of the non-traditional job opportunities open to women.
2. Become more actively involved with the orientation of freshmen to the educational institutions, introducing them early to the services of the career counseling and placement center.
3. Encourage member institutions to sponsor workshops to acquaint high school counselors with current trends in career counseling.
4. Assist community colleges in developing viable career counseling and placement services.
5. Provide consultative services for institutions sponsoring workshops or seminars to explore race or sex bias in career counseling.
6. Emphasize the need for more career education programs and better career counseling in the graduate curricula of membership institutions.
7. Encourage the use of the Sears-Fellowship model for universities in training graduate students in the career counseling and placement services area.
8. Assist high schools in developing guidelines for establishing career day programs.

9. Develop services to assist employers in identifying policies that are racially and sexually biased.

APPENDIX A

CPS/STATEMENT OF INCOME AND EXPENSES 1971-72

COLLEGE PLACEMENT SERVICES, INC.
BETHLEHEM, PA.
STATEMENT OF INCOME AND EXPENSES
FOR THE PERIOD JULY 1, 1971 - JUNE 30, 1972

INCOME

Gifts, Grants & Contributions	\$ 95,585
U. S. Office of Education Title III Grants	529,500
Film & Publication Sales	729
Interest Income	<u>3,539</u>
 TOTAL INCOME	 \$ 629,353

EXPENSES

Administrative Support - C.P.C.	\$ 5,443
College Visitations & Follow-up	11,945
Consortium Program Services	5,379
Directors Meetings	4,332
Employee Benefits	3,551
Equipment Rental & Duplicating	3,658
Executive Travel	1,676
Informational Material for Colleges	726
Insurance	436
Legal & Accounting	1,198
Office Supplies & Postage	2,886
Payroll Taxes	1,295
Provision for Depreciation	704
Rent	3,738
Repairs & Maintenance	176
Salaries	32,489
Student & College Staff Projects	6,808
Sundry	90
Title III Programs for Colleges	505,138
Training Placement Personnel	22,782
Utilities	<u>4,583</u>
 TOTAL EXPENSES	 \$ 619,033

APPENDIX B
PARTICIPATING MEMBER INSTITUTIONS, 1973

CPS CONSORTIUM I

Texas Southern University, Coordinating Institution

Participating Institutions

DELAWARE STATE COLLEGE, Dover, Delaware
FLORIDA A&M UNIVERSITY, Tallahassee, Florida
FORT VALLEY STATE COLLEGE, Fort Valley, Georgia
GRAMBLING COLLEGE, Grambling, Louisiana
HAMPTON INSTITUTE, Hampton, Virginia
HUSTON-TILLOTSON COLLEGE, Austin, Texas
JACKSON STATE COLLEGE, Jackson, Mississippi
KENTUCKY STATE UNIVERSITY, Frankfort, Kentucky
LIVINGSTONE COLLEGE, Salisbury, North Carolina
LINCOLN UNIVERSITY, Jefferson City, Missouri
MILES COLLEGE, Birmingham, Alabama
NORTH CAROLINA A&T STATE UNIVERSITY, Greensboro, North Carolina
PHILANDER SMITH COLLEGE, Little Rock, Arkansas
SOUTHERN UNIVERSITY, Baton Rouge, Louisiana
TENNESSEE STATE UNIVERSITY, Nashville, Tennessee
TOUGALOO COLLEGE, Tougaloo, Mississippi
VIRGINIA STATE COLLEGE, Petersburg, Virginia
XAVIER UNIVERSITY, New Orleans, Louisiana

CPS CONSORTIUM II

Fort Valley State College, Coordinating Institution

Participating Institutions

BARBER SCOTIA COLLEGE, Concord, North Carolina
BISHOP COLLEGE, Dallas, Texas
CENTRAL STATE UNIVERSITY, Wilberforce, Ohio
DILLARD UNIVERSITY, New Orleans, Louisiana
FAYETTEVILLE STATE UNIVERSITY, Fayetteville, North Carolina
JARVIS CHRISTIAN COLLEGE, Hawkins, Texas
LANGSTON UNIVERSITY, Langston, Oklahoma
NORFOLK STATE COLLEGE, Norfolk, Virginia
PAINE COLLEGE, Augusta, Georgia
SAVANNAH STATE UNIVERSITY, Savannah, Georgia
TUSKEGEE INSTITUTE, Tuskegee, Alabama
VOORHEES COLLEGE, Denmark, South Carolina
WILEY COLLEGE, Marshall, Texas
WINSTON-SALEM STATE UNIVERSITY, Winston-Salem, North Carolina

CPS CONSORTIUM III

Alabama A&M University, Coordinating Institution

Participating Institutions

ALBANY STATE COLLEGE, Albany, Georgia
ALCORN A&M COLLEGE, Lorman, Mississippi
ALLEN UNIVERSITY, Columbia, South Carolina
BENEDICT COLLEGE, Columbia, South Carolina
BENNETT COLLEGE, Greensboro, North Carolina
BETHUNE-COOKMAN COLLEGE, Daytona Beach, Florida
BOWIE STATE COLLEGE, Bowie, Maryland
ELIZABETH CITY STATE UNIVERSITY, Elizabeth City, North Carolina
FISK UNIVERSITY, Nashville, Tennessee
LEMOYNE-OWEN COLLEGE, Memphis, Tennessee
LINCOLN UNIVERSITY, Lincoln University, Pennsylvania
PAUL QUINN COLLEGE, Waco, Texas
PRAIRIE VIEW A&M COLLEGE, Prairie View, Texas
RUST COLLEGE, Holly Springs, Mississippi
SAINT AUGUSTINE'S COLLEGE, Raleigh, North Carolina
SAINT PAUL'S COLLEGE, Raleigh, North Carolina
SHAW UNIVERSITY, Raleigh, North Carolina
JOHNSON C. SMITH UNIVERSITY, Charlotte, North Carolina
SOUTHERN UNIVERSITY, New Orleans, Louisiana
STILLMAN COLLEGE, Tuscaloosa, Alabama
TALLADEGA COLLEGE, Talladega, Alabama
UNIVERSITY OF ARKANSAS-PINE BLUFF, Pine Bluff, Arkansas
UNIVERSITY OF MARYLAND (EASTERN SHORE), Princess Anne, Maryland
VIRGINIA UNION UNIVERSITY, Richmond, Virginia
KNOXVILLE COLLEGE, Knoxville, Tennessee

APPENDIX C

GEOGRAPHIC REPRESENTATION OF 1972-73

PARTICIPATING MEMBER INSTITUTIONS

GEOGRAPHIC DISTRIBUTION OF 1972-73

PARTICIPATING MEMBER INSTITUTIONS

<u>State</u>	<u>Private</u>	<u>Public</u>	<u>Total</u>
Alabama	4	2	6
Arkansas	1	1	2
Delaware	0	1	1
Florida	1	1	2
Georgia	1	3	4
Kentucky	0	1	1
Louisiana	2	3	5
Maryland	0	2	2
Mississippi	2	2	4
Missouri	0	1	1
North Carolina	6	5	11
Ohio	0	1	1
Oklahoma	0	1	1
Pennsylvania	1	0	1
South Carolina	3	1	4
Tennessee	3	1	4
Texas	5	2	7
Virginia	3	2	5
	<u>32</u>	<u>30</u>	<u>62</u>

APPENDIX D

PUBLIC SERVICE COMMENDATION

AWARDED TO CPS, INCORPORATED, BY

PRESIDENT RICHARD M. NIXON

THE WHITE HOUSE
WASHINGTON

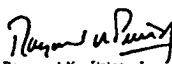
January 20, 1971

Dear Mr. Beaumont:

President Nixon had the pleasure recently of reading of the outstanding work which College Placement Services, Inc. does, particularly in keeping minority institutions informed about the changing job market, counseling students about career opportunities and in dealing with the influx of employer requirements on campus. The President wants you to know that he feels your efforts in developing these positive programs deserve the appreciation of all Americans and he sends you the enclosed certificate as a token of his respect for your dedicated achievement.

With best wishes for continued success in the years ahead.

Sincerely,



Raymond K. Price, Jr.
Special Assistant
to the President

Mr. Andre C. Beaumont
Managing Director
College Placement Services, Inc.
Post Office Box 2322
Bethlehem, Pennsylvania 18001

*Public Service Commendation
Awarded to
College Placement Services, Inc.
by President Richard M. Nixon*

Reproduced here are the certificate of commendation honoring CPS for its exceptional service to others, and a letter from Presidential Assistant Raymond K. Price, Jr., describing President Nixon's comments about CPS.



The President of the United States

Awards this

COMMENDATION

To

*College Placement Services, Inc.
in recognition of exceptional
service to others, in the finest
American tradition.*



The White House
Washington, D.C.
January 20, 1971

APPENDIX E

LETTERS, COLLEGE PLACEMENT SERVICES, INCORPORATED

COLLEGE PLACEMENT SERVICES, INC.



65 EAST ELIZABETH AVE
P. O. BOX 2322
BETHLEHEM, PA. 18001
TELEPHONE (215) 868-1421

April 12, 1972

Mr. Leroy Lloyd
Student Development Counselor
The University of Oklahoma
1412 Asp Avenue, Room 203-E
Norman, Oklahoma 73069

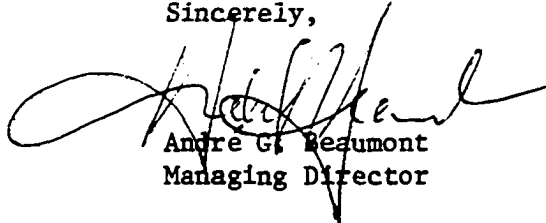
Dear Mr. Lloyd:

As I indicated to you in my telephone conversation, we would be glad to give you permission to write your doctoral studies on the work of the CPS Title III Consortium.

Enclosed are copies of the college evaluation form we are using, the description of the CPS Title III program as it has been proposed to the U. S. Office of Education, and a summary of the financial grants awarded to colleges participating in the Consortium during its history.

My best wishes to you.

Sincerely,



André G. Beaumont
Managing Director

AGB:kk
Enclosures

COLLEGE PLACEMENT SERVICES, INC.



65 EAST ELIZABETH AVE.
P. O. BOX 2322
BETHLEHEM, PA. 18001
TELEPHONE (215) 868-1421

August 15, 1973

Mr. Leroy Lloyd
Associate Director
School Relations
The University of Oklahoma
900 Asp Avenue, Room 225
Norman, Oklahoma 73069

Dear Roy:

Thank you for your letter of July 23 which was awaiting my return from vacation. I am glad that in the ensuing weeks you have established contact with Mrs. Rena Godbolt and that she has been able to provide you with the information and materials pertinent to your dissertation.

Please consider this letter my written approval for your use of materials from the CPS program both in the appendix of your dissertation as well as in its contents. You may also utilize the questionnaire and letter of transmittal as submitted.

My best wishes to you.

Sincerely,

André G. Beaumont
Managing Director

AGB:kk

APPENDIX F

INFORMATION-CPS 1973 SUMMER INSTITUTE

COLLEGE PLACEMENT SERVICES, INC.



65 EAST ELIZABETH AVE.
P. O. BOX 2322
BETHLEHEM, PA 18001
TELEPHONE (215) 868-1421

April 4, 1973

Dear

I am pleased to invite you to attend the 1973 CPS Summer Institute which will be held at Alabama A. & M. University, Huntsville, Alabama, beginning on Monday, May 28, 1973, and ending on Friday, June 8, 1973.

Enclosed is a copy of the preliminary program and a roster of faculty. About 20 directors of counselors of minority students from colleges all over the country will attend the Institute.

CPS will pay all costs of the Institute. We are requesting, wherever possible, that transportation to and from the Institute be provided by each participant's institution. If this is impossible, arrangements can be made for reimbursement of travel expenses by CPS. However, if you require this, please contact CPS prior to the time of the Institute.

Please note that you should plan to arrive in Huntsville on the afternoon of May 28. If you are arriving by air, please send us your flight number and time of arrival, in order that we can arrange transportation from the airport to Alabama A. & M. Taxi fare would be prohibitive and there is no limousine service to the campus.

Please call us if you have any questions; we would like to hear from you as soon as possible whether you can attend the Institute.

My best wishes to you.

Sincerely,

Andre' G. Beaumont
Managing Director

ABG:kk
Enclosures

COLLEGE PLACEMENT SERVICES, INC.



65 EAST ELIZABETH AVE.
P. O. BOX 2322
BETHLEHEM, PA. 18001
TELEPHONE (215) 866-1421

May 9, 1973

MEMORANDUM:

TO: All Participants, CPS 1973 Summer Institute
FROM: André G. Beaumont

1. We are pleased to learn that you will be able to attend the 1973 CPS Summer Institute and are enclosing a copy of the final program. As indicated before, we request that you plan to arrive in Huntsville on the afternoon of Monday, May 28. If you require ground transportation to Alabama A. & M. University from the Huntsville-Decatur Airport, please contact us, giving your airline flight number and time of arrival in Huntsville, and we will arrange for you to be picked up at the airport. There is no limousine service to the A. & M. campus. If we do not hear from you with this information before Wednesday, May 23, we will assume you have made other travel arrangements. If there are last minute changes in your travel arrangements, please call (205) 859-7436 or 7437.

2. Registration for the Institute will take place in the lobby of Thomas Hall beginning at 2:00 p.m., May 28. The first official function of the Institute will take place at 5:30 p.m. in the Career Advisory and Placement Services offices on the ground floor of Patton Hall.

3. In the event that you need to be reached at the Institute by telephone, the following numbers may be used: from 8:00 a.m. to 5:00 p.m. (205) 859-7436; after 5:00 p.m. (205) 859-7345 at Thomas Hall (women's residence) and 859-7356 at Hopkins Hall (men's residence). Mail may be sent to you during the Institute at the following address: CPS Summer Institute, c/o Placement Office, Alabama A. & M. University, Normal, Alabama 35762.

4. Except for the off-campus meals and receptions, attire for the Institute will be informal. If you will remain in the area during the week-end of June 2-3, sports gear (tennis racquets golf clubs, etc.) and swim clothes will be useful since a trip to the Point Mallard recreation area is planned.

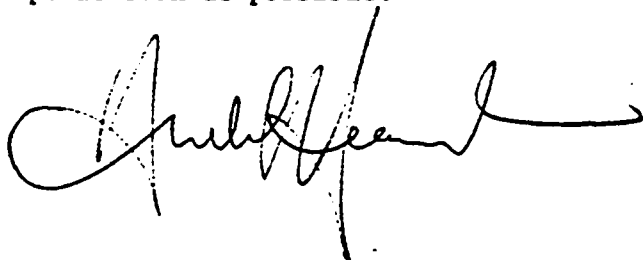
5. Please bring soap, face cloths, etc. for your personal use--other linens will be provided. There will be television sets in the lounge of each residence hall used; you may wish to bring your own transistor radios.

6. All participants in the Institute are expected to be in attendance during its entire period. Late arrivals and/or early departures are not permissible.

7. There are no provisions for housing wives, husbands, or family members at the Institute.

8. Enclosed is a Summer Institute Student Questionnaire form which will be most helpful to our faculty; we would appreciate your returning it to CPS in the enclosed stamped return envelope as soon as possible.

AGB:kk
Enclosures

A large, stylized handwritten signature in black ink, likely belonging to a faculty member or administrator, is written over the bottom right portion of the letter.

APPENDIX G
INFORMATION-SEARS-ROEBUCK FOUNDATION
GRADUATE FELLOWSHIP IN CAREER
COUNSELING AND PLACEMENT



NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA 27707

CAREER COUNSELING
AND PLACEMENT BUREAU

August 7, 1973

Mr. Leroy Lloyd
1412 Asp. Room 230-E
Norman, Oklahoma 73069

Dear Roy;

I am certain that you have given up all hopes of hearing from me as promised during the recent CPS Summer Institute in Huntsville. Due to the nature of my mobility since the Institute I have been unable to get this information to you any earlier.

I sincerely hope and trust that your summer has been most enjoyable and profitable. How is the doctoral research progressing? I trust that this small bit of information on the CPS-Sears Program will facilitate some purpose in that research. After digging this information out of my personal files I discovered that the third page of the printout is missing. The information on that page only concerned itself with a list of graduate courses that the Fellows would take in addition to the monetary breakdown of the two-year stipend. Please accept my apologies for not having this page available for you.

I am certain that Andre Beaumont or Ray Stockard will be able to supply you with more than enough data on this program. Please be sure to drain them for all of their available resources.

Should you need to contact me for any additional input that I may be able to provide please feel free to contact me at 919: 682-2171, Ext. 305. For your knowledge, I have decided to join the staff here at North Carolina Central University in an official capacity.

Best wishes for a successful academic school year and let me hear from you sometime in the very near future.

Sincerely yours,

Ronald J. Fleming
Assistant Director

THE SEARS-ROEBUCK FOUNDATION GRADUATE FELLOWSHIPS

IN

CAREER COUNSELING AND PLACEMENT

Duke University and the College Placement Services, Inc. are pleased to report that the Sears-Roebuck Foundation will again provide financial support for two-year graduate fellowships at Duke University. These fellowships are designed to prepare individuals to qualify for positions in the field of career counseling and placement at the predominantly black colleges. The Sears-Roebuck Foundation will allocate funds for two college graduates to begin their training in September of 1970.

DUKE UNIVERSITY

Duke University is a privately endowed and supported institution enrolling approximately 8,000 students. About half of these students are in the six professional schools and the Graduate School. The Graduate School offers not only the traditional programs of instruction and research leading to the Master of Arts and the Doctor of Philosophy degrees, but it also provides programs of instruction and research leading to professional graduate degrees.

The faculty, student body, and instructional and research facilities of Duke University are of high quality. For example, the library is one of the 19 largest university libraries in the nation and the largest in the region. Its holdings include more than 40,000 volumes in education alone and large collections in the related discipline of anthropology, economics, history, political science, psychology and sociology. It receives more than 92% of the periodicals indexed in the Education Index.

The Department of Education at Duke University provides professional preparation for teachers at the undergraduate level and research and professional preparation for a variety of school and college personnel at the graduate level. The Department of Education has offered a program in counseling and guidance for more than 15 years. Four members of the department are specialists in counseling and guidance. They all have doctor's degrees and appropriate experience supporting their specialty. All are or have been senior staff

members of the University Center.

COLLEGE PLACEMENT SERVICES, INC.

College Placement Services is a non-profit organization established to assist predominantly black colleges in the development of career counseling and placement programs. It carries out its programs under grants from the Ford Foundation, the U. S. Office of Education and other sources. It has provided assistance in many ways: it has sent visiting teams of trained personnel to over 50 predominantly black colleges to assist in the establishment or improvement of career counseling and placement programs; it sponsors training programs and conducts institutes and workshops for counselors and placement officers from these colleges; it collects and classifies information; it prepares motivational material to encourage students to take advantage of new career opportunities; and it assists colleges in securing financial aid to improve their counseling and placement services. The staff of the College Placement Service was instrumental in initiating and developing this present fellowship program.

THE PROGRAM

The program includes two academic years and the intervening summer. The exact content of any one person's course of study can not be outlined. It is the policy of the Department of Education that every individual's program of study be planned by the candidate and his advisors in the light of his previous studies, his experience, and his aspirations. For this fellowship program the candidates will be selected college graduates who give evidence of their intention to become career counselors and placement officers in the predominantly black colleges. They must be admissable to the Duke University Graduate School. They will be pursuing a masters degree and it will be assumed that they have little or no formal preparation in the field of counseling. Candidates who have had some such preparation will not be required to repeat it.

During the first year of his program of study the candidate will be a full time student in the Duke University Graduate School. That year he will complete all or most of his formal

course work. His major study will be in counseling and guidance and will be made up of appropriate selections from courses such as: Principles of Guidance and Personnel work; Career Development; Personality Dynamics; Counseling Techniques; Theories of Counseling; Assessment of Abilities; and, Assessment of Personality, Interest, and Attitude. The candidate will take a minimum of six courses in counseling. He may take more than this or he may take one or two related courses in education such as: Introduction to Educational Research; Higher Education in the United States; or, Statistical Methods in Educational Research. The candidate will take a minimum of two courses and perhaps three or four in the related fields of anthropology, psychology or sociology. These will be courses treating personality, behavior, learning, race, or social structure.

In addition to the formalized course work the candidate will also take one or two courses in Practicum in Counseling with the Duke Counseling Center. The second year involves a full-time internship in the Placement Office of a predominantly black campus.

COLLEGE PLACEMENT SERVICES, INC.



65 EAST ELIZABETH AVE.
P. O. BOX 2322
BETHLEHEM, PA. 18001
TELEPHONE (215) 868-1421

August 15, 1973

Mr. Leroy Lloyd
Associate Director
School Relations
University of Oklahoma
900 Asp Avenue
Norman, Oklahoma 73069

Dear Leroy:

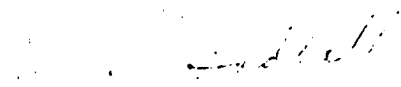
Enclosed is the material you requested. The names of the Sears
Fellows are below:

Ernest Andrews	1970-71
Betty Henderson	1970-71
Vernita M. Walker	1971-72
Ronald J. Fleming	1971-73*

*Interruption in internship due to the military draft.

If I can be of further assistance, please do not hesitate to call.

Sincerely,


(Mrs.) Rena D. Godbolt
Administrative Assistant

ENC.

SUMMARY OF THE PROPOSAL

Duke University proposes, with the aid of the Sears-Roebuck Foundation and in cooperation with nearby traditionally Negro colleges and College Placement Services, Inc., to develop and establish a graduate program for training career counselors and placement officers for developing colleges. The program will provide formal study in counseling and related subjects, practicum experience in the Counseling Center and the Appointments Office at Duke University, and an internship in a cooperating college. It will lead to a master's degree or, for one who already has a master's degree and appropriate background, it may meet the residence requirement for a doctor's degree.

Funds are requested to enable the recruitment of two persons annually for five years, beginning in 1969-70, and their training in a two-year program. It is anticipated that the resultant program will provide for (1) ten trained counselors and placement officers for developing colleges over the six-year period and (2) the development and improvement of a training program at Duke University and cooperating colleges that will not only continue to be productive but also may serve as a model for other universities and colleges.

BUDGET

SEARS-ROEBUCK FOUNDATION PLACEMENT FELLOWSHIP PROGRAM

AT DUKE UNIVERSITY

1969 - 1970

Student Stipends 1969 Fellows @ \$2,500	\$ 5,000	
Duke University		
Cost of Education Grant for Fellows		
@ \$2,500	5,000	
Announcement Costs	<u>1,000</u>	
TOTAL - 1969-1970:		\$11,000

1970 - 1971

Student Stipends 1970 Fellows @ \$2,500	5,000	
1969 Fellows @ \$6,000	12,000	
Duke University		
Cost of Education Allowance 1970		
Fellows @ \$2,500	5,000	
1969 Fellows @ \$1,000	<u>2,000</u>	
TOTAL - 1970-1971:		\$24,000

1971 - 1972

Student Stipends 1970 Fellows @ \$6,000	12,000	
Duke University		
Cost of Education Allowance 1970		
Fellows @ \$1,000	<u>2,000</u>	
TOTAL - 1971-1972:		<u>\$14,000</u>
<u>GRAND TOTAL</u>		<u>\$49,000</u>

APPENDIX H
PARTICIPANTS-1973-CPS SUMMER INSTITUTE

COLLEGE PLACEMENT SERVICES, INCORPORATED

1973 CPS SUMMER INSTITUTE

Alabama A & M University, Huntsville, Alabama

- Participants -

RICHARD ALLEN
State University College at
Buffalo

MOSES C. CARTER
Alabama State University

JAMES P. DAVIS
Livingstone College

JULIUS Z. DUKE
Baptist College at Charleston

LYVONNE DRAKE
Bennett College

HENRIETTA DUNCAN
Howard University

RONALD FLEMING
North Carolina Central
University

JAMES M. HOPE
S. D. Bishop State Junior
College

CLEVONNE JACKSON
South Carolina State College

HUEY JONES
Southern University

JOSEPH LAVELL
Shaw College at Detroit

LEROY LLOYD
University of Oklahoma

ROMULO MARTINEZ
Pan American University

ROBERT PALMER
State University College at
Buffalo

RAYMOND PARKS
Lincoln University (Missouri)

HERBERT SHEDRICK
John C. Smith University

JAMES L. ROBERTS
Morgan State College

PETER SMITH
Temple University

JAMES H. THORNTON
Coppin State College

ROBERT L. WHATLEY
Talladega College

MATHETTE R. WILLIAMS
Hampton Institute

ROBERT A. NELSON
Central State University

APPENDIX I

CPS 1973 SUMMER INSTITUTE FACULTY

COLLEGE PLACEMENT SERVICE, INC.

1973 CPS SUMMER INSTITUTE
Alabama A & M University, Huntsville, Alabama

- Faculty -

ANDRE G. BEAUMONT
Managing Director
College Placement Services, Inc.
P. O. Box 2322
Bethlehem, Pennsylvania 18001
(215) 868-1421

WILLIAM C. BINGHAM
Professor of Educational Psychology
Graduate School of Education
Rutgers University
New Brunswick, New Jersey 08903
(201) 247-1766, Ext. 6707

ROBERT W. BROCKSBANK
Manager, College Relations
Mobil Oil Corporation
150 East 42nd Street
New York, New York 10017
(212) 8833-3798

LUELLA H. CASSON
Director of Placement
Philander Smith College
812 West 13th Street
Little Rock, Arkansas 72203
(501) 375-9845

BEN T. DAVIS, JR.
Director of Placement
Alabama A & M University
Normal, Alabama 35762

LEON FRAZIER
Assoc. Prof. of Psychology
Dir. of Graduate Studies
Alabama A & M University
Normal, Alabama 35762
(205) 859-7436

MARTIN HAMBURGER
Professor of Education
New York University
Education Room 778
Washington Square
New York, New York 10003
(212) 598-3484, Ext. 220

ROBERT HOPPOCK
Professor of Education,
Emeritus
104 Webster Avenue
Manhasset, New York 11030
(516) 627-3542

ALLAN W. HOWERTON
Director, College Rel.
& Recruitment
U. S. Civil Service
Commission
Bureau of Recruiting &
Examining
Washington, D. C. 20415
(202) 632-6013

RALPH P. MALONE
Director of Placement
Fort Valley State Col.
Fort Valley, Georgia 31030
(912) 825-8281

LAVON MARSHALL
Director of Placement
Huston-Tillotson Col.
1820 East Eighth Street
Austin Texas 78702
(512) 476-7421

JAMES R. MIMS, Director
of Placement
Delaware State College
Dover, Delaware 19901
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SAMUEL D. PROCTOR
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ELEANOR ROSS
Chairman
University Academic Foundations
Rutgers University
New Brunswick, New Jersey 08903
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RAYMOND H. STOCKARD
Director
Career Planning & Placement
University of Rhode Island
Davis Hall
Kingston, Rhode Island 02881
(401) 792-2311

HERM WILLE
Manager, Selection &
Placement
Kraft Foods
500 Peshtigo Court
Chicago, Illinois 60690

SEYMOUR L. WOLFBEIN
Dean
School of Business
Administration
Temple University
Philadelphia, PA 19122
(215) 787-7672

IRVING V. WOODS, JR.
Sales Personnel Training
Manager
Birds Eye Division
General Foods Corporation
White Plains, New York 10602
(914) 694-4031

APPENDIX J
CPS 1973 SUMMER INSTITUTE
EVALUATION QUESTIONNAIRE

COLLEGE PLACEMENT SERVICES, INC.

1973 CPS SUMMER INSTITUTE
Alabama A. & M. University

- Evaluation Questionnaire -

To help plan future programs and to assist in the evaluation of the 1973 training institute, would you please complete the following confidential questionnaire and return it before you leave Alabama A. & M.

A. HOW MUCH OF THE MATERIAL COVERED IN THE INSTITUTE AND LISTED UNDER THE SUBJECT AREAS BELOW WOULD YOU CONSIDER TO BE APPROPRIATE AND USEFUL IN YOUR WORK?

(Subject Areas Listed in Order of Presentation on Program)

1 = almost all 3 = some 5 = very little
2 = a great deal 4 = not very much

(circle one for each subject)

Keynote Address	1	2	3	4	5
Current Problems in Career Counseling & Placement	1	2	3	4	5
Cultural Differences in Vocational Development	1	2	3	4	5
Placement Office Operations	1	2	3	4	5
Career Counseling and Placement Services for Minority Students	1	2	3	4	5
Overview of Vocational Development Theory	1	2	3	4	5
Employers' Perception of Placement	1	2	3	4	5
Application of Video-Tape to Placement	1	2	3	4	5
Economic Conditions	1	2	3	4	5
Interviewing - Theory and Techniques	1	2	3	4	5
Career Information	1	2	3	4	5
Job Satisfaction	1	2	3	4	5
Counseling College Students	1	2	3	4	5
Group Counseling Demonstration	1	2	3	4	5

B. HOW MUCH OF THE MATERIAL WAS NEW TO YOU?

1 = almost all 3 = some 5 = very little
2 = a great deal 4 = not very much

(circle one for each subject)

Keynote Address	1	2	3	4	5
Current Problems in Career Counseling & Placement	1	2	3	4	5
Cultural Differences in Vocational Development	1	2	3	4	5
Placement Office Operations	1	2	3	4	5
Career Counseling and Placement Services for Minority Students	1	2	3	4	5

Overview of Vocational Development Theory	1	2	3	4	5
Employers' Perception of Placement	1	2	3	4	5
Application of Video-Tape to Placement	1	2	3	4	5
Economic Conditions	1	2	3	4	5
Interviewing - Theory and Techniques	1	2	3	4	5
Career Information	1	2	3	4	5
Job Satisfaction	1	2	3	4	5
Counseling College Students	1	2	3	4	5
Group Counseling Demonstration	1	2	3	4	5

C. IF THERE WAS SOME MATERIAL NOT NEW TO YOU, WAS THE PERSPECTIVE AND FORMULATION OFFERED OF VALUE TO YOU?

1 = very valuable 3 = some value 5 = not very valuable
2 = valuable 4 = little value

(circle one for each subject)

Keynote Address	1	2	3	4	5
Current Problems in Career Counseling & Placement	1	2	3	4	5
Cultural Differences in Vocational Development	1	2	3	4	5
Placement Office Operations	1	2	3	4	5
Career Counseling and Placement Services for Minority Students	1	2	3	4	5
Overview of Vocational Development Theory	1	2	3	4	5
Employers' Perception of Placement	1	2	3	4	5
Application of Video-Tape to Placement	1	2	3	4	5
Economic Conditions	1	2	3	4	5
Interviewing - Theory and Techniques	1	2	3	4	5
Career Information	1	2	3	4	5
Job Satisfaction	1	2	3	4	5
Counseling College Students	1	2	3	4	5
Group Counseling Demonstration	1	2	3	4	5

D. TO WHAT EXTENT WAS THE PRESENTATION OF THE MATERIAL STIMULATING AND CHALLENGING TO YOU?

1 = highly stimulating 3 = interesting 5 = dull
2 = stimulating 4 = not very interesting

(circle one for each subject)

Keynote Address	1	2	3	4	5
Current Problems in Career Counseling & Placement	1	2	3	4	5
Cultural Differences in Vocational Development	1	2	3	4	5
Placement Office Operations	1	2	3	4	5
Career Counseling and Placement Services for Minority Students	1	2	3	4	5
Overview of Vocational Development Theory	1	2	3	4	5
Employers' Perception of Placement	1	2	3	4	5
Application of Video-Tape to Placement	1	2	3	4	5

Economic Conditions	1	2	3	4	5
Interviewing - Theory and Techniques	1	2	3	4	5
Career Information	1	2	3	4	5
Job Satisfaction	1	2	3	4	5
Counseling College Students	1	2	3	4	5
Group Counseling Demonstration	1	2	3	4	5

E. TO WHAT EXTENT DID THE LECTURERS DEMONSTRATE A MASTERY OF THEIR SUBJECT MATTER?

1 = substantial mastery 3 = knowledgeable 5 = uncertain
2 = masterful knowledge 4 = not too knowledgeable

(circle one for each subject)

Keynote Address	1	2	3	4	5
Current Problems in Career Counseling & Placement	1	2	3	4	5
Cultural Differences in Vocational Development	1	2	3	4	5
Placement Office Operations	1	2	3	4	5
Career Counseling and Placement Services for Minority Students	1	2	3	4	5
Overview of Vocational Development Theory	1	2	3	4	5
Employers' Perception of Placement	1	2	3	4	5
Application of Video-Tape to Placement	1	2	3	4	5
Economic Conditions	1	2	3	4	5
Interviewing - Theory and Techniques	1	2	3	4	5
Career Information	1	2	3	4	5
Job Satisfaction	1	2	3	4	5
Counseling College Students	1	2	3	4	5
Group Counseling Demonstration	1	2	3	4	5

F. TO WHAT EXTENT WERE THE PRACTICUM SESSIONS USEFUL AND CHALLENGING TO YOU?

1 = very useful 3 = some use 5 = not very useful
2 = useful 4 = of little use

(circle one for each subject)

Counseling	1	2	3	4	5
Interviewing	1	2	3	4	5

G. TO WHAT EXTENT DID THE FACULTY SEEM CONCERNED ABOUT MATTERS THAT ARE OF CONCERN TO YOU?

(circle one)

1 = highly concerned 3 = concerned 5 = unconcerned
2 = quite concerned 4 = slightly concerned

- H. DO YOU BELIEVE THAT THE INSTITUTE LASTED LONG ENOUGH TO DEVOTE SUFFICIENT TIME TO THE SUBJECT MATTER?

(circle one)

1 = too long	3 = just right	5 = not enough time
2 = lengthy	4 = need a little more time	

- I. COULD YOU HAVE ATTENDED THE INSTITUTE IF IT WERE:

(circle appropriate times)

1 = three weeks long	3 = five weeks long	5 = over six weeks long
2 = four weeks long	4 = six weeks long	

- J. IF YOU WOULD PREFER THAT THE INSTITUTE BE HELD AT A DIFFERENT TIME DURING THE SUMMER, PLEASE CIRCLE THE TIME PERIOD YOU WOULD PREFER.

1 = June 1-15	3 = July 20-31	5 = August 15-30
2 = June 15-30	4 = August 1-15	

- K. WHAT, TO YOU, WAS THE MOST SATISFYING EVENT OF THE INSTITUTE?

- L. WHAT, TO YOU, WAS THE LEAST SATISFYING EVENT OF THE INSTITUTE?

- M. WHAT DO YOU THINK MIGHT HAVE BEEN DONE DIFFERENTLY TO MAKE THE INSTITUTE MORE MEANINGFUL?

- N. TO WHAT EXTENT DO YOU FEEL THE EVENING ACTIVITIES WERE WORTHWHILE?

O. WHAT SUBJECTS DO YOU FEEL SHOULD BE ADDED TO FUTURE WORKSHOPS?

P. DO YOU FEEL FUTURE WORKSHOPS SHOULD UTILIZE OTHER FACULTY PERSONNEL? INDICATE KINDS OF FACULTY YOU WOULD RECOMMEND.

Q. WHAT EVENT AT THE WORKSHOP WAS MOST USEFUL TO YOU IN OPERATING YOUR OWN PLACEMENT FACILITY OR IN YOUR WORK WITH STUDENTS?

R. PLEASE COMMENT ON THE SMALL GROUP SESSIONS. DID YOU FIND THESE HELPFUL OR NOT HELPFUL? WHY? WHAT CHANGES, IF ANY, WOULD YOU SUGGEST FOR THESE SESSIONS?

S. COMMENTS: (Use reverse side if more space is needed.)

APPENDIX K
CPS CONSORTIUM REGIONAL STRUCTURE

CPS CONSORTIUM REGIONAL STRUCTURE

PARTICIPATING INSTITUTIONS

REGIONAL COORDINATOR

Region I.

Bowie State College
Cheyney State College
Delaware State College
Hampton Institute
University of Maryland, Eastern
Shore
Norfolk State College
Saint Paul's College
Virginia State College
Virginia Union University

Alphonso McCain,
Director of Placement
Virginia State College
Barnes Street
Petersburg, VA 23806
Phone: 703, 526-5111

Region II.

Barber-Scotia College
Bennett College
Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
Livingstone College
North Carolina A & T State
University
Saint Augustine's College
Shaw University
Winston-Salem State University

Harold B. Winston,
Director of Placement
Johnson C. Smith University
100-152 Beatties Ford Rd.
Charlotte, NC 28208
Phone: 704, 327-2370

Region III.

Central State University
Fisk University
Kentucky State College
LeMoyne-Owen College
Lincoln University (MO)
Tennessee State University

James Saunders,
Director of Placement
Lincoln University
830 Chestnut
Jefferson City, MO 65101
Phone: 314, 636-8121

PARTICIPATING INSTITUTIONS

REGIONAL COORDINATOR

Region IV.

Albany State College
Atlanta University Center
Clark College
Morehouse College
Morris Brown College
Spelman College
Benedict College
Bethune-Cookman College
Florida A. & M. University
Fort Valley State College
Paine College
Savannah State College
South Carolina State College
Voorhees College

Ralph P. Malone,
Director of Placement
Fort Valley, Georgia
Phone: 912, 825-8281

Region V.

Arkansas A. M. & N. College
Dillard University
Grambling College
Philander Smith College
Southern University
Xavier University of LA

Horace G. Barnett,
Director of Placement
Arkansas A. M. & N. Col.
Pine Bluff, Arkansas 71601
Phone: 501, 535-6700

Region VI.

Alabama A. & M. University
Alabama State University
Jackson State College
Miles College
Rust College
Stillman College
Talladega College
Tougaloo College
Tuskegee Institute

Ben T. Davis,
Director of Placement
Alabama A. & M. University
Normal, Alabama 35762
Phone: 205, 859-0800

PARTICIPATING INSTITUTIONS

REGIONAL COORDINATOR

Region VII.

Bishop College
Huston-Tillotson College
Jarvis Christian College
Paul Quinn College
Prairie View A. & M. College
Texas Southern University
Wiley College

Elva K. Steward,
Director of Placement
Texas Southern University
Box 225
Houston, Texas 77004
Phone: 713, 528-0611

APPENDIX L

CPS CONSORTIUM 1972-COORDINATING AND MEMBER INSTITUTIONS

COLLEGE PLACEMENT SERVICES, INC.

CONSORTIUM I

ADVANCING PROGRAMS - THREE-YEAR FUNDING

COORDINATING Institution:

Texas Southern University

Member Institutions:

Alabama A. & M. University
Delaware State College
Florida A. & M. University
Fort Valley State College
Grambling College
Hampton Institute
Huston-Tillotson College
Jackson State College
Kentucky State College
Lincoln University (Missouri)
Livingstone College
Miles College
North Carolina A. & T. State
University
North Carolina Central
University
Philander Smith College
South Carolina State College
Southern University
Tennessee State University
Texas Southern University
Tougaloo College
Virginia State College
Xavier University of Louisiana

COLLEGE PLACEMENT SERVICES, INC.

CONSORTIUM II

IMPROVING PROGRAMS - TWO-YEAR FUNDING

COORDINATING Institution: Fort Valley State College

Member Institutions:

- Alabama State University
- Barber-Scotia College
- Bishop College
- Central State University
- Dillard University
- Fayetteville State University
- Jarvis Christian College
- Langston University
- Norfolk State College
- Paine College
- Savannah State College
- Tuskegee Institute
- Voorhees College
- Wiley College
- Winston-Salem State University

COLLEGE PLACEMENT SERVICES, INC.

CONSORTIUM III

EVOLVING PROGRAMS - ONE-YEAR FUNDING

COORDINATING Institution:	<u>Alabama A. & M. University</u>
Member Institutions:	Albany State College Alcorn A. & M. College Allen University Arkansas A. M. & N College Benedict College Bennett College Bethune-Cookman College Bowie State College Elizabeth City State University Fisk University Knoxville College LeMoyne-Owen College Lincoln University (PA) Paul Quinn College Prairie View A. & M. College Rust College Saint Augustine's College Saint Paul's College Shaw University Johnson C. Smith University Southern University (New Orleans) Stillman College Talladega College University of Maryland-Eastern Shore Virginia Union University

APPENDIX M
GRANT AWARDS-1967-73

CPS TITLE III CONSORTIA

Grants Awarded 1967-73

<u>Colleges</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>Totals</u>
Alabama A&M University	\$	\$ 17,560	\$ 18,975a	\$ 18,000a	\$ 8,000a	\$ 22,000b	\$ 34,500d	\$ 119,035
Alabama State U.				13,000	10,000	10,000	4,500	37,500
Albany State College					12,000	10,000	6,000	28,000
Alcorn A&M College						10,000	6,000	16,000
Allen University						10,000	5,000	15,000
Arkansas At Pine Bluff, U. of		20,000	14,030	10,000	8,000a	10,000	5,000	67,000
Barber-Scotia College					12,000	10,000	5,000	27,000
Benedict College				13,000	7,500	10,000		30,500
Bennett College					12,000	10,000	5,000	27,000
Bethune-Cookman College			11,730	8,000	7,500	10,000	6,000	43,230
Bishop College	8,375		14,030	10,000	5,000	10,000	5,000	52,405
Bowie State College					12,000	10,000	5,000	27,000
Central State U.		14,000	13,455	8,000	5,000	10,000	6,000	56,455
Cheyney State College		18,400		15,000	7,500		5,000	45,900
Claflin College							5,000	5,000
Delaware State College		12,000	10,925	8,000	5,000	10,000	5,000	50,925
Dillard University	8,375	13,500	11,960	8,000	5,000	10,000	5,000	61,835
Elizabeth City St. U.				13,000	7,500	10,000	5,500	36,000
Fayetteville State U.				13,000	10,000	10,000	5,000	38,000
Fisk University		14,500	18,975a	18,000a	5,000	10,000	5,000	71,475
Florida A&M University		15,200	14,030	9,000	5,000	8,000	4,000	55,230
Fort Valley St. College			13,225	15,000a	10,500a	25,000c	34,000d	97,725
Grambling College		11,854	16,468a	16,000a	5,000	10,000	5,500	64,822
Hampton Institute	7,500	12,000	14,030	10,000	5,000	8,000	5,500	62,030
Hustor-Tillotson C.	3,349	11,356	14,030	10,000	5,000	8,000	5,000	56,735
Jackson State College			17,480	13,000	7,500	10,000	5,000	52,980
Jarvis Christian C.				13,000	10,000	10,000	4,000	37,000
Johnson C. Smith U.	7,280	12,000	13,110a	15,000	8,000a	10,000	5,000	70,390
Kentucky State U.		10,000		13,000	7,500	10,000	4,500	45,000
Knoxville College		11,000	8,280	8,000	5,000	10,000	5,000	47,280
Langston University			14,000	10,000		10,000	5,000	39,000

<u>Colleges</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>Totals</u>
LeMoyne-Owen College	\$	\$	\$	\$ 9,500	\$ 10,000	\$ 10,000	5,000	\$ 34,500
Lincoln U. (MO)			16,330	12,000	10,500a	10,000	5,000	53,830
Lincoln U. (PA)						10,000	5,000	15,000
Livingstone College		10,408	12,870	8,000	5,000	10,000	5,000	51,278
Maryland-Eastern Shore, U. of				15,000	7,500	10,000	5,000	37,500
Marymount College							12,000	12,000
Miles College				13,000	10,000	10,000	6,000	39,000
Miss Valley St. College							5,000	5,000
Morris College							12,000	12,000
Norfolk State College				15,000	10,000	10,000	5,000	40,000
N. C. A&T State U.	8,375	12,000	12,870	8,000	5,000	8,000	4,000	58,245
N. C. Central U.			12,870	10,000	7,500	10,000	4,500	44,870
Paine College				12,000	10,000	10,000	5,000	37,000
Paul Quinn College				11,500	10,000	10,000	5,000	36,500
Philander Smith C.			16,330	10,000	7,500	10,000	5,000	48,830
Prairie View A&M C.		15,500	15,000	10,000	5,000	10,000	5,000	60,500
Rust College					12,000	10,000	5,000	27,000
St. Augustine's C.			11,730	8,000	7,500	10,000	5,000	42,230
St. Paul's College					12,000	10,000	5,000	27,000
Savannah State C.			12,880	8,000	10,500	10,000	5,000	46,380
Shaw University					12,000	10,000	6,000	28,000
South Carolina St. C.			12,305	8,000	7,500	12,000	5,000	44,805
Southern U. (Baton Rouge)		15,500	16,330	10,000	5,000	8,000	4,000	58,830
Southern U. (N. Orleans)						10,000	5,000	15,000
Spelman College								
- A. U. Center Placement:	33,500	48,000	78,745	66,275	20,000			246,520
- for Consortium: Atlanta		26,500	25,600	33,725	33,700			119,525
Bethlehem		43,300	6,400	11,730	17,800			79,230
Stillman College		15,000	14,030	10,000	5,000	10,000	5,000	59,530
Talladega College			11,270	8,000	7,500	10,000	5,000	41,770
Tennessee State U.		15,000	13,455	8,000	5,000	10,000	4,000	54,955
Texas College							5,000	5,000
Texas Southern University	8,375	12,000	17,825a	17,000a	8,000a	25,000c	34,000d	122,200

<u>Colleges</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>Totals</u>
Tougaloo College	\$ 8,375	\$ 10,700	\$ 11,500	\$ 8,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 58,575
Tuskegee Institute			16,330	13,000	5,000	10,000	4,500	48,830
Virginia State College		6,000	17,825a	18,000a	8,000a	10,000	5,000	64,825
Virginia Union U.		8,800	14,030	10,000	5,000	10,000	5,000	52,830
Voorhees College				6,000	10,000	10,000	5,000	31,000
Wiley College					12,000	10,000	5,000	27,000
Winston-Salem State U.			8,325	8,000	8,000	10,000	5,000	39,325
Xavier U. of LA			16,330	12,000	7,500	8,000	5,000	48,830
<u>YEARLY TOTALS</u>	\$ 93,504	\$ 433,078	\$ 629,913	\$ 684,730	\$ 529,000	\$ 652,000	\$ 436,500	
						<u>GRAND TOTAL</u>		<u>\$3,459,225</u>

a Includes \$3,500 for administering regional programs in fiscal years 1969, 1970 & \$3,000 for fiscal year 1971.

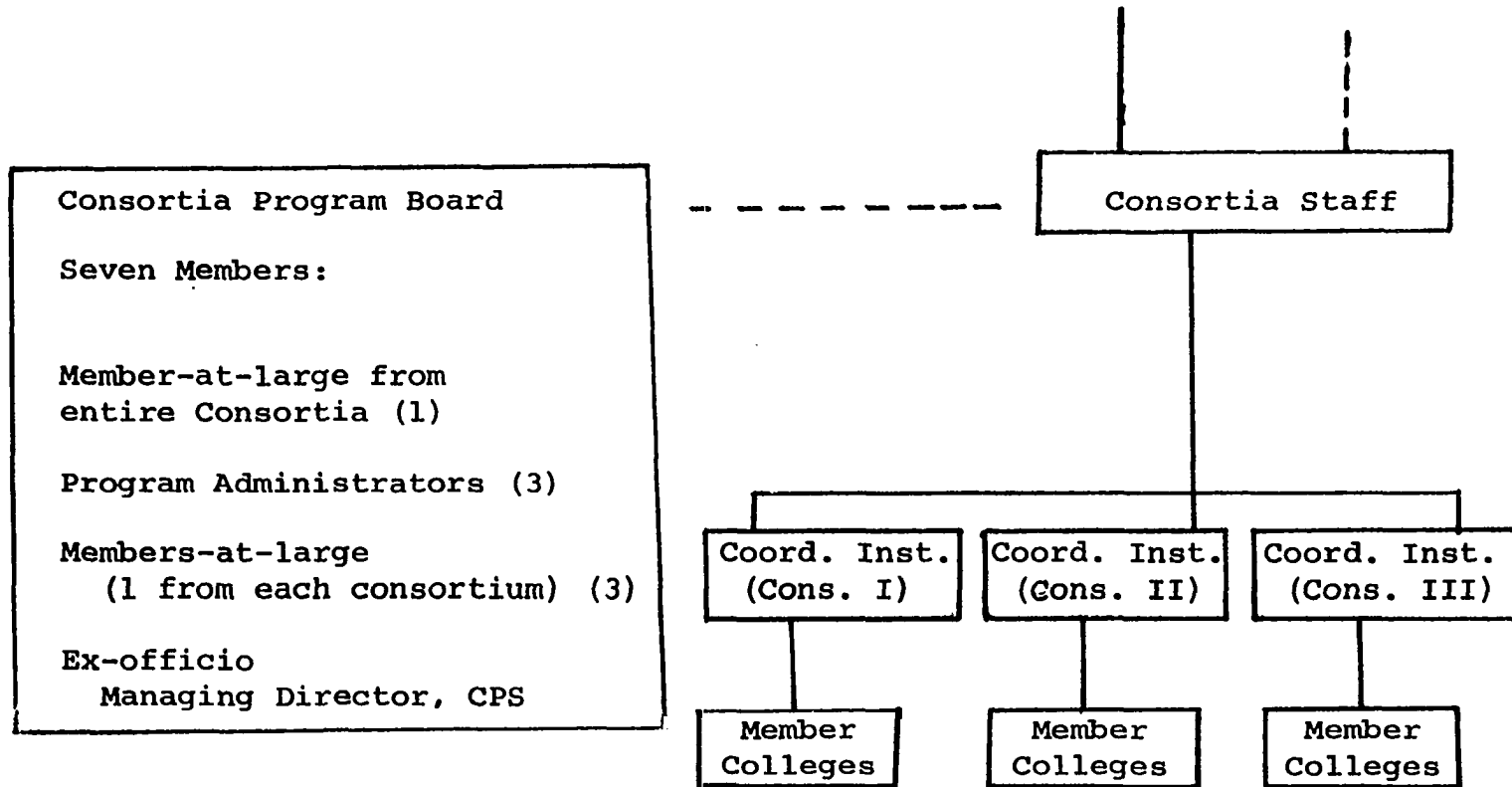
b Includes \$12,000 in fiscal year 1972 as a coordinating institution.

c Includes \$15,000 in fiscal year 1972 as a coordinating institution.

d Includes \$29,000 in fiscal year 1973 as a coordinating institution.

APPENDIX N
CONSORTIA PROGRAM BOARD

CONSORTIA PROGRAM BOARD



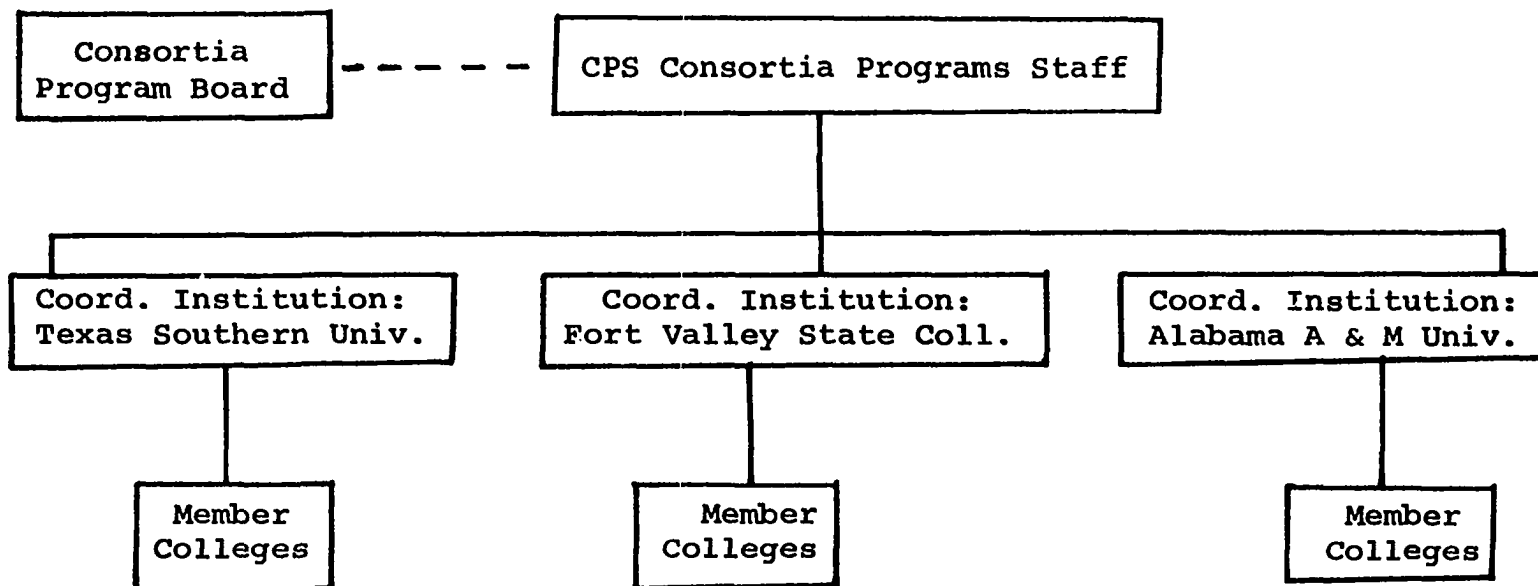
APPENDIX O

COORDINATING INSTITUTIONS/MEMBER COLLEGES AND

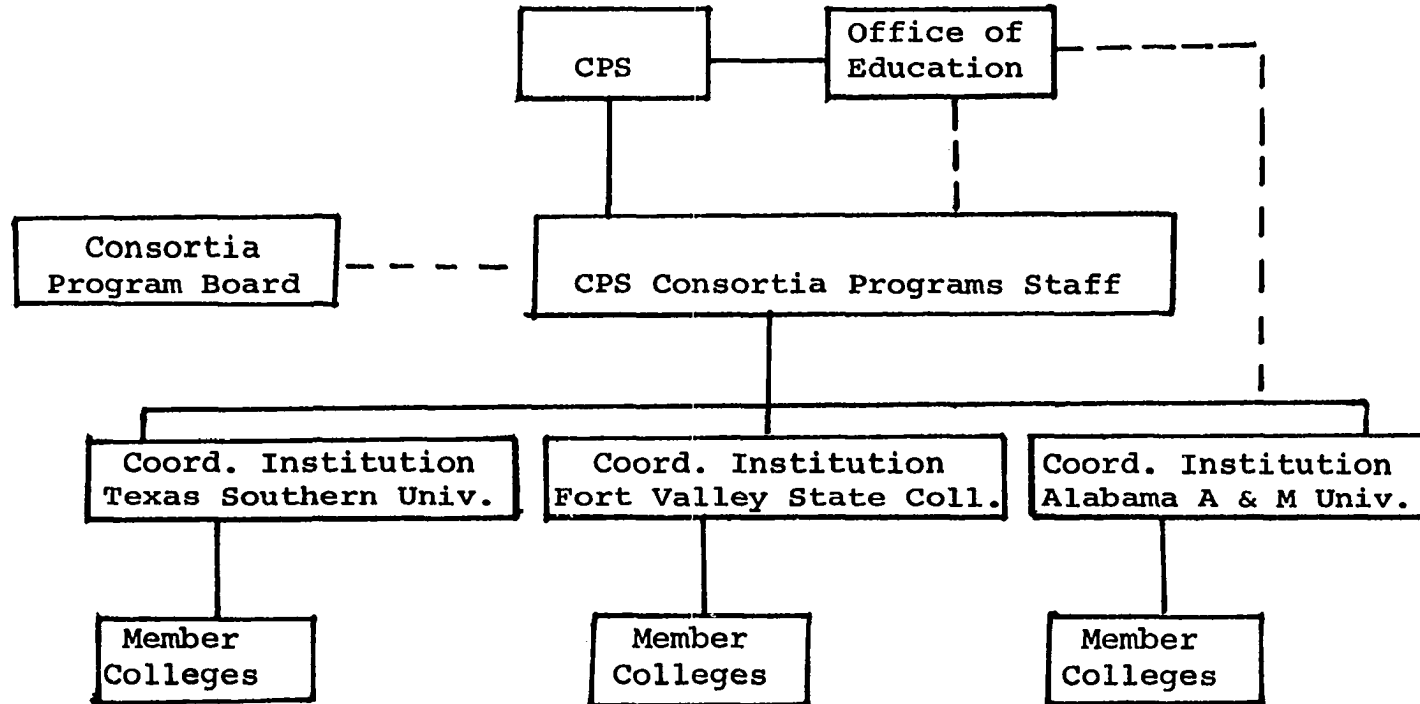
TOTAL ORGANIZATION STRUCTURE:

CPS TITLE III CONSORTIA

COORDINATING INSTITUTIONS/MEMBER COLLEGES



TOTAL ORGANIZATION: CPS TITLE III CONSORTIA



APPENDIX P

CONTRIBUTORS TO CPS COLLEGE ASSISTANCE FUND-1971 AND 1972

Contributors to CPS 1971 and 1972*

Abex Foundation, Inc.
Aetna Life & Casualty Company
Alcoa Foundation
Allen-Bradley Company
Allied Chemical Foundation
Allis Chalmers Foundation, Inc.
American Cyanamid Company
American Fletcher National Bank
American Telephone & Telegraph Company
Armco Foundation
Armstrong Cork Company
Atlantic Richfield Voundation
Bankers Life Comapany
Bankers Trust Company
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Bell Laboratories
Bendix Corporation
Boeing Company
Burlington Industries, Inc.
Burroughs Foundation
Carrier Corporation Foundation, Inc.
Caterpillar Tractor Company
Celanese Corporation
Champion Spark Plug Company
Chesapeake & Potomac Telephone Company
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Evans Products Company
FMC Corporation
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Ford Moror Company Fund
General Electric Foundation
General Motors Corporation
Girard Bank
Goodyear Tire & Rubber Company

*through September 30, 1972

Contributors to CPS 1971 and 1972* continued

W.R. Grace & Company
Gulf Oil Foundation
John Hancock Mutual Life Insurance Company
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Hercules Incorporated
J.M. Hubber Corporation
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Humble Companies Foundation
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INA Foundation
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Interlake Steel Foundation, Inc.
International Telephone & Telegraph Corporation
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Johnson & Johnson Associated Industries Fund
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Eli Lilly and Company
Thomas J. Lipton Foundation, Inc.
Lukens Steel Foundation
McGraw Hill, Inc.
Massachusetts Mutual Life Insurance Company
May Stores Foundation, Inc.
Oscar Mayer Foundation, Inc.
Mellon National Bank & Trust Company
Middle Atlantic Placement Association
Midwest College Placement Association
Miles Laboratories, Inc.
Mobil Foundation, Inc.
Nabisco, Inc.
National Steel Charitable Trust Fund
New England Life
New York Life Insurance Company
North American Phillips Corporation
North American Rockwell
Northern Illinois Gas Company
Norton Company Charitable Trust
Olin Charitable Trust
Owens Illinois Fund
PPG Industries Foundation
J.C. Penney Company, Inc.
Pennwalt Foundation
Peoples Gas Light and Coke Company
Pittsburgh National Bank
Polaroid Foundation, Inc.
Powers Regulator Company
Procter and Gamble Fund
Public Service Electric and Gas Company

Contributors to CPS 1971 and 1972* continued

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Raytheon Company
H.H. Robertson Company
Rochester Telephone Corporation
Rohm and Haas Company
Sandia Corporation
Schering Corporation
Scovill Foundation, Inc.
Sheraton Foundation, Inc.
Singer Company Foundation
Smith Kline & French Foundation
Southern New England Telephone Company
Squibb Beech-Nut, Inc.
St. Joe Minerals Corporation
Standard Oil Company of California
Standard Oil (Indiana) Foundation, Inc.
Stanley Works Foundation
State Farm Insurance Companies
Sun Oil Company
Tenneco Foundation
Texas Instruments, Inc.
Time, Inc.
Turner Construction Company
UOP Foundation
United States Gypsum Company
United States Steel Foundation, Inc.
Upjohn Company
Wachovia Bank and Trust Company
Wallace-Murray Foundation
Warner-Lambert Charitable Foundation
Western College Placement Association
Western Electric Fund
Western Union
Westinghouse Air Brake Company
Westinghouse Educational Foundation
Arthur Young Foundation

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