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ABSTRACT

During the fall of 1975, career program coordinators at Johnson County Community College (JCCC) contacted students who graduated from their programs that year and non-graduates who left with marketable skills. The study population consisted of 177 graduates, 41 non-graduates with marketable skills, and 7 hearing impaired students. Contact was made by telephone, either directly or through a work associate or close relative. Hearing impaired students were contacted in person. Information concerning JCCC training and present employment and/or education was obtained on 196 former students. Results indicated that 84% were employed in a job for which they had trained or in a related job, 70% were employed in an unrelated area, 4% were attending school, and 2% were unemployed. Sixty-seven percent felt their training had helped them obtain their job. Overall, 48% rated their program excellent, 45% good, 6% adequate, and 1% poor. The report details the study findings for each of the ten career programs involved, and provides comparisons with previous career follow-up studies. The interview instrument utilized in the study is appended. (JDS)

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1975 CAREER STUDENT FOLLOW-UP
INITIAL PLACEMENT

Prepared for Administrative Review

April 1976

Office of Institutional Research
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, Kansas 66210

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PREFACE

To justify expenditure of state and federal vocational funds on career programs, JCCC is required to submit VE-60 forms each year to the Kansas State Department of Education and the Kansas Manpower Utilization System for Training (KMUST). Although these forms require only limited information on the employment status of graduates and non-graduates with marketable skills, JCCC takes this opportunity to obtain additional information for use in an on-going self-evaluation process.

This document summarizes the general procedure and findings for the initial placement follow-ups of career students who left JCCC in 1975 with marketable skills. The students were contacted by either the appropriate career program coordinator or someone delegated by the coordinator. Mr. Darrell Matthews contacted all Hearing Impaired students.

Additional information concerning the follow-up can be obtained from Michael Quanty, who was responsible for the preparation of this report.

Elaine L. Tatham
Director of Institutional Research

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1975 CAREER STUDENT FOLLOW-UP INITIAL PLACEMENT

I. INTRODUCTION

During the fall of 1975, career program coordinators contacted students who graduated from their programs that year and non-graduates who left with marketable skills. These initial placement follow-ups are required for all state certified career programs. To complete the mandatory VE-60 form, each of these students needed to be placed in one of the following seven categories: employed in program area, employed in a related area, employed in an unrelated area, attending school in an area related to their training, attending school in an unrelated area, unemployed, or deceased/disabled. In order to maintain current information on career programs, respondents were asked additional questions regarding their JCCC training and present employment and/or education. Several program coordinators also added questions of special interest to their staffs.

II. METHOD

Subjects

Subjects were 177 graduates and 41 non-graduates with marketable skills who left the following ten career programs at JCCC during the 1974-75 academic year: Basic Police Training, Data Processing, Dental Hygiene, Drafting, Electrical-Electronics Technology, Fashion Merchandising, Law Enforcement, Marketing & Management, Nursing, and Secretarial Careers. Contact was made with 94 percent of these 218 individuals either directly or through a relative or work associate. Seven students from the hearing impaired program were also contacted. Two of these were jointly enrolled in career programs.

Procedure

Persons from the various career programs attempted to contact their normal hearing former students by telephone. Hearing impaired students were contacted personally by a member of the College Learning Center staff. If a person could not be contacted directly, the interviewer attempted to obtain as much information as possible from a close relative or work, associate of the individual. A copy of the basic interview instrument is included in the Appendix.

Completed interview records were used by the Dean of Instruction's Office for completion of the VE-60 forms and then forwarded to the Office of Institutional Research for use in completing this report.

III. RESULTS

General Findings

During the 1974-75 academic year, a total of 177 students graduated from the programs included in this initial placement follow-up and another 41 left with marketable skills. Information was obtained on 196 of these 218 individuals either through direct contact or contact with someone who knew their employment history. Employment data for those students contacted are summarized in Table 1. Of the 196 former students, 87 percent (N=170) were employed in a job for which they had trained or in a job related to their training.

These totals, however, may be somewhat misleading because they include data from two in-service programs, Basic Police Training and Emergency Medical Technology. To be admitted to these programs a person must already be working in those areas. If these two programs are eliminated from the analyses, a total of 176 students were enrolled in

a career program which was not an in-service program and 89 percent (N=156) were contacted. Of these 156 former students, 63 percent were employed in a job for which they had trained and 21 percent were employed in a job related to their training. Thus, 84 percent of the former career students were using their program skills on the job. Another 10 percent were employed in an area unrelated to their JCCC training, 4 percent were attending school and 2 percent were unemployed.

