

1984

Creating a Model for a Career Planning and Placement Center at Kaskaskia College

D. Rennie Minton

Eastern Illinois University

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CREATING A MODEL FRO A CAREER PLANNING AND
PLACEMENT CENTER AT KASKASKIA COLLEGE
(TITLE)

BY

D. Rennie Minton

FIELD EXPERIENCE
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1984

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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CREATING A MODEL FOR A
CAREER PLANNING AND PLACEMENT CENTER
AT KASKASKIA COLLEGE

By

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B.S. Southeast Missouri State, 1963

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ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Educational Administration
at the Graduate School, Eastern Illinois University
Charleston, Illinois
1984

ABSTRACT

Statement of Purpose

The primary purpose of this field study was to create a model in the form of a comprehensive career planning and placement program for those individuals served by Kaskaskia Community College, District No. 501. Besides students currently enrolled, those who are temporary dropouts and return, early semester leavers, adults in the community and other individuals who could benefit from such services will be encouraged to make use of the facilities and personnel available.

While there has always been some type of placement activities taking place in the public schools in the past, for the most part they have not been directed toward the vocational or the community college student. Today educators are realizing that a more comprehensive school-based placement service is needed. Such a service would not curtail what is currently being done, but would provide service for the total student body and would involve the administrators, counselors, teachers, students, parents, and employers. Some educators have even gone so far as to state that a comprehensive placement center at the community college level would help to decrease the national and state unemployment

rate by seeking part-time employment for needy students as well as for graduates in the area for which they were trained or in a related area.

The territory to be served demonstrated an unemployment rate of eleven percent as late as August, 1983, according to U. S. Department of Labor Statistics. It is expected to remain at that level. Several small industries are expanding but even more are abandoning the area. Much employment has revolved around the railroad industry. That facet has become almost non-existent.

Youth unemployment, specifically, has been extremely high. The most recent percentage is thirteen and eight-tenths. These figures are specifically higher than the national average. Thus, the study was deemed necessary, relevant, and appropriate.

Procedure

Because the researcher is a vocational counselor for Kaskaskia College, District No. 501, he has used the needs of his area for developing a model to help alleviate the unemployment of college-aged youth, former students, and other people in the community who avail themselves of this service. It can be adapted as a reference or guide for other geographical areas.

Chapter I introduces the problem and explains its importance, defining the terms necessary for understanding and creating a career planning and placement center. The objective

of adequate employment, backed by a community college with comprehensive career planning and a workable placement center, is realized.

Chapter II overviews the literature. Laws, previous studies and governmental and industrial statistics have been considered. Current findings are vital to this project.

Chapter III includes the initiation of a career center for planning and placement. Data have been collected and evaluated. A model was designed from the research. A guide has been created, accompanied by the writer's findings in three separate works: Directory of the Career Planning Center; Career Placement Handbook for Kaskaskia College; and Credentials for Career Placement.

A brief review, summary, and recommendations conclude the paper in Chapter IV.

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CHAPTER I

OVERVIEW OF THE PROBLEM

Introduction

In recent years jobs have become more scarce and the jobless rate has increased. As a result the economy has become more depressed and the number of jobs has decreased even further. There will be even fewer opportunities for the present college students to grasp even the lowest rung on the career ladder because these students, most of them under thirty, will not be leaving the job market in time to benefit the new graduates.¹ Consequently, placement services and career planning are important parts of their college career. Vocational training and academic education are necessary for the student, but his opportunity to use the acquired skills might not materialize if there are no placement services or career counselors.

Statement of the Problem

The role of placement for community college graduates has changed dramatically since 1970. The demands made of placement today are much different and far greater from

¹Raymond A. Wasil, "Education Today," a speech presented at the National American Vocational Association Conference, Columbus, Ohio, 1978.

those made in previous decades. Dimensions and responsibilities of the job have increased substantially.

The difficulties graduates of community colleges have faced in obtaining satisfactory employment thus far in the 1980's have attracted national interest. Some of the more obvious elements that contribute to the employment problem for these highly trained young people are the recent depressed economy, the dwindling demand for post secondary graduates, and the superabundant number of young people entering the job market.

Higher education is failing to provide these young people with adequate career counseling during their undergraduate years. It is not enough to simply grant a degree and push students out the gates of colleges and universities. This is where the placement role needs to change. Placement and its personnel will be judged on their total output in career counseling, research, budgetary expertise, communication, placements, and willingness to help higher education solve some of its problems.

The primary purpose of this field study is to provide a model in the form of a comprehensive career planning and placement program to those individuals served by Kaskaskia Community College, District No. 501. Besides students currently enrolled, those who are early semester leavers, adults in the community and other individuals who could benefit from such services will be encouraged to make use of the facilities and personnel available.

While there has always been some type of placement activities taking place in the public schools in the past, for the most part, they have not been directed toward the vocational or the community college student. Today, educators are realizing that a more comprehensive school-based placement service is needed. Such a service would not curtail what is currently being done, but would provide service for the total student body and would involve the administrators, counselors, teachers, students, parents, and employers. Some educators have even gone so far as to say that a comprehensive placement center at the community college level would help to decrease the national and state unemployment rate by seeking part-time employment for needy students as well as for graduates in the area for which they were trained or in a related area.²

Kaskaskia College District evinced an unemployment rate of eleven percent as late as November, 1983, and is expected to remain at an "unacceptable" standard, according to U. S. Department of Labor Statistics. Several small industries are expanding, but even more are abandoning the area. Much employment has revolved around the railroad industry. That segment of employment has become almost non-existent.

Youth employment, specifically, has been extremely low. The most recent percentage of unemployed youth is thirteen and eight tenths. These figures are specifically higher than

²Interviews with Joan Cox, Job Service representative, Marion County, and Dr. Dick Boss, Southern Illinois University, November, 1983.

the national average.³ Thus, the study was deemed necessary, relevant, and appropriate.

Background Information

In this age with the youthful unemployment rate increasing, is community colleges need to be concerned with more than simply training individuals for specific skills. They must be concerned with the employment status of their graduates.

Joblessness among the youths will be worse in the 1980's for many communities. The communities representing the Kaskaskia Community College district have been areas of high unemployment and could be among those districts which will experience even higher unemployment.

The national unemployment rate at the end of 1983 was 9.4 percent with the State of Illinois average being 11.4 percent.⁴ The Kaskaskia College area has an even more bleak picture. The average unemployment rate for the Kaskaskia College district was 13.1 percent with 2,645 people unemployed for the same period. The unemployment rate throughout the college district ranged from 12 percent in Clinton County to 14.2 percent in Marion County. Both figures are well above the youth unemployment rate for this area.⁵

³Bureau of Labor Statistics, November, 1983.

⁴Ibid.

⁵Interview with Dennis Hoffman, Labor Market Economist, Illinois Department of Labor, November 20, 1983.

The Kaskaskia College community serves the following Illinois counties: Bond, Clinton, Fayette, Marion, Washington, and portions of St. Clair, Jefferson, Madison, and Montgomery. The population center of the United States until 1980, was in this area. In that census, the population is approximately 125,000. It is designated by counties in this way:

Bond	12,224
Clinton	32,617
Fayette	22,167
Jefferson	36,354
Madison	247,671
Marion	43,523
Montgomery	31,686
St. Clair	265,469
Washington	15,472 ⁶

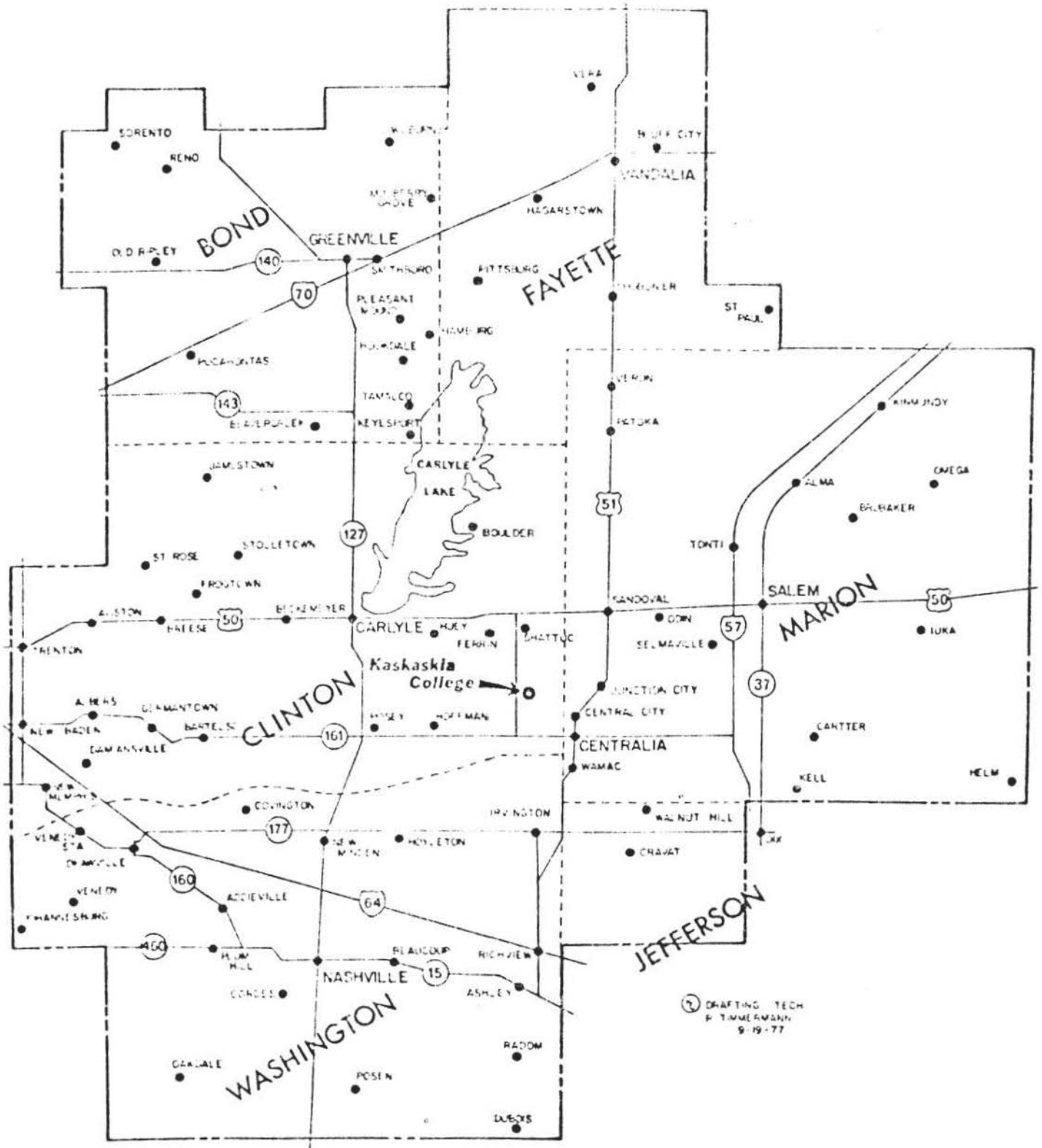
A map of the district is included as Figure 1.⁷

Employment, or indeed its threatening paradox--unemployment--is higher than even the national median. The railroads--Illinois Central Gulf, Chicago, Burlington and Quincy, Southern Railroad, Baltimore and Ohio, and the Louisville and Nashville lines--have helped the local economy in the past. Since 1980, however, car shops and all hiring or

⁶Kaskaskia College One-and-Five Year Plan, 1982, pp. iii-xi.

⁷Ibid.

Figure 1



KASKASKIA COMMUNITY COLLEGE
DISTRICT 501
CENTRALIA, ILLINOIS 62801

training departments of the railroads have closed and over half of the employees have been "dismissed." There is no new hiring on the railroads or at the coal mines, another former mainstay of employment. Farm income, especially for 1983, was down significantly because of the drought.⁸ Employers are diminishing, but students and graduates of the Community College District still need jobs.

In the Kaskaskia District, communication between students and employers is essential to the development of jobs for young people. Establishing effective job/youth communication is the responsibility of the educational institutions. A centralized location is needed on campus to eliminate the guess work of who is responsible for placement as well as to let the students know where they can turn for help. Kaskaskia College students are becoming more concerned about effective techniques to use in locating employment. They are aware of the unemployment rate by the news media. They are also inquiring about where they can become employed after graduation. A placement program at Kaskaskia is needed to match students with jobs throughout the district as well as other areas of the state.

Definitions of Terms

The following terms are defined in order to understand the study and establish its objectives.

⁸Centralia Sentinel, December, 1982.

1. Career Education--Career education is defined as those parts of the educational system focused on providing the individual with skills, understandings, and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood.⁹
2. Career--The sequence of occupations, jobs, and positions in the life of an individual.¹⁰
3. Career Counseling--Career counseling is services and activities provided to students to help them gain self-understanding, evaluate interests and abilities, and determine vocational objectives. Career counseling is performed by professional staff members and contributes to the individual student's career development.¹¹
4. Career Planning--Career planning includes activities undertaken by the individual student in determining his or her interests, abilities, skills, and knowledge and relating these to various career options. Through career planning, students facilitate their career development.¹²

⁹Michael Bertock, "A New Emphasis for Utah Schools," Career Education, 1980, p. 3.

¹⁰Ibid.

¹¹Everett W. Stephens, Career Counseling and Placement in Higher Education (Bethlehem, Pennsylvania: College Placement Council, Inc., 1970), p. 120.

¹²Ibid., p. 124.

5. Career Development--Career development is a life-long developmental process affected by background, education, work, and other experiences the influences each individual's decision regarding career and life-style.¹³
6. Placement--Placement is an event in the career development process when an individual embarks on a job campaign and secures employment. It is facilitated by career counseling and placement referral services.¹⁴
7. Placement Needs--Placement needs of students include information related to resume writing, interviewing techniques and avenues available to seek employment. Graduates should have a workable knowledge of the avenues to pursue employment in a competitive job market.¹⁵

Objectives to be Accomplished

This study will focus on the following objectives:

1. Create a model for a career center at Kaskaskia College.

¹³Marie C. Shafe, ed. "School-Based Placement and Follow-Up Services: Equal Opportunity Provider," Journal of College Placement, 1980.

¹⁴Job Placement Services (Prairie View, Texas: Prairie View A. and M. University Press, 1981), p. 14.

¹⁵Ibid., p. 22.

2. Extend and improve the Kaskaskia College Placement Center.
3. Initiate, create, and author a Career Placement Handbook for Kaskaskia College.

CHAPTER II

RATIONALE AND RELATED LITERATURE

Introduction

The researcher is a vocational counselor for Kaskaskia College which serves an area with a general unemployment rate of eleven percent. The percentage for unemployed youth in the Kaskaskia College District, as of November, 1983, is even higher--thirteen and eight-tenths percent. This is above the national level of unemployed youth.¹⁶

Observations conducted through interviews, conducting and listening to class discussions, and reading and evaluating questionnaires indicated to the researcher that students do not have the knowledge of what jobs are available, how to apply for them, or what courses are required as prerequisites for the positions. Available jobs, such as those in fields of data processing, electronics, and industrial maintenance, were not being filled. The counselors and job placement services were receiving repetitive job lists. The same jobs were often advertised continuously. The number of Kaskaskia College, both past and present, who were not acquiring positions did not diminish by any great degree.¹⁷ With jobs available and

¹⁶Hoffman, Interview, November 20, 1983.

¹⁷Interview with Richard Sellers, Job Service Counselor, Kaskaskia College, January 19, 1984.

students jobless, it seemed that a solution could and should be found.

After reading background material from University of Florida,¹⁸ Ohio State University,¹⁹ and Southern Illinois University of Florida,²⁰ and evaluating many plans and models of career counseling and placement facilities and procedures, it was apparent that there was a need for a change in the placement facilities and procedures at Kaskaskia College.

A Review of the Literature

The review of the literature is divided into two sections: (1) need for and importance of career planning and placement centers and the procedures and (2) guidelines for establishment of a career center and placement center.

Need For and Importance of Career Planning and Placement Centers

Whitaker and Bertoch, two career guidance specialists, asserted, "Career education planning and placement are highly fragmented programs--a more intense effort must be made by the schools."²¹

¹⁸Alan G. Schlossmen, "Job Marketability Training and Placement Success," Journal of College Placement, Spring, 1979, p. 40.

¹⁹Guidelines for Installation of the Career Placement Delivery System, pp. 29-35, 1981.

²⁰Department Review Report, Career Planning and Placement Center, S.I.U., Carbondale, 1980, pp. 1-73.

²¹Bertoch, pp. 1-5.

A book for background material on career education is The Career Educator, edited by Donald P. Garner. In this publication educators collaborated to create curriculum, methodologies, ideas, and issues for career education. A new and separate organizational structure was stressed. The facilities for career education must provide response to the legitimate needs of interest, and aspirations of the many constituents seeking post-secondary education.²² Another publication written by and for Illinois career educators, A Philosophical Statement on Student Development and the Role of Counseling in Illinois Community Colleges, advised that the Illinois community college must be community oriented, opportunity oriented, goal oriented, integrated by programs of learning and living and aware of how students spend their time.²³

Stephens placed the vocational counselor in an extremely important position. The student should attain and be given the opportunity to use saleable skills.²⁴ Shafe and her associates discussed the importance of placement and follow up. Indiana University has a sophisticated follow up system.²⁵

²²Donald P. Garner, ed. The Career Educator (Charleston, Illinois: Eastern Illinois University, 1975).

²³Steven R. Helfgot, ed. A Philosophical Statement on Student Development and the Role of Counseling in Illinois Community Colleges, written for The Task Force Committee, Illinois Council of Community College Administrators.

²⁴Stephens, pp. 38-44.

²⁵Shafe, pp. 56-67.

The fore mentioned educators proclaimed the importance of career education and its potent facets.

Procedures and Guidelines for Establishment of a
Career Center and Placement Center

The second half of the review of related literature is directed toward specific need, guidelines, and plans for the career center and a placement center.

Need

The guidelines gleaned from reading the related literature for installation of the career placement delivery system stressed a needs assessment survey and a community resource survey. An individual student career progress record and cooperative agreements with job services, private employment agencies, businessmen, Illinois Division of Vocational Rehabilitation, community action agencies, a career education and placement center and subsequent follow up should be included in the proposed program.²⁶

Robert Norton, Project Director for the Ohio State University Student Placement Service, stated:

The first step in establishing a placement service is the assessment of the school's placement needs . . . by surveying student and community needs and characteristics, and by determining resources available in the community.²⁷

²⁶Guidelines for Installation of the Career Placement Delivery System, pp. 29-35.

²⁷Robert Norton, et al., Establish a Student Placement Service and Coordinate Follow-Up Studies (Columbus, Ohio: National Center for Research in Vocational Ed., 1980), pp. 13-15.

Shingleton simplified the establishment of function of a placement center into the "three R's: role, relevancy, and reality."²⁸ The role of the career and placement counselors is that of a bridge between education and the world at work.

Educational Resources Information Center divided the career planning and placement services into the following categories: increase student knowledge of employment opportunities and procedures; strengthen employment opportunities for students; identify jobs available with local employers, and refer students for job interviews.²⁹

According to Van Parker, the career planning and placement services should work with students to increase their knowledge and help them find position. Van Parker developed a schematic for career placement services, starting with goals and concluding with evaluation. Figure 2 presents this model.³⁰

The job interview is an intrinsic task of the centers. According to Rosenberg, "Students who primarily interviewed on their own."³¹

²⁸John D. Shingleton, "The Three R's of Placement," Journal of College Placement, Winter, 1978, p. 33.

²⁹Jerry Calendine and Margaret Fleming, "Job Development Services," ERIC Research Reports (Washington, D. C.: U. S. Dept. of H.E.W., 1982), pp. 1-14.

³⁰Van Parker, "Placement Programs: A New Philosophy," Community and Junior College Placement, Fall, 1978, p. 81.

³¹Schlossmen, p. 40.

Job markability training consisting of career development, jobs and outlook and job placement information should be a part of career and placement centers. Figure 3 illustrates the pattern used by the University of Florida Placement Centers.

The Illinois Career Guidance Handbook provides a systems approach for implementing career planning and placement services.³² More specific local projects were presented in the Career Assistant and Placement Services Manual. In addition to plans for a center, evaluation and follow-up were stressed.³³ Programs from Sparta High School, East St. Louis District 189, and Salem, Illinois, High School were reviewed. It is important to read about and observe various models. The researcher combined these ideas to establish the center at his college.

Rodgers' assertion that college placement efforts and facilities should be centralized was also considered.³⁴

The need for career education and the subsequent necessity for career planning and placement centers was summarized

³²M. Harry Daniels and Richard D. Boss, Co-directors, Illinois Career Guidance Handbook, (Springfield, Illinois: Illinois State Board of Education, Adult, Vocational, and Technical Education, June, 1981).

³³Connye M. Barrow, ed. Career Assistance and Placement Services Manual, Triton College (River Grove, Illinois, 1976), pp. 111-122.

³⁴William L. Rodgers, Placement Services, Activities, Facilities and Personnel in the State of Illinois (Southern Illinois University, June, 1982), p. 8.

Figure 3

ROLE OF CAREER PLANNING AND PLACEMENT CENTERS

Career Development

1. An Introduction to the Center
2. The Cooperative Education Program
3. Careers and Jobs
4. Career Planning

Jobs and Outlook

5. Facts on Government Jobs
6. Liberal Arts Graduates and the Job Market
7. Science and Engineering Graduates and the Job Market
8. Business and Communications Graduates and the Job Market*
9. So You're Going to Teach
10. Summer Jobs
11. Working Overseas
12. Foreign Student Workshop

Job Placement

13. Job Search Planning*
14. Resume Preparation*
15. Job Search Correspondence*
16. Job Interview Techniques*
17. Resume Review

*Included in job marketability training

From the University of Florida

by Raymond A. Wasil, Director of Guidance and Testing for the state of Ohio, when he stated:

We can no longer afford to sit back and passively hope that our youth will find suitable employment. They must be provided with services which will facilitate their entry into suitable employment, commensurate with their interest, aptitude, and ability.³⁵

Summary

The bases for a career planning and placement center for Kaskaskia College have been formulated using information gleaned from employment figures, nationally prominent educators, and standards and suggestions of the Illinois Department of Education and Specific Illinois school districts. The researcher has used these data to initiate the career planning and placement center for the local community college.

³⁵Wasil, p. 11.

CHAPTER III

OVERVIEW OF THE MODEL

The focus of this study is to create a model for a career planning and placement center for Kaskaskia College. This effectiveness model was developed from a review of literature and research as well as continuing needs and observations of students, both present and former ones, at Kaskaskia College, and conclusions of the job service workers, counselors, employers, instructors, and administrators in District 501. The expected outcome of this school effectiveness model is a career planning and placement center with a manual for the users of the facilities.

The format of the study will be to present an overview of the model, then unveil the model and its component parts and to compile a manual for the usage of students, employers, prospective clients, and anyone choosing to use the services.

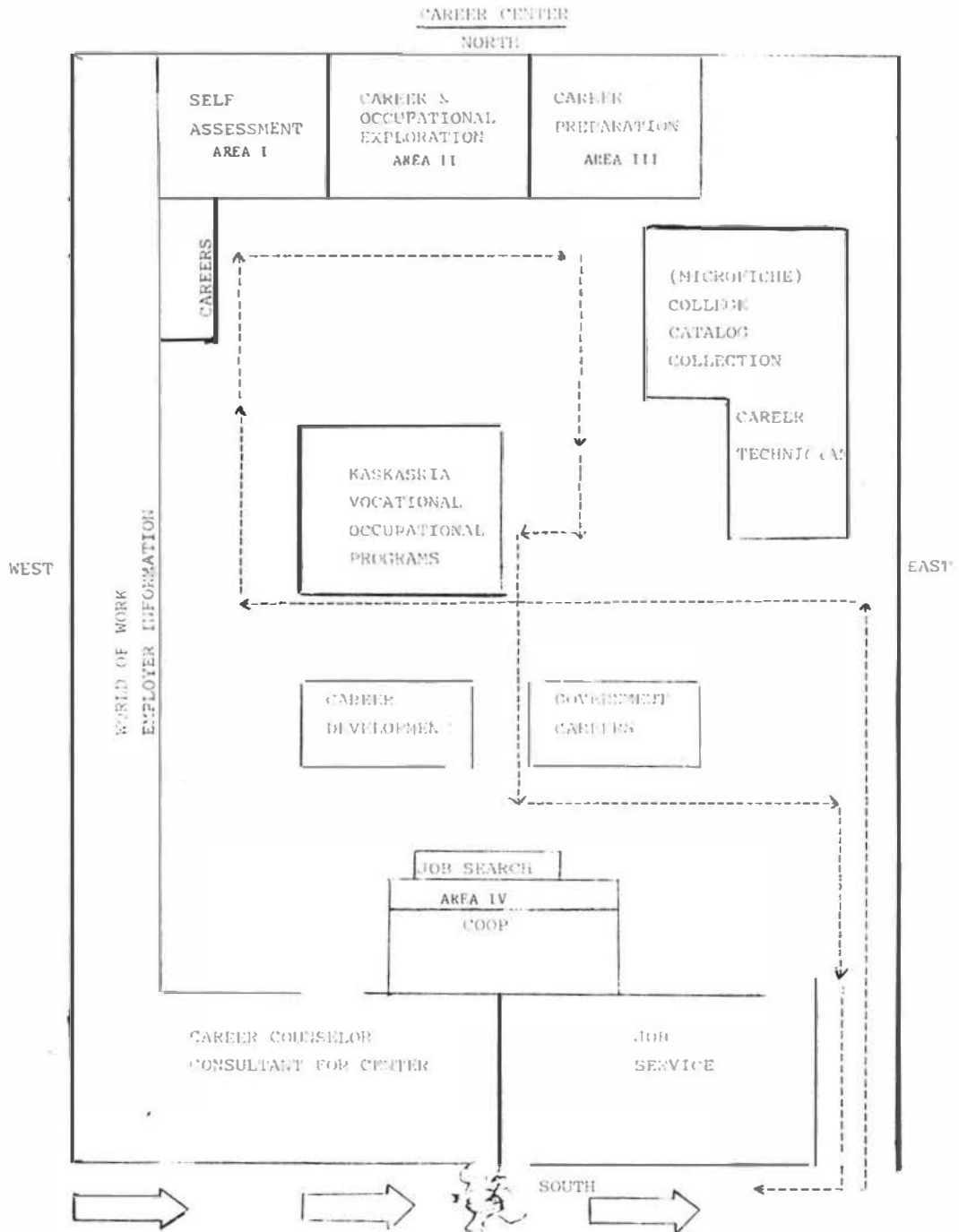
The model is presented in Figure 4.

The career center is divided into four areas:

- Self-assessment
- Career and occupational exploration
- Career preparation
- Job-search information

The placement center provides the applicant with job leads, follow ups, and records.

Figure 4



The Model

Kaskaskia College Career Planning and Placement

The career placement function at any educational or training institution is the culminating activity of a student's program. It is also the best means for evaluating the effectiveness of a program. Whether the program is preparation for further formalized schooling, entry into a specific trade, or family of occupations, the market place assessment of a student's preparedness in each instance is a key determinant of success.

Career placement is the capstone of all advisory services provided a student through his school life. Placing students involves much more than just finding an employment position for a person. It includes skills assessment, vocational counseling, testing, decision making and development so that potential as an individual and a constructive member of society can be achieved.

The focus of career planning and placement services is upon the student not only immediately before and after graduation, but also during the earlier years. In the quest for self-understanding, appraisal of interests, abilities, meaningful career decision making and goal setting, placement and career planning professionals provide the guidance, motivation, work experiences and resources needed.

Career placement and planning has the responsibility to provide communication links between the various groups

affecting a student's career decision; i.e., faculty, educational administrators, educational institutions, employers and the community. Consequently, the various needs and interests can be properly integrated and implemented.

Goals

Career planning and placement centers should establish goals and objectives considering the needs of students and alumni from their institutions. However, the labor market suggests at least three general goals should be included.

1. College students should have sufficient information on employment and careers to understand the implications of their educational program decisions (Career Planning).
2. Graduates and alumni should be assisted in obtaining employment commensurate with their academic preparation, interests, capabilities, career and life goals. Students leaving college before graduation should be assisted in the same way (Placement Activities).
3. The needs of both students and the social, economic well being of public and private institutions and employing organizations should be mutually met (Student, Employer, and Community-Societal needs).³¹

³¹Guidelines, pp. 29-35.

Specifically using the background literature of this study and considering the population of Kaskaskia College District, the writer has developed these objectives.

The objectives of the Kaskaskia College Career Placement and Career Planning Center are the following:

1. To serve all students who apply by assisting them to find jobs and careers that would fulfill their potential.
2. To interview all students graduating from one- and two-year programs for the purpose of placement and self-appraisal.
3. To submit information about business, industries and other employing agencies in regard to salaries, benefits, working conditions, products and other pertinent data.
4. To arrange interviews between students and employers on campus and at the prospective place of employment.
5. To hold employment opportunity days for students to talk to a number of employers on the college campus.
6. To work with the State Job Service and other community agencies in meeting the needs of the community and the students.
7. To help develop student attitudes and values needed for successful employment in our democratic society.

8. To relate vocational information to students through the organization and distribution of vocational files and materials.
9. To furnish employers with data relating to students with the permission of the student.
10. To provide co-ordinators of college programs with data relating to their graduates in the world of work.
11. To follow up students who have graduated for the purpose of examining the effectiveness of curriculum and training for the purpose of providing information to students currently involved or planning to enroll in programs.
12. To instruct students in the proper methods for the development of resumes, letters of acceptance and rejection, filing and completing of applications, and the overall department and appearance relating to employment.
13. To supply students with placement services, for full-time, part-time and summer employment.
14. To make available ongoing placement service to alumni as well as current students.

Career Planning Center

There are three major areas to be covered in most career planning centers: self-assessment, career and occupational

exploration, and career preparation. The fourth objective, job search information, is the aim of the placement center, so the model for Kaskaskia College was created so that area is in its own location of the Center. Figure 4 shows this plan.

A career planning center is a designated area open to student population to assist those individuals in locating information about different occupations as well as companies seeking college graduates. The information found in the Career Planning and Placement Center includes the Dictionary of Occupational Titles, the Occupational Outlook Handbooks, occupational films and filmstrips, company brochures, audio and video cassettes, tape players, video players, books, pamphlets, and magazines related to specific careers. All information is accessible to the students.

The placement center provides job placement services for part-time, summer, and full-time jobs. The planning part of the center helps students, alumni, faculty, and counselors to find out whatever they want to know about occupations.

There was career information spread around campus. This research proved to the writer that the most important step for the college was to organize the facility and make it available to the student population in a centralized location. An area in the library has been designated for the career planning and placement center.

The Center is not directly related to the Illinois Job Service on campus or the LRC. The Illinois Job Service personnel was utilized in organizing and maintaining the center. Information about the office was included in the resource center.

The Learning Resource Center was involved by utilizing space and integrating some information in the Career Resource Center.

Students browse through the center and locate information about a particular occupation that interests them. The overall purpose of the Center is to assist undecided students in establishing a major by locating information about different occupations and to assist students with a major to locate more information about their particular field of interest. They can also find information about different companies in their area of study.

Guidance people should be constantly referring students to information about different careers. Their role is to assist in organizing the information to be included in the center and to refer students to the center for information about different occupations. As professionals, they use the resource center to keep abreast of the different changes in occupations.

Self Assessment (Area 1 of Figure 4)

The Career Planning Center provides an opportunity for each student to find his best and worst job qualities. He takes his own inventory from the following:

- COIN (Coordinated occupational information network)
- SINGER (Autovance System III)--career and assessment information
- Audio-visual materials dealing with methods for vocational search
- Career Options Questionnaire and other self-directed searches

Career and Occupational Exploration (Area 2 of Figure 4)

Many written volumes, pamphlets, video and audio cassettes are available for this aspect of career planning.

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Catalyst and other career resources for women
- Individual books dealing with specific career areas
- Audio-visual materials surveying a wide variety of career options
- Careerism Newsletter
- Career monographs
- Guide for Occupational Exploration and accompanying binders containing career information in specific areas
- Vocational biographies
- Subscription services dealing with careers and employment outlooks
- Career encyclopedias
- Career information files (pamphlets, brochures, etc.)

Career Preparation (Area 3 of Figure 4)

The student may browse through these resources at his leisure as he can all of the other steps. He may discuss them with any teacher, counselor, prospective employer, or he can continue to work by himself. The list of career preparation sources is this:

College catalogs (printed and microfiche)
 Educational directories (i.e., Petersen's, Barron's)
 Military resources
 Illinois college/university applications
 Test Publications (PSAT, SAT, LSAT, CLEP, etc.)
 Transfer Planning Guides - handouts
The College Bluebooks
 Study skills books

Appendix A, The Manual for Use of the Career Planning Center, gives a complete list of career planning resources available in the Center.

Supporting, and indeed strengthening all of these areas, are the counselors and career counselors. Also, a testing battery of pre-entrance tests is given to registered nurses and licensed practical nursing potentials. The Ohio Vocational Interest Survey and the Belleville Vocational Interest Survey are available for vocational students. C.L.E.P. tests are given on campus. Testing for placement in English and mathematics classes is required. Career planning classes are also available.

Job Search (Area 4 of Figure 4)

Many schools refer to this function as "placement." No program will succeed less the student understands his chosen field, but he must have the opportunity to find jobs in that area. The director of the placement center must make that information available as a result of his understanding and communication with area businesses, job services, and advertisements. In addition to being aware of job openings, his staff should do the following:

1. Maintain constant surveillance of job opportunities on local, state, and national level.
2. Publish weekly college placement bulletins.
3. Keep placement files for all students.
4. Visit classes and faculty, explaining placement services available.
5. Install a large bulletin board, in the mainstream of college traffic area, listing job openings.
6. List jobs in a school newspaper.
7. Initiate classes on Career Education Planning, Human Values and Attitudes, and Human Relations/ Job Skills.
8. Insure adequate funding.
9. Interview students before graduation.
10. Create forms for student interview, employer visitation, credentials, evaluation, follow-up, resume writing, and applications.
11. Conduct workshops on resume writing, creating letters of application, completing application blanks, interviewing skills, and job-seeking helps.
12. Keep a record of all activities.
13. Conduct follow-up studies.
14. Develop a Career Planning Manual.
15. Develop a Career Placement Center Handbook.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Review

As a result of studying the high unemployment figures, hearing students' anxieties over their inability to find jobs, and surveying the miniscule services of Kaskaskia Community College in those areas, the researcher founded a model for career planning and placement. The four areas of the model deemed necessary were the following:

- Self-assessment
- Career and occupational exploration
- Career preparation
- Job search

The model serves the functions of Career Planning and Career Placement. A manual has been composed for each, as shown in Appendix A and Appendix B.

Conclusions

After studying unemployment figures for the state and local area, it became obvious that career planning and placement efforts should be strengthened. Kaskaskia College at best pointed to isolated attempts by various departments and individual counselors to further career planning or

realize placement. Upon observing models of other community colleges, assimilating career handbooks and placement manuals of other institutions and reviewing related literature, the researcher concluded that while there was no clear-cut, perfect model for a career center or a placement program, there was a framework for a model and there were guidelines which must be formulated and followed. These areas in the model are suggested for a comprehensive career planning and placement center:

Self-Assessment--The student is provided with an opportunity to find his best and worst job qualities.

Career and Occupational Exploration--Written volumes, video and audio materials are available for each student.

Career Preparation--Batteries of tests, college catalogs, educational directories, and similar resources, career planning classes, and counseling are highlighted.

Job Search--This is the placement function for the students.

With these data dominating the planning, the researcher has established a career planning area in the southwest portion of the Kaskaskia College library. This space will house readily accessible information about careers in general. Students may come in individually or in groups with or without an appointment. The placement service will furnish job leads, follow ups, and records.

The researcher is currently responsible for both areas listed above. His office, along with job service center secretaries, and the cooperative education coordinator is in the area, Figure 4. At this time the career planning and placement center is a reality and may be used by the entire Kaskaskia College community.

Recommendations

The researcher recommends that the model previously described in the conclusion section be implemented at Kaskaskia College. It includes data for each student, involves the coordinator and the instructors, prospective employers, job service, and counselors. The manual and handbook should be adopted, also.

In addition, the researcher suggests he would have appreciated funding in order to be able to put this information on the computer. All data have been gathered personally, and much personal interviewing, phone calling, and questioning have been completed.

This study served a very real purpose, the culmination of efforts to establish a Career Planning and Placement Center at Kaskaskia College with a handbook for each. The researcher is grateful for the opportunity.

APPENDIX A

Directory of the Career Planning Center

MANUAL
FOR
THE USE OF
THE CAREER PLANNING CENTER
KASKASKIA COLLEGE

D. Rennie Minton

KASKASKIA COLLEGE CAREER PLACEMENT, AND CAREER PLANNING CENTER

Introduction

The Career Education function at any educational or training institution is the culminating activity of a student's program. It is also the best means for evaluating the effectiveness of a program. Whether the program is preparation for further formalized schooling, entry into a specific trade, or family of occupations, the marketplace assessment of a student's preparedness in each instance is a key determinate of success.

Career Education is the capstone of all advisory service. It provides a student knowledge for formal placement. Placing students involves much more than just finding an employment position for a person. It includes skills assessment, vocational counseling, testing, decision making and development so that potential as an individual and a constructive member of society can be achieved.

The focus of Career Planning and Placement Services is upon the student not only immediately before and after graduation, but also during earlier years. In the quest for self-understanding, appraisal of interests, abilities, meaningful career decision making and goal setting, Placement and Career Planning professionals provide the guidance, motivation, work experiences and resources needed.

Career Placement and Planning has the responsibility to provide communication links between the various groups affecting a student's career decision; i.e., faculty, educational administrators, educational institutions, employers and the community so that the various needs and interests can be properly integrated and implemented.

Goals

Career Centers should establish goals and objectives considering the needs of students and alumni from their institutions. However, the labor market suggests at least three general goals should be included.

1. College students should have sufficient information on employment and careers to understand the implications of their educational program decisions.
(Career Planning),
2. Graduates and Alumni should be assisted in obtaining employment commensurate with their academic preparation, interests, capabilities, career and life goals. Students leaving college before graduating should be assisted in the same way.
(Placement Activities).
3. The needs of both students and the social, economic well being of public and private institutions and employing organizations should be mutually met.
(Student, Employer and Community-Societal needs).

TARGET POPULATION TO BE SERVED

The objectives of the Kaskaskia College Career Placement, and Career Planning Center is:

1. To serve all students who apply by assisting them to find jobs and careers that would fulfill their potential.
2. To interview all students graduating from one and two year programs for the purpose of Placement and self-appraisal.

3. To submit information about business, industries and other employing agencies in regard to salaries, benefits, working conditions, products and other pertinent data.
4. To arrange interviews between students and employers on campus and at the prospective place of employment.
5. To hold Employment Opportunity Days for students to talk to a number of employers on the College Campus.
6. To work with the State Job Service and other community agencies in meeting the needs of the community and the students.
7. To help develop student attitudes and values needed for successful employment in our democratic society.
8. To relate vocational information to students through the organization and distribution of vocational files and materials.
9. To furnish employers with data relating to students with the permission of the student.
10. To provide co-ordinators of college programs with data relating to their graduates in the world of work.
11. To follow up students who have graduated for the purpose of examining the effectiveness of curriculum and training for the purpose of providing information to students currently involved or planning to enroll in programs.

12. To instruct students in the proper methods for the development of resumes, letters of acceptance and rejection, filing and completing of applications, and the overall deportment and appearance relating to employment.
13. To supply students with placement services, for full-time, part-time and summer employment.
14. To make available ongoing placement service to alumni as well as current students.

Career Education Center Materials

1. Two sets of Microfilm College Catalog Collections (all states)
2. File cabinet with information on 153 careers.
3. A collection of catalogs on many community colleges and universities.
4. Occupational Outlook Handbooks
5. Third and fourth edition of Encyclopedia of Careers and Vocational Guidance
6. Careers Monograph-job guidance information on any type of career
7. Selection of magazines-Business Today, College Outlook, The Transfer Student (Senior College Directory), Catalyst-career options series for undergraduate women.
8. Free pamphlets on different careers
9. Collection of Education/Career Wheels-which provide information on many careers
10. The College Handbook
11. Books on Career Opportunities
12. A book on American Universities and Colleges
13. Books on Careers
14. Lovejoy's Career and Vocational School Guide
15. Directory of Postsecondary Schools with Occupational Programs
16. Dictionary of Occupational Titles
17. Handbook of Cooperative Education
18. College Placement and Credit by Examination-Guide to Institutional Policies
19. The College Handbook-Index of Majors
20. Barron's Handbook of Junior and Community College

21. A book on Financial Aids for Undergraduate Students
22. A book on American Community Colleges
23. Peterson's Annual Guides to Graduate Study
24. Peterson's Annual Guide to Undergraduate Study
25. Counselors' Comparative Guide to American Colleges
26. The College Blue Book (17th edition)
Five topics:
 1. Degrees offered by college and subject
 2. Scholarships, Fellowships, Grants and Loans
 3. Narrative Descriptions
 4. Tabular Data
 5. Occupational Data
27. Career School Dictionary
28. Directory American Association of Community Colleges
29. Community, Junior, and Technical College Directory
30. The New American Guide to Colleges
31. Lovejoy's College Guide
32. Barron's Profiles of American Colleges
33. American Trade Schools Dictionary
34. Handbook of Agriculture Occupation
35. Your Future As A Job Applicant
36. Techniques of Job Search
37. The Hindin Job Market
38. 28 Days to a Better Job
39. Why Should I Hire You?
40. Work Experience Handbook
41. How to get a Federal Civil Service Job and Advance Your Federal Career
42. National Trade and Professional Association of the U.S. and Career

File Cabinet:

1. Accounting
2. Advertising
3. Aeronautics
4. Aerospace
5. Airlines
6. Agriculture Engineering
7. Agriculture
8. Air Conditioning
9. Airforce
10. Animal Science
11. Alcoholism
12. Anthropology
13. Apprenticeship
14. Archeology
15. The Arts: Performing Arts
16. Army
17. Astronomy
18. Automotive Service/Repair Production
19. Banking
20. Barbering
21. Beautician
22. Biochemist
23. Biologist
24. Botany
25. Broadcasting
26. Business
27. Business Machines
28. Career Education

29. Career Guidance
30. Carpentry
31. Ceramic Engineering
32. Child Care
33. Chiropractic
34. Chemistry
35. Coast Guard
36. Construction
37. Craftsman
38. Dental Technician
39. Data Processing
40. Dentistry
41. Drafting
42. Drug Abuse
43. Economics
44. Ecology/Environment
45. Electrical/Electronics
46. Employment Development
47. Engineering
48. Energy
49. English
50. Entomologist
51. Equipment Manufacturing
52. Executive Housekeeping
53. Fashion Fabrics
54. Fire Protection
55. Floral Design
56. Careers in Foodservice
57. Foreign Service
58. Gemology

59. Graphic Arts
60. Graphic Communication
61. Handicapped
62. Health
63. History
64. Hearing/Speech
65. Home Appliance Repair
66. Home Economics
67. Horticulture
68. Hospitals
69. Illuminating Engineer
70. Insurance
71. Jewelry
72. Industrial Education Transfer
73. Industrial
74. Interior
75. Marketing
76. Job Applications
77. Journalism
78. Labor
79. Laboratory Technician
80. Landscaping
81. Law Enforcement
82. Lawyer
83. Librarianship
84. Machinist
85. Management
86. Medical Support Personnel
87. Manufacturing
88. Marine Corps

89. Mathematician
90. Mechanical
91. (Medical) Radiograph
92. Medicine
93. Medical Health
94. Merchandising
95. Metallurgist
96. Mining
97. Microbiology
98. Mortician/Funeral Director
99. Music
100. Navy and Navy Nursing
101. Nursing
102. Occupational Therapist
103. Oceanographer
104. Optometric
105. Optometrist/Optician
106. Organists
107. Paper
108. Physical Therapy
109. Pharmacist/Pharmacologist
110. Plumber
111. Political Science
112. Poultry Science
113. Publications/Audiovisual Materials
114. Psychology
115. Recreation
116. Social Worker
117. Religion
118. Road Builder

119. Roofer
120. Safety Engineering
121. Salesman
122. Statistics
123. Statistician
124. Special Education
125. Schools/Home Study
126. Science
127. Photography
128. Science Writer
129. Secretary
130. Small Business
131. Social Security
132. Speech
133. Television
134. Surveyor
135. Textiles
136. Trade and Technical Schools
137. Transportation/Trucking
138. Teaching
139. Therapy
140. Typographer
141. Veterans Administration
142. Veterinarian
143. Watchmaking and repairing
144. Welding
145. Wholesale
146. Wildlife Service
147. Women
148. Writing

- 150. YMCA
- 151. YWCA
- 152. Zoologist

MCNIGHT CAREER EDUCATION CENTER---FILMSTRIPS & CASSETTES

- Item No. 2701
Succeeding In The World of Work--Locating And Applying For
A Job.
- Item No. 2702
Succeeding In The World Of Work--You, Your Employer And
You Co-Workers.
- Item No. 2704
Succeeding In The World Of Work--Your Progress On The Job
- Item No.2705
Succeeding In The World Of Work--Human Relationships
- Item No. 2711
Succeeding In The World Of Work--Setting Your Career
Goals.
- Item No. 2712
Creating A Career
- Item No. 2713
Career Goals
- Item No. 2730
Entering The World Of Work--Why We Work
- Item No. 2731
Entering The World Of Work--Getting Job Leads
- Item No. 2732
Entering The World Of Work--Filling Out An Application
- Item No. 2733
Entering The World Of Work--Preparing For The Interview
- Item No. 2734
Entering The World Of Work--The Job Interview
- Item No. 2738
Entering The World Of Work--How To Follow Directions
- Item No. 2740
Entering The World Of Work--Social Problems and Job Success
- Item No. 2741
Entering The World Of Work--Where To Get Help
- Item No. 2710
Planning For Success

APPENDIX B

Career Placement Handbook for Kaskaskia College

CAREER PLACEMENT HANDBOOK

Kaskaskia
College



A Guide to the Use
of the Placement Service

Career Placement Center

Kaskaskia College

District 501

Centralia, Illinois 62801

KASKASKIA COLLEGE
Placement Center Procedure Policy

1. Placement is related to all aspects of education, and shall be considered a joint effort between faculty, counselors, records personnel, and administration.
2. Graduates in all Degreed programs, Certificate and Applied Science, are asked to register with the Placement service. Registration should take place even though employment is not immediately sought.
3. Any student leaving Kaskaskia College who has completed at least one course is eligible to register with the placement center.
4. A candidate may register if he/she has enrolled in the last semester of the program in which a degree or certificate is sought.
5. There will be no registration fee for the placement service.
6. Group meetings will be held with eligible students. Placement packets will be distributed at those meetings and the forms and services discussed. Requests for initiating a credentials file may be completed and returned at this time; completion of this form signals the start of the credentials file.
7. Candidates distribute faculty appraisal and evaluation forms and envelopes. Candidates should secure two faculty appraisals, with at least one being from an instructor in the major field. In addition, the candidate is expected to secure one or more references from other sources.
8. Forms, other than appraisal and evaluation, are completed by the candidate and returned to the Placement Centers and a conference held with the placement counselor. Earlier conferences are encouraged and a minimum of one conference is suggested to complete registration.
9. Faculty members who are requested to complete appraisal forms should return the completed forms to the CPPC. Forms should be delivered in person or delivered in a sealed envelope via campus mail.
10. Access to the credential files shall be limited to personnel assigned in the Career Planning and Placement Center.
11. Cards are filed alphabetically by major fields. Cards for candidates not actively seeking employment will be filed in like manner in the inactive file.
12. Credentials will be duplicated with the copy machine when needed, and exactly as submitted.
13. Upon employment (or otherwise no longer seeking employment) the candidate notifies the Placement Center and the file becomes inactive.

WHY BUILD A SET OF CREDENTIALS?

Credentials can be kept current and maintained in one place, available on short notice to any prospective employer.

It is important to gather letters of recommendation while you are still in school and ''fresh'' in the minds of your instructors. Trying to locate your instructors a few years after graduation may be a chore, and even impossible. If he/she is found, your letter of recommendation may not be as strongly in your favor; time often dims recollections.

It is important to collect references from supervisors on each job you hold. Request that completed letters be sent directly to the Career Placement Center. These letters cannot be carried by you without raising a question about authenticity. The Career Placement Center acts as an official third party which collects and sends confidential material.

THE CAREER PLANNING CENTER
Kaskaskia College

You are urged to read these instructions very carefully before filling in any of the Placement center materials

Who Must Register?

Graduates in all vocational programs are asked to register with the Placement Center.

When May a Student Register?

Students may register with the Career Placement Center any time that the Placement Center can help them gain employment or they can wait to register in the last semester of the program in which they seek a degree or certificate.

No Registration Fee

There will be no registration fee for this service.

Why Some Must Register?

Registration with the Career Planning Center is a service offered to graduates from any of the vocational programs. The Career Planning Center is the college's attempt to assist you in the marketing of the skills and knowledge you have acquired. Even though at the time of graduation you may have employment, or for other reasons not desire the service, there is always the possibility that your situation may change and that you might then have immediate need for credentials.

Employers often desire detailed information concerning the prospective employee. This type of information is much more easily assembled at the time of graduation than several years later.

Must Transfer Students or Students Who Have Taken at Least One Course Register?

No. However, students who plan to leave Kaskaskia College before or at the end of two years can register with the Career Placement Center.

What Services are Provided?

The Placement Center aims to assist the student of the college in finding suitable and desirable employment in the following ways:

1. Through vocational counseling
2. Assisting in accumulating the credentials of the student
3. Maintaining the file for long term use
4. Mailing credentials to prospective employers upon request
5. Notifying students of job openings
6. Arranging interviews with representatives of business, industry and government agencies
7. Screening credentials to aid prospective employers
8. Discussion and counseling concerning placement procedures and problems
9. Acting as an official third party which collects and sends confidential material

What Must One do to Register?

Registration is simply a matter of getting all the credentials together that are of value when you seek employment. It also includes at least one conference with the counselor in charge of placement. These conferences are intended to assist you in the preparation of credentials and to give the counselor an opportunity to better understand your goals concerning employment.

Your Career Placement Center Registration Packet

You have been given a Placement Center Registration Packet. This packet contains:

1. Request to initiate credentials file (CPF/1)
2. Candidates Qualifications (CPF/2)
3. Two faculty appraisal forms, (CPF/ 4) with envelopes
4. Two recommendation forms, (CPF/5) with envelopes
5. Student letter form (CPF/7)
6. Plan and assistance form (CPF/8)
7. The placement handbook

Read your Placement Center Handbook carefully before completing the forms.

Use Care in Completing Forms

Your credentials may be your first introduction to a prospective employer, now and at a future date. They will appear exactly as you have prepared them. They should be typed and carefully prepared. Read the instructions carefully before completing the forms. Strive to avoid errors. FILL IN ALL THE BLANKS THAT APPLY.

Proofread your completed forms!

Recommendations

Your credentials should include from 3 to 5 recommendations. At least two should be from the faculty, with at least one coming from an instructor in your major field. Faculty appraisal sheets (Form CPF/4) in your credentials packet are for this purpose.

References other than faculty members should be persons familiar with your work. You may request letters of recommendations from previous employers. Keep in mind that it is advisable to seek a person's permission before using their name as a reference. Keep in mind, too, that these recommendations are a major part of your representation to prospective employers. You should give form CPF/5 to those from whom you wish letters of recommendation.

Autobiographical Sketch

As a part of your credentials we suggest you include a short, one page (double spaced) typed autobiographical sketch. This sketch might include information regarding home and family background, hobbies and activities, interests, ambitions, goals. Give information that will assist a prospective employer to understand you better.

This sketch can either be written in the form of a narrative or in the form of a resume. A sample of the functional, chronological and a combination chronological/function-al resume are included in the handbook.

The autobiographical sketch is a recommendation, not a requirement. If you include it in your credentials use 8½" x 11" paper.

Fair Employment Practices

Laws prevent information being solicited from applicants which would indicate race, color, religion, national origin, or ancestry. These laws are intended to prevent discrimination and it is your option as to whether you include this type of information. A list of nonpermissible pre-employment inquiries is included in your Placement Handbook.

Aid in Assembling Credentials

The Placement Center will assist you in assembling your credentials and in checking their accuracy and completeness. A minimum of one meeting with the counselor in charge of Placement is recommended for placement registration. It is suggested that the student meet with the counselor early in the process of placement registration, and again when they believe the credentials are complete.

When is Registration Complete?

Registration is complete when:

1. Items 1 through 6 in the placement packet have been completed and returned.
2. There has been at least 1 meeting with the placement counselor.
3. All school accounts and records have been cleared.

It is your responsibility to check with Placement Center to verify completeness of your credentials!

What Will Be Included in my Credentials File?

Your credentials file will include faculty appraisals from the faculty members you select, letters of reference, the statement of qualifications you complete, and an official transcript of your credits. They will also include the autobiographical sketch if you so choose. These items will be available to prospective employers upon proper request.

AFTER REGISTRATION IS COMPLETE

Mailing of Credentials

Once a candidate has registered with the Placement Center, the credentials will be duplicated and mailed to prospective employers without charge and upon request. If an employer interviews on campus, credentials will be provided the day of the interview providing sufficient notice is given.

Do not ask the Placement Center to send your credentials until the prospective employer asks you for them, or until an interview date has been established.

Interviews

The Placement Center will assist in scheduling interviews between candidate and employer. When interviews are scheduled every attempt must be made to keep the appointment. Those not being able to keep the appointment should contact the Placement Center 24 hours in advance so that the interview may be cancelled.

Active and Inactive Candidates

The Placement Center maintains active and inactive files of candidates. Credentials of current graduates not intending to transfer to a four year college or university, and who have registered with the Placement Center, are automatically placed in the active file unless they have advised the office they do not seek employment or they have already been employed.

Alumni seeking employment and wishing to have their credentials placed in the active file must contact the Placement Center accordingly and up date their credentials.

A Candidate may remain on the active list for a period of three months, or until employment has been secured. Credentials may remain active for an additional three months upon request.

A candidate must notify the Placement Center when he/she accepts a position so that their credentials may be placed in the inactive file. Failure to do so may jeopardize future use of the services of the Placement Center.

Even though a candidate may become inactive their credentials are kept in a permanent file and may be re-activated upon request. Additional information may be added to the credentials at any time.

Change of Address

Those who wish to be on the active list must inform the Placement Center of change of address and reply to all notices. Mail returned because of a change of address causes the credentials to automatically be placed in the inactive files.

When a graduate of Kaskaskia College changes jobs, changes address, or is transferred to a new position within his company he/she should notify the Placement Center so that their files may be brought up to date.

Policies

Placement Services are provided to properly registered students and graduates who give their cooperation. Cooperation includes, among other things, (a) proper appearance for interviews (b) courtesy to office staff members or visiting representatives (c) ethical behavior, such as honoring contracts, and (d) keeping interview appointments.

Lack of cooperation will cause the placement assistance to be automatically discontinued.

Military Service and Placement Center

Even though students may expect to enter military service soon after graduation, they are still advised to register with the Placement office. Counselors will be glad to point out the advantages of registering under these conditions.

General Information

Candidates, and in fact all students, should feel free to contact the Placement Center at any time for any information desired. The services of the Placement Center are varied but all are intended to assist in securing and maintaining employment.

MAKING YOUR MARK ON YOUR FIRST JOB
DEPENDS UPON HOW WELL
YOU GRASP YOUR EMPLOYER'S NEEDS
AND HOW YOU TRY TO FULFILL THEM.

Suggestions for Writing a Letter of Application

A letter of application and a personal resume are of major importance. Excellent qualifications may receive little consideration if the letter of application and personal resume, or data sheet, have been carelessly written.

Even though you request your credentials to be sent to an employer it is necessary for you to make a contact, usually by letter, describing your interest in the position. This letter should be well written and neat in appearance. Remember, a letter of application and personal resume may be your first contact with an employer. The impression the employer gains from your letter and personal resume will determine whether he/she will be interested in you as a prospective employee.

Here are some points to remember when writing a letter of application?

1. Have the name of the person, their title, and the name of the company correct and correctly spelled. Have the correct address.
2. State at the beginning of the letter the position for which you are applying and how you learned of the vacancy.
3. Either include some brief facts about yourself and your qualifications or mention that you are including a personal data sheet that outlines some of your qualifications.
4. Inform the prospective employers that complete credentials, including recommendations, are on file at the Kaskaskia College Placement Center and will be sent to them directly from the office upon request.
5. Suggest that you would be glad to appear for an interview at their convenience. If necessary, you may wish to give a general time that would be convenient to you. Interviews should be at a time primarily at the convenience of the employer.
6. Use good paper, 8½" x 11" size.
7. Avoid long paragraphs.
8. Limit the letter to one page.
9. Never mail a letter with erasures or ink blots or known mistakes. If you can't type it, it might help to hire someone to type for you.
10. Proofread your letter before mailing. Correct spelling, punctuation, and use of grammar are very important.

11. Use the proper form on envelope and in letter.
12. Keep a carbon copy of your letter. You may wish to refer to it in later letters.

The Personal Resume

The personal resume, or data sheet, provides a quick summary of background and qualifications. Employers scan resumes to determine whether a candidate should be seen. Candidates use resumes to highlight attributes which apply to the job under discussion. By contrast, the employer's application blank requests general information--from the employer's point of view. Resumes should be typed on plain white paper. They should be organized to attract the reader and permit him to determine quickly the location of vital information.

Many job-hunters have resumes duplicated to save time and costs. If done neatly, employers normally will accept a reproduced resume, or data sheet, as readily as a typed original. Letters of application, by contrast, should always be individually typed.

The following pages give an example of how a personal resume may be organized, the type of material that should be included.

HALF THE BATTLE IN GETTING A GOOD JOB IS BEING AT THE
RIGHT PLACE AT THE RIGHT TIME!--AND BEING PREPARED.
THE OTHER HALF THE BATTLE IS BEING ABLE TO COMMUNI-
CATE ORALLY AND IN WRITING.

The Interview

Interviews are one way the prospective employer has of evaluating his prospective employee. His evaluation usually centers around school success, personal characteristics, and work experience.

Reading the following may help you with your interviews.

Questions Often Asked in an Interview

1. Who are you?
2. Tell me about yourself.
3. Why did you choose your particular field of work?
4. What jobs have you held? How were they obtained and why did you leave?
5. What are your future vocational plans?
6. In what school and college activities have you participated?
7. How do you spend your spare time? What are your hobbies?
8. In what type of job are you most interested?
9. Why do you think you might like to work for our organization?
10. What percentage of your college expenses did you earn? How?
11. What courses did you like best? Least? Why?

Factors Identified During Interview That Lead to Rejection of An Applicant

1. Conceited, overbearing, over-assertive, "know-it-all"
2. Poor personal appearance
3. Inability to express self clearly; poor voice, diction, grammar
4. Lack of planning for career - no purposes or goals
5. Lack of interest and enthusiasm
6. Lack of confidence and poise - nervous, ill at ease
7. Interested only in best dollar offer
8. Unwilling to start at bottom; expects too much too soon
9. Makes excuses; evasive
10. Lack of tact
11. Lack of maturity
12. Lack of courtesy; ill mannered
13. Condemns past employers, college
14. Marked dislike of school
15. Indecision
16. Limp, fishy hand shake
17. Unhappy married life
18. Friction with parents
19. Sloppy application
20. Lack of knowledge in field of specialization
21. No interest in company; asks no questions about job
22. Emphasis on who he knows
23. Lazy
24. Low moral standards
25. Intolerant; strong prejudices
26. Inability to take prejudices
27. Radical ideas
28. Never heard of the company
29. Late to interview without good reason
30. No sense of humor

NONPERMISSIBLE PREEMPLOYMENT INQUIRIES

1. Arrest record
2. Names of relatives not employed at the facility
3. Color of hair and eyes
4. Marital status
5. Ages of applicant's children or other dependents
6. Inquiry as to whether own home, rent, room, or live with relatives
7. Location of local draft board
8. How long have lived at present address
9. Inquiry into previous name of applicant whose name has been changed by court order or otherwise
10. Birthplace of applicant or applicant's parents, spouse, or other relatives
11. Name and address of relative to be notified in case of emergency
12. Inquiry into general military service, other than U.S. military experience
13. Request photograph prior to employment
14. Requirement of birth certificate, baptismal record, etc., prior to employment
15. Complexion or color of skin
16. Date of arrival in U.S. or port of entry
17. Any inquiry into citizenship status which would reveal applicant's lineage, ancestry, national origin, descent, parentage, nationality, etc.
18. Whether an applicant is a naturalized or native born citizen
19. Specific inquiries into foreign address which would reveal national origin

Kathy Jones
406 Church Estates
Salem, Illinois 62881
618-548-8960

Synopsis of Qualifications: A thorough review of my present and past employment will demonstrate success in both the teaching and application of communications skills. My performance in jobs and voluntary associations demonstrates my ability to design, coordinate and follow through on a variety of projects involving writing, editing, evaluation and interpretations of information, either independently or in a committee.

Resume

Education: Kaskaskia College, Centralia, Illinois 62801
A.A. Journalism, 1970
Southern Illinois Univeristy, Carbondale, IL
B.A. English, 1972, two years
Awards: Dean's List, President's List for Achievement

Work Experience: Teaching: Composition, Literature, Advanced Cerative Writing. Superior evaluations from students and administrators.

Editing: Assisting students in preparation of manuscripts to submit for school publication. School advisory for the newspaper.

Multi-Media Developing: Directed use of, and teaching with films, tapes, micro-films, etc. Creating of story boards and videotapes.

Library Assisting: Circulation, references, some office duties, Carbondale Public Library.

Other: Volunteer Organizations: Public Relations, correspondence, script, newsletters, report and brochure writing. Most recently a low budget kit on how to run a successful, media covered workshop series. Counselor, telephone referral service, (Helpline).

References: Available upon request.

RESUME

JOHN C. SMITH
333 E. Canada Street
Sedalia, MO 65301

Telephone 816/826-3333

PERSONAL Single 6'0" 175 pounds 20 years old

JOB OBJECTIVE Through hard work, initiative, and a willingness to learn, my ultimate objective is to become a manager.

EDUCATION State Fair Community College, Sedalia, MO 65301
1977 graduate with an A.S. in Building Materials Merchandising.

Nebraska State University, Omaha, NE 68100
Three semesters in architecture

Chillicothe High School, Chillicothe, NE 64601
1974 graduate.

Chillicothe Area Vocational-Technical School
Chillicothe, NE 64601. One-year degree in drafting.

WORK EXPERIENCE March 1976-Present: Blansky Lumber Company, Sedalia, MO. Internship: Includes building houses, sales, yardwork, warehouse organization and maintenance, and making deliveries.

November 1972-August 1974: Lance Lumber Company, Chillicothe, NE 64601. Responsibility included making deliveries, working in the yard, and retail selling in the store.

HONORS AND ACTIVITIES State Fair Community College; Blansky Lumber Company Scholarship recipient. Nebraska State University: active member of Alpha Tau Omega fraternity. Chillicothe High School: Senior Executive Committee, Football and Track Teams.

REFERENCE Mr. Allen Lance, Manager
Morrow Lumber Company
Chillicothe, NE 64601 816/646-1212

Mr. Peter Fritz, Instructor
State Fair Community College
1900 Claredon Road
Sedalia, MO 65301 816/826-7100

RESUME

JOHN C. DOE
333 W. Hoover
Windsor, MO 65360

Telephone 816/668-1111

Personal Married 5'9" 174 pounds 39 Years Old

Job Objective Automobile Mechanic. Ultimate goal -
Manager in an automobile repair garage

Education State Fair Community College; Sedalia, MO
65301. Certificate in Automotive Mechanics,
1977. Earned 100% of total college expenses.

GED, 1971, Jefferson City, MO 65101

Work Experience October 1955 - August 1975: United States
Navy Aircraft Mechanic. Responsibilities
included rebuilding jet engines, over-
hauling hydraulic components, welding of aircraft
metals, identifying and ordering parts.
Supervisor of aircraft maintenance
departments.

Honors and Activities U.S.N. Aircraft Maintenance Sailor of the
Month 1970. Pedal steel quiratist in a
country band.

Availability and Location Preferred Will be available after August, 1977.
Willing to relocate anywhere in Missouri.

References Mr. Martin Whitall
Whitall Turkey Ranch
Cole Camp, MO 65335 816/668-8888

Mr. John C. Doe Sr. Owner
Tri-county Fertilizer Company
Lincoln, MO 65613 816/543-1212

Mr. Dave Dirck, Instructor
State Fair Community College
1900 Claredon Road
Sedalia, MO 65301 816/826-7100

Placement Services Procedure and Policy

A candidate may allow his credentials to remain active for 3 months; an additional 3 months may be allowed upon request.

It shall be the policy of the Placement Center not to offer further assistance to a candidate who is presently employed as a result of referral until commitments and obligations to the employer have been fulfilled.

APPENDIX C
Credentials for Career Placement

We are pleased to submit the credentials of

From the Career Placement Center

of

Kaskaskia College



KASKASKIA COMMUNITY COLLEGE
SHATTUC ROAD
CENTRALIA, ILLINOIS 62801
618-532-1981

We hope this file contains the information you need to properly evaluate this individual. If there is anything else that you would like to know, or if we can help you in any other way, please contact us. **WOULD YOU PLEASE RETURN THIS FILE WHEN YOU NO LONGER HAVE NEED FOR IT.**



CAREER PLACEMENT CENTER
REQUEST TO INITIATE CREDENTIALS FILE

I hereby request that a placement file be initiated in my behalf and that my credentials be assembled for possible present or future use.

NAME (as it is to appear on credentials): _____
Last First Middle

SOCIAL SECURITY NUMBER: _____ - _____ - _____

PLEASE CHECK ALL THOSE WHICH APPLY:

_____ I am enrolled in the final semester of work leading to the degree or certificate which I seek.

_____ I expect to graduate with the next graduating class.

_____ I am currently seeking employment and wish my file to become active as soon as it is completed.

_____ I wish my file to be considered inactive and my credentials held for future use.

Information presented in this resume is released to an employer who has made his request on the basis of factors which do not include age, military status, race, color or national origin. The responsibility rests with the employer to become informed of and to comply with the Federal and State Laws on civil rights.

All of the above information has been freely given and the the best of my knowledge is accurate. My signature authorizes the Kaskaskia College Placement Office to enter my resume and evaluation into the established operation of that office.

(Signature)

(Date)



Career Placement Center

KASKASKIA COLLEGE

SHATTUC ROAD
CENTRALIA, ILLINOIS 62801

618/532-1981

CAREER PLACEMENT CENTER Candidate's Qualifications

Personal Data

NAME: _____ S.S. No: _____ - _____

STREET ADDRESS OR P.O. BOX: _____

CITY, STATE, & ZIP CODE: _____

PHONE: (Area: _____) _____ - _____ PHYSICAL LIMITATION: _____

Work Reference

BRIEF STATEMENT OF JOB INTERESTS AND/OR DESCRIPTION OF WORK DESIRED: _____

LOCATIONS PREFERRED: _____

DATE AVAILABLE FOR EMPLOYMENT: _____

College Information

NAME AND LOCATION OF COLLEGES ATTENDED

	Dates (Mo./Yr.)		Certificate or Grad.	Date		
	From	To		Degreed	Earned	Month

ACTIVITIES AND ORGANIZATIONS: _____

Employment Information

EMPLOYMENT AND BUSINESS EXPERIENCE (Include permanent, intern, volunteer, & U.S. Military)

WORK EXPERIENCE (Name and Address of Employer)	DESCRIPTION OF WORK (Descriptive Title)	HOURS (per week)	DATES (Mo./Yr.)	
			From	To

(Date)

(Signature)



Career Placement Center

KASKASKIA COLLEGE

SHATTUC ROAD
CENTRALIA, ILLINOIS 62801

618/532-1981

FACULTY APPRAISAL SHEET

This completed form is to be returned to the Career Placement Center at Kaskaskia College. The candidate named below is currently developing a set of credentials with the Career Placement Center and would appreciate your appraisal.

Applicant's Name _____ SSN _____
Last First Middle

How long have you known this person? _____
In what matter have you known this person? (Instructor, Counselor, Administrator, etc.)

Please indicate your evaluation of this applicant by assigning a numerical rating on the line opposite the designated quality. Utilize the following scale of values:

<u>QUALITY</u>	<u>RATING</u>
Academic Achievement	_____ 4---Superior, Clearly Outstanding
Industry or Drive	_____
Dependability	_____ 3---Good, Better than average
Perseverance	_____
Speed of Work	_____ 2---Acceptable, average
Work Quality	_____
Leadership	_____ 1---Below Average
Ability to get along with others	_____
Ability to communicate	_____ 0---Definitely inferior,
Written Expression	_____ Usually poor
Imagination and Creativity	_____
Maturity	_____ NA---No basis on which to make
Willingness to accept responsibility	_____ a rating
Potential for Professional Growth	_____

In the space below, please provide any significant comments or information regarding the above named applicant which you feel would be of particular value to either prospective employers or admissions offices. Use reverse side if necessary.

Subject taken with Faculty member

Submitted by: _____
Name Address

_____ Position City, State, & Zip

_____ Signature Phone

_____ Date



FACULTY APPRAISAL SHEET

This completed form is to be returned to the Career Placement Center at Kaskaskia College. The candidate named below is currently developing a set of credentials with the Career Placement Center and would appreciate your appraisal.

Applicant's Name _____ SSN _____
Last First Middle

How long have you known this person? _____

In what matter have you known this person? (Instructor, Counselor, Administrator, etc.)

Please indicate your evaluation of this applicant by assigning a numerical rating on the line opposite the designated quality. Utilize the following scale of values:

<u>QUALITY</u>	<u>RATING</u>
Academic Achievement	_____ 4---Superior, Clearly Outstanding
Industry or Drive	_____ 3---Good, Better than average
Dependability	_____ 2---Acceptable, average
Perseverance	_____ 1---Below Average
Speed of Work	_____ 0---Definitely inferior, Usually poor
Work Quality	_____ NA---No basis on which to make a rating
Leadership	_____
Ability to get along with others	_____
Ability to communicate	_____
Written Expression	_____
Imagination and Creativity	_____
Maturity	_____
Willingness to accept responsibility	_____
Potential for Professional Growth	_____

In the space below, please provide any significant comments or information regarding the above named applicant which you feel would be of particular value to either prospective employers or admissions offices. Use reverse side if necessary.

Subject taken with Faculty member

Submitted by _____
Name Address

_____ Position City, State, & Zip

_____ Signature Phone



RECOMMENDATION

This completed form is to be returned to the career Placement Center at Kaskaskia College. The candidate named below is currently developing a set of credentials with the Career Placement Center and would appreciate your recommendation.

Applicant's Name _____ SSN _____
Last First Middle

How long have you known this person? _____
In what matter have you known this person? (employer, teacher, neighbor, etc.) _____

Please indicate your evaluation of this applicant by assigning a numerical rating on the line opposite the designated quality. Utilize the following scale of values:

<u>QUALITY</u>	<u>RATING</u>
Academic Achievement	_____ 4---Superior, Clearly Outstanding
Industry or Drive	_____ 3---Good, Better than average
Dependability	_____ 2---Acceptable, average
Perserverance	_____ 1---Below Average
Sense of Humor	_____ 0---Definitely inferior, Usually poor
Leadership	_____ NA---No basis on which to make a rating
Personal Appearance	_____
Tact	_____
Ability to get along with others	_____
Ability to communicate	_____
Willingness to accept responsibility	_____
Sincerity of Purpose	_____
Imagination and Creativity	_____
Maturity	_____

In the space below, please provide any significant comments or information regarding the above named applicant which you feel would be of particular value to either prospective employers or admissions offices. Use reverse side if necessary.

Submitted by: _____
Name Address

Position City, State, & Zip

Signature Phone

Date



RECOMMENDATION

This completed form is to be returned to the career Placement Center at Kaskaskia College. The candidate named below is currently developing a set of credentials with the Career Placement Center and would appreciate your recommendation.

Applicant's Name _____ SSN _____
Last First Middle

How long have you known this person? _____
In what matter have you known this person? (employer, teacher, neighbor, etc.) _____

Please indicate your evaluation of this applicant by assigning a numerical rating on the line opposite the designated quality. Utilize the following scale of values:

<u>QUALITY</u>	<u>RATING</u>	
Academic Achievement	_____	4---Superior, Clearly Outstanding
Industry or Drive	_____	
Dependability	_____	3---Good, Better than average
Perserverance	_____	
Sense of Humor	_____	2---Acceptable, average
Leadership	_____	
Personal Appearance	_____	1---Below Average
Tact	_____	
Ability to get along with others	_____	0---Definitely inferior, Usually poor
Ability to communicate	_____	
Willingness to accept responsibility	_____	
Sincerity of Purpose	_____	NA---No basis on which to make a rating
Imagination and Creativity	_____	
Maturity	_____	

In the space below, please provide any significant comments or information regarding the above named applicant which you feel would be of particular value to either prospective employers or admissions offices. Use reverse side if necessary.

Submitted by: _____
Name Address

Position City, State, & Zip

Signature Phone

Date



Dear Graduate:

If you intend to become employed after completion of your course work and if you would like to have the Career Placement Center to assist you in finding employment, please complete the enclosed Personal Data Form.

If you are returning to Kaskaskia College or will enter another college, then I would appreciate your completing the blanks showing the school you are going to attend.

And, finally, if you have already secured a full-time position, please let me know the company you are going to work for and the type of position, if you know at this time.

The Career Placement Center is interested in keeping up with your career progress and if you would like help in locating a position, please contact the Center at your convenience.

CAREER PLACEMENT CENTER

D. Rennie Minton
Placement Co-Ordinator
Kaskaskia College

Enclosure



Career Placement Center

KASKASKIA COLLEGE

SHATTUC ROAD
CENTRALIA, ILLINOIS 62801

618/532-1981

TO: CAREER PLACEMENT CENTER

FROM: _____

NAME

_____ Social Security No.

This notice to the Career Placement Center is to confirm my plans, as of this date, to:

_____ Attend school beginning

(Date) _____ at (School) _____

(City) _____ (State) _____

_____ Accept Employment

Beginning _____
Date

With _____
Name of Company

As (Type of Position) _____

_____ I would like to have the assistance of the Career Placement in finding employment.

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