Table 2 shows the percentages of students from the eight regular career programs using program skills who felt that JCCC training helped them obtain their jobs and the percentages who felt their training had been adequate to meet job demands. Overall, 67 percent of the former students felt that their training had helped them obtain their jobs and 93 percent felt that JCCC could adequately prepare persons for their jobs. (Percentages are based only on students who responded to the questions. No responses were recorded for 12 persons on the first question and 11 on the second.)

Students' perceptions of the quality of the various career programs are displayed in Table 3. In every case, at least 80 percent of the students responding rated their program as either good or excellent. Overall, 48 percent rated their program as excellent, 45 percent good, 6 percent adequate, and 1 percent poor.

The sections which follow give a brief summary of findings for each career program and the hearing impaired program.

Data Processing

Data processing graduated 13 students in 1975 and an additional 14 individuals left the program with marketable skills. Of these 27 students,

20 were contacted. Five of those who were not contacted were Marines stationed in other states or overseas. All 20 of the former students contacted were employed full-time. Six were employed in the area for which they had trained at JCCC, ten in a related area, and four in an area unrelated to their JCCC training (three of these latter four were Marines). Thus, 80 percent of the students were using their program skills on a job. The average reported salary was \$12,594 per year (range was \$4,320 to \$19,000).

Ten of the 16 students using program skills responded to the questions asking if their JCCC training had helped them obtain their job and if JCCC training could provide adequate preparation for their job. Two students, (20 percent) reported that their training had helped them obtain their job and eight (80 percent) said the training had been adequate preparation for their job. All but two of the 20 students rated the program. Of these 18, fifty percent (N=9) felt the program was excellent, forty-four percent (N=8) felt it was good and six percent (N=1) felt it was poor.

Dental Hygiene

All 15 of the graduates from the dental hygiene program were contacted and all were employed as dental hygienists; ten were employed full-time and five part-time. The average annual salary of those employed full-time was \$9,753 (range was \$7,020 to \$12,000). Twelve students responded to the question asking whether their course work at JCCC had helped them obtain their job and eleven (92-percent) of the twelve felt that their training did help. All but one of the 15 graduates (93 percent) felt that JCCC training could provide adequate preparation for their

jobs. Of the 15 graduates, 47 percent (N=7) rated the program as excellent, 47 percent (N=7) rated it as good, and 6 percent (N=1) as adequate.

Drafting

Nine students left the drafting program with marketable skills in 1975. Six of these nine were graduates and three withdrew but did have marketable skills. At the time of follow-up, seven were employed full-time, one part-time, and one was enrolled full-time in a related program at a four-year college. Seven of the nine former students were working as draftsmen, and one was a hearing impaired person who was serving as a dorm parent at the Kansas School for the Deaf. Six of the seven employed as draftsmen said that JCCC training could adequately prepare persons for their jobs. Six of the seven students employed as draftsmen responded to the question asking whether their JCCC course work had helped them obtain their job. Five of the six felt it had, and one felt it had not.

Seven people responded to the question asking them to rate the drafting program. One former student rated it as excellent, and the remaining six said it was good. The average reported salary of those employed full-time was \$7,560 per year with a low of \$6,000 and a high of \$9,000. (The salary for the dorm parent was \$6,000 per year plus room and board, so an arbitrary decision was made to add \$200 per month to the base salary which resulted in a total annual salary of \$8,400).

Electrical-Electronics Technology

Twenty students left the electrical-electronics program with marketable skills; 16 graduated and four did not complete the program. Nine of the graduates were Marines who had been sent to JCCC to upgrade their

skills. Due to the difficulty and expense involved in tracing them, they were not contacted. Sixty-four percent (N=7) of the eleven students contacted were using their program skills on the job either in a job for which they had trained (N=3) or in a related area (N=4). Two students were employed in areas unrelated to their training but planned eventually to use their skills. One student was enrolled full-time in school and one was unemployed.

Of the seven students using their program skills, three felt that their JCCC coursework had helped them obtain employment, and six said that JCCC could adequately prepare persons for their jobs. Of the ten students who rated the program, forty percent (N=4) felt it was excellent, forty percent (N=4) felt it was good, and twenty percent (N=2) rated the program as adequate.

The average annual salary reported by those working full-time was \$7,298 (range was \$5,400 to \$12,000).

Fashion Merchandising

Five students graduated from the fashion merchandising program in 1975 and six left with marketable skills. Eighty-two percent (N=9) of these eleven were employed full-time in areas directly relevant to their training. One of the other two former students was employed full-time in an unrelated area, while the other was a full-time student. All ten students actually contacted rated the program as either excellent (N=4) or good (N=6). Of the eight actually contacted and who were working in an area directly related to their training, seven reported that the training helped them obtain their job. Everyone who responded said the program provided adequate preparation. The average salary reported was \$5,603 per year (range was \$4,620 to \$9,600).

Law Enforcement

Fifteen students graduated from the law enforcement program and another one left with marketable skills in 1975. Two of these 16 students were attending school full-time in a related program. The other 14 were employed with 11 employed full-time and three employed part-time. Seven of the 16 former students were working in the area for which they had trained. Six of these seven responded to the questions about JCCC training; three felt their course work had helped them obtain their job and all six felt JCCC could adequately prepare persons for their jobs. The other seven employed persons were working in areas unrelated to their training. Six of these seven responded to the question asking if they eventually intended to work in their program area; five said they did and one was not sure. Nine of those employed were also attending school, seven part-time and two full-time. The average salary of those working full-time was \$10,180 per year with a range of \$4,160 to \$12,200.

Ratings of the program were obtained from thirteen students. All 13 rated it as either excellent (N=4) or good (N=9).

Marketing and Management

Twenty-six students left the marketing and management program with marketable skills; 13 graduated and 13 withdrew from the program. One student could not be contacted, but the other twenty-five cooperated fully. All twenty-five were employed either full-time (N=20) or part-time (N=5). All were employed in a position for which they had been trained (48 percent) or one related to their training (52 percent). Seven students said the JCCC training helped them obtain their job and twenty-two said the training had adequately prepared them for their job.

All students rated the program as excellent (N=15) or good (N=10). The average annual salary of those employed full-time was \$10,145 (range was \$3,600 to \$19,000). Four of the five people employed only part-time were also enrolled in school, while the fifth was earning \$10,000 per year.

Nursing

The nursing program graduated 41 students in 1975; 39 were contacted. All 39 of those contacted were employed as nurses; 35 were employed in jobs for which they had trained and four in related fields. Thirty-one (79 percent) were full-time employees while the other eight (21 percent) were employed part-time. The average salary for those employed full-time was \$9,553 per year (range was \$6,000 to \$10,629). All 39 of the students felt that their JCCC course work had helped them obtain their job. Thirty-seven students responded to the question asking whether they felt their JCCC training had adequately prepared them for their job; 36 (97 percent) felt that it had, while one (3 percent) felt unprepared. Thirty-eight students rated the program; thirty-two percent (N=12) said it was excellent, 53 percent (N=20) rated it as good, 13 percent (N=5) rated it as adequate and two percent (N=1) as poor. Five students were also continuing their education.

Secretarial Careers

Six students completed the secretarial careers program in 1975 and five others left with marketable skills. Ten were contacted and one could not be reached. Seven of the ten contacted were employed full-time, one was attending school full-time, and two were unemployed. Three former students worked in a job for which they had trained, three in a

related area, and one in an unrelated area. All six of the students in jobs related to their training said that JCCC could provide adequate job preparation and three said that their course work had helped them obtain their job. All ten students contacted rated the program. Five of these ten students rated the program as excellent, three rated it as good, and two rated it as adequate. Five of the seven employed students reported their salaries; the average was \$6,554 per year, with a range of \$5,300 to \$7,800.

Basic Police Training

Twenty people completed the Basic Police Training program in 1975. Nineteen of these were either contacted personally or followed up by talking to their supervisors. Eighteen (95 percent) were employed as police officers and one (5 percent) was enrolled full-time in school. Most applicants did not respond to the question asking whether their JCCC course work had helped them obtain their job because the program was designed specifically for people already employed as police officers. Data on the program ratings are not reported since many of the applicants could not be contacted directly.

The average reported annual salary for those employed full-time was \$9,954. Salaries ranged from \$8,000 to \$11,000 per year.

Emergency Medical Technology

Twenty-two people completed the basic emergency medical technology program in 1975. The program coordinator was able to contact twenty-one of these individuals. Nine respondents worked for the fire department, one was a policeman, and eleven were fire department rescue volunteers. Three of the latter also used their program skills on their job.

All students who replied to the question felt the program could adequately train persons for their jobs. Program ratings were obtained from 20 students. Eighty-five percent (N=17) rated it as excellent and the remaining 15 percent (N=3) rated the program as good.

Hearing Impaired Program

Seven students left the hearing impaired program during 1975. Two of these students were also enrolled in career programs at JCCC, one in drafting and the other in electronics. Both of these students were employed full-time but neither was working in an area requiring the job skills acquired at JCCC. Of the other five students, two were employed, two were attending four-year colleges and the other was staying at home to be with a retired spouse.

The five students not attending college were contacted directly and asked to rate the program. Four of the five rated it as good and one as excellent. Annual salaries for the four employed students ranged between \$7,500 and \$9,500 with an average of \$8,275. (One student was a dorm parent at Kansas School for the Deaf and received \$6,000 per year plus room and board. His salary was estimated at \$8,400 annually.)

IV. SUMMARY

During the year 1974-75, 177 students graduated from ten career programs at JCCC. An additional 41 students who did not graduate left with marketable skills. Of these 218 former students, 196 (94 percent) were contacted either directly or through a relative or work associate. Seven former students in the hearing impaired program were contacted. Two of these seven were concurrently enrolled in a career program.

Current Results

The major results of the 1974-75 follow-up are listed below.

The majority of career students contacted in this initial placement follow-up were employed in their program area (70 percent) or a related area (17 percent).

Most students working in areas related to their training felt that their JCCC course work had helped them obtain their job (67 percent) and nearly all felt that JCCC could provide adequate job preparation (93 percent).

Most respondents (93 percent) rated their respective career programs as good (45 percent) or excellent (48 percent).

All former students in the hearing impaired program who were actually contacted rated the program as either excellent or good. Of the seven students who left the program, two had transferred to four-year colleges, four were employed, and one was not seeking employment. The annual mean salary was \$8,275 for the four employed.

Comparisons to Previous Career Follow-ups

Initial placement follow-ups for career students have been conducted for the last four years. The first such follow-up was for seven career programs. When new career programs had been in existence long enough for students to graduate, the number of programs included was increased. However, the last three studies have included questions which permit comparisons. The general results for the last three career follow-ups are summarized below.

The overall percentage of former career students employed in their program area or a related area at initial placement has been over 80 percent for the last three years (83 percent for class of 1972-73,

84 percent for class of 1973-74 and 87 percent for class of 1974-75).

The overall percentage of former career students responding that JCCC course work provided adequate job preparation has remained approximately 93 percent for the last three years.

For the last three years, almost 70 percent of the former career students have responded that the JCCC course work helped them obtain their job. It should be noted, however, that many students, especially those in in-service programs were already employed in their career area before enrolling at JCCC so they could not credit their job placement to JCCC course work.

The percentage of students unemployed at the time of initial placement was five percent for the class of 1972-73 but has been only one percent for the classes of 1973-74 and 1974-75.

The percentage of students continuing their education and not working at the time of initial placement has remained approximately four to six percent.

Over 90 percent of the respondents rated their programs at JCCC as either excellent or good.

Former hearing impaired students consistently rate the program as either excellent or good. They also find employment if they seek a position. Some continue their education by transferring to four-year institutions.

Table 1

EMPLOYMENT STATUS OF FORMER CAREER STUDENTS
1974-75

| Program | Graduates | Withdrawals with Marketable Skills | Number Contacted | Number Working | | | Number Not Working | |
|---|-----------|--|---------------------|-----------------------|-----------------------|-------------------------|---------------------|------------------------|
| | | | | In Program Area | In Related Area | In Unrelated Area | Attending School | Unemployed Deceased |
| Data Processing (N=27) | 13 | 14 | 20 | 6 (30%) | 10 (50%) | 4 (20%) | 0 | 0 |
| Dental Hygiene (N=15) | 15 | 0 | 15 | 15 (100%) | 0 | 0 | 0 | 0 |
| Drafting (N=9) | 6 | 3 | 9 | 7 (78%) | 0 | 1 (11%) | 1 | 0 |
| Electrical-Electronics Technology (N=20) | 16 | 4 | 11 | 3 (27%) | 4 (37%) | 2 (18%) | 1 (9%) | 0 |
| Fashion Merchandising (N=11) | 5 | 6 | 11 | 9 (82%) | 0 | 1 (9%) | 1 | 0 |
| Law Enforcement (N=16) | 15 | 1 | 16 | 7 (44%) | 0 | 7 (44%) | 2 (12%) | 0 |
| Marketing & Management (N=26) | 13 | 13 | 25 | 13 (52%) | 12 (48%) | 0 | 0 | 0 |
| Nursing (N=41) | 41 | 0 | 39 | 35 (90%) | 4 (10%) | 0 | 0 | 0 |
| Secretarial Careers (N=11) | 11 | 0 | 10 | 3 (30%) | 3 (30%) | 1 (10%) | 1 (10%) | 2 (20%) |
| <u>In-Service Programs</u> | | | | | | | | |
| Basic Police Training (N=20) | 20 | 0 | 19 | 18 (95%) | 0 | 0 | 1 (5%) | 0 |
| Emergency Medical Technology (N=22) | 22 | 0 | 21 | 21 (100%) | 0 | 0 | 0 | 0 |
| Totals (N=218) | 177 | 41 | 196 (94%) | 137 (70%) | 33 (17%) | 16 (8%) | 7 (4%) | 3 (1%) |

Table 2

CAREER STUDENT'S PERCEPTIONS OF THE BENEFITS
OF JCCC TRAINING
1974-75

| Program | Did your JCCC coursework help you obtain the job? | | Do you feel the JCCC program can adequately prepare a person for this type of job? | |
|--------------------------------------|---|-----|--|-----|
| | Yes | No | Yes | No |
| Data Processing | 20% | 80% | 80% | 20% |
| Dental Hygiene | 92 | 8 | 93 | 7 |
| Drafting | 83 | 17 | 86 | 14 |
| Electrical-Electronics Technology | 43 | 57 | 86 | 14 |
| Fashion Merchandising | 88 | 12 | 100 | 0 |
| Law Enforcement | 50 | 50 | 100 | 0 |
| Marketing & Management | 28 | 72 | 88 | 12 |
| Nursing | 100 | 0 | 97 | 3 |
| Secretarial Careers | 50 | 50 | 100 | 0 |
| Overall Summary | 67 | 33 | 93 | 7 |

Notes.--1. The above percentages are based on responses of students employed in their program area or a related field. Many "no" responses to the question concerning whether JCCC course work helped students obtain their jobs are due to the fact that many employed students enrolled in the programs to improve their job skills rather than to prepare for entry into the job market.

2. Since the Basic Police Training and Emergency Medical Technology programs were in-service offerings designed specifically for persons already employed in those areas, the questions were not really applicable.

Table 3

PERCEPTIONS OF THE JCCC CAREER PROGRAM
1974-75

| Program | Percentage of Respondents Rating Program as: | | | |
|--------------------------------------|---|------|----------|------|
| | Excellent | Good | Adequate | Poor |
| Data Processing | 50% | 44% | 6% | 0% |
| Dental Hygiene | 47 | 47 | 6 | 0 |
| Drafting | 14 | 86 | 0 | 0 |
| Electrical-Electronics Technology | 40 | 40 | 20 | 0 |
| Emergency Medical Technology | 85 | 15 | 0 | 0 |
| Fashion Merchandising | 40 | 60 | 0 | 0 |
| Law Enforcement | 31 | 69 | 0 | 0 |
| Marketing & Management | 60 | 40 | 0 | 0 |
| Nursing | 32 | 53 | 13 | 2 |
| Secretarial Careers | 50 | 30 | 20 | 0 |
| Summary | 48 | 45 | 6 | 1 |

Note.--Not enough students from the Basic Police Training program could be directly contacted to derive meaningful percentages. Most of the information concerning these students was obtained from supervisors.

APPENDIX

SURVEY INSTRUMENT

Student's Name _____ Phone _____

Address _____ S.S.# _____

CALL RECORD

| Time | Date | # called | Respondent | Call back |
|------|------|----------|------------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Person giving final interview: _____

Notes: _____

BEGIN INTERVIEW

Is this the residence of (Student's Name)?

May I speak to (Student's Name)? (If not available, record day, time, and phone # for call back).

This is (your name) of Johnson County Community College. The College is conducting a follow-up study of students who have been enrolled in our career programs. This is to obtain information required by the State and to more accurately assess the effectiveness of our career programs. May I ask you a few questions?

Let me begin by checking to see if our information is correct.

Your name is _____ (See above)

Your Social Security number is _____

Your address _____

Your home phone _____



1. What is your age? _____ Sex? Male _____ Female _____

Marital status? _____ Married _____
Single

2. Are you currently in the Armed Forces:

_____ Yes (Reserves? _____)
_____ No

3. Are you currently employed?

_____ Yes Full-time? _____ Part-time? _____

What is your job title? _____

Who is your employer? _____

_____ Address _____

City _____

State _____

Phone # _____

Would you say that your current job is:

_____ 1. The occupation for which you trained.

_____ 2. An occupation related to your training:

a. Did your JCCC course work help you obtain the job?

_____ Yes
_____ No

b. Do you feel the JCCC program can adequately prepare a person for this type of job?

_____ Yes
_____ No

c. Overall, would you rate the JCCC program as being:

_____ Excellent _____ Adequate
_____ Good _____ Poor

d. What is your gross annual salary (before O.T. and taxes?)

\$ _____ Monthly \$ _____

_____ 3. An occupation not related to your training

a. What is your gross annual salary (before O.T. and taxes?)

\$ _____ Monthly \$ _____

b. Do you intend to ultimately work in a job related to your program area?

_____ Yes
_____ No

c. Overall, would you rate the JCCC program as being:

_____ Excellent _____ Adequate
_____ Good _____ Poor

_____ No. Are you seeking employment:

_____ Yes
_____ No

Overall, would you rate the JCCC program as being:

_____ Excellent _____ Adequate
_____ Good _____ Poor

ADDITIONAL QUESTIONS - NURSING

1. In what area of nursing do you feel you were best prepared to practice?

 2. In what area of nursing do you feel you were the least prepared to practice?

 3. If you could add something to your basic preparation, what would it be? _____

 4. How do you feel you compare to other graduates in your ability to give high quality patient care?

 5. What was your initial position following graduation? _____

- What is your position at this time? _____

ADDITIONAL QUESTIONS - MARKETING AND MANAGEMENT

1. Would you be interested in participating in an alumni group?
 Yes
 No
 Maybe

ADDITIONAL QUESTIONS - DATA PROCESSING

1. If JCCC training did not help them obtain their job:
 1. Did the JCCC course work upgrade your previous job skill?
 Yes
 No
 2. Did the JCCC course work help you with professional advancement?
 Yes
 No
2. What additional courses would you like to have? _____

ADDITIONAL QUESTIONS - DRAFTING AND ELECTRONICS PROGRAMS

For Three-Year Follow-up:

Question #3 - Add following questions on the end:

If working in unrelated area or unemployed:

1. Since you left JCCC have you ever worked in a job related to your training? Yes _____ No _____

Why did you change jobs (or quit working)? _____

If working in related area:

1. Is your current job your only job since leaving JCCC?

Yes _____
No _____

If Yes:

How has your job title or your position changed since you began this job?

If No:

Was your previous job (jobs) related to your training?

Yes _____
No _____

Why did you change jobs? _____

Question #5 - Ask for number of College Credits.

For One-Year Follow-up:

Question #5 - also ask for number of College Credits.

Add after question #3 - If not related or unemployed:

Were you previously employed in a job related to your training?

Yes _____
No _____

If Yes:

Why did you change jobs (or quit working)? _____

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 2 1977

CLEARING-HOUSE FOR
JUNIOR COLLEGES

EMPLOYER AND TECHNICIAN PERCEPTIONS OF IMPORTANT
 SKILLS, KNOWLEDGE AND ATTITUDES FOR
 BIOMEDICAL EQUIPMENT TECHNICIANS
 Spring 1976
 (continued)

| Possess a Working Knowledge of: | Very Important | | | Not | | |
|--|----------------|-----------|------------|-----------|-----------|------------|
| | Essential | Desirable | Applicable | Important | Important | Applicable |
| Communication Systems (continued) | | | | | | |
| Repair | | | | | | |
| Technician | 40% | 35% | 5% | 5% | 15% | |
| Employer | 10 | 43 | 23 | 14 | 10 | |
| Combined | 22 | 40 | 16 | 10 | 12 | |
| Other (e.g., Polygraphs, dental equipment, etc.) | | | | | | |
| Operation | | | | | | |
| Technician | 50 | 31 | 19 | 0 | 0 | |
| Employer | 29 | 36 | 6 | 29 | 0 | |
| Combined | 40 | 33 | 12 | 15 | 0 | |
| Preventive Maintenance | | | | | | |
| Technician | 57 | 36 | 7 | 0 | 0 | |
| Employer | 12 | 41 | 12 | 35 | 0 | |
| Combined | 32 | 39 | 10 | 19 | 0 | |
| Repair | | | | | | |
| Technician | 57 | 36 | 7 | 0 | 0 | |
| Employer | 6 | 0 | 58 | 35 | 0 | |
| Combined | 29 | 49 | 3 | 19 | 0 | |

EMPLOYER AND TECHNICIAN PERCEPTIONS OF IMPORTANT
SKILLS, KNOWLEDGE AND ATTITUDES FOR
BIOMEDICAL EQUIPMENT TECHNICIANS
Spring 1976
(continued)

| Knowledge of and Ability to: | Very | | | Not | | |
|--|-----------|-----------|-----------|-----------|------------|-----|
| | Essential | Important | Desirable | Important | Applicable | Not |
| Effectively coordinate work with the work of others who are working as a team | 80% | 15% | 5% | 0% | 0% | 0% |
| | 52 | 29 | 19 | 0 | 0 | 0 |
| | 63 | 23 | 14 | 0 | 0 | 0 |
| Research and review technical reports | 40 | 30 | 20 | 10 | 0 | 0 |
| | 27 | 20 | 43 | 10 | 0 | 0 |
| | 32 | 24 | 34 | 10 | 0 | 0 |
| Make good judgments regarding repair techniques best suited to any given problem | 65 | 20 | 15 | 0 | 0 | 0 |
| | 53 | 24 | 13 | 0 | 0 | 0 |
| | 64 | 22 | 14 | 0 | 0 | 0 |
| Predict potential equipment problems | 30 | 40 | 30 | 0 | 0 | 0 |
| | 40 | 33 | 27 | 0 | 0 | 0 |
| | 36 | 36 | 28 | 0 | 0 | 0 |
| Meet high quality standards of neatness and accuracy | 50 | 40 | 10 | 0 | 0 | 0 |
| | 58 | 32 | 10 | 0 | 0 | 0 |
| | 55 | 35 | 10 | 0 | 0 | 0 |
| Meet deadlines consistently | 55 | 30 | 15 | 0 | 0 | 0 |
| | 43 | 50 | 7 | 0 | 0 | 0 |
| | 48 | 42 | 10 | 0 | 0 | 0 |

APPENDIX

SURVEY INSTRUMENTS
with
TABULATED RAW DATA

JOHNSON COUNTY COMMUNITY COLLEGE
BIOMEDICAL EQUIPMENT
TECHNICIAN TASK SURVEY
1976

Johnson County Community College is conducting a study to determine the qualifications needed by graduates of a Biomedical Equipment Technician program in the metropolitan Kansas City area. You are one of the few businesses which utilizes biomedical equipment. Therefore, your responses are very important to the success of this study. This information will remain confidential and will not obligate you in any way. If you have any questions, call Mr. Bill Studyvin between 8:00 and 5:00 Monday through Friday at 888-8500 (ext. 589).

Name Employers' Responses Position _____
 Company N=35, five not applicable, so Address _____
excluded from summary
 City _____ State _____ Zip _____

INSTRUCTIONS:

Listed below are skills which may be considered in development of the curriculum. These skills would be expected of all graduates. How important are they to you, as an employer? Check one answer for each statement and write any additional comments in the space provided.

| | Essential | Very Important | Desirable | Not Important | Not Applicable |
|--|-----------|----------------|-----------|---------------|----------------|
| Measure electrical parameters such as sinusoidal waveforms, frequency, bandwidth, gain, attenuation, phase, period, and inductive and capacitive reactance using standard test equipment..... | 18 | 8 | 3 | 0 | 1 |
| Perform simple operations on machine tools (e.g. lathes, mills, drill presses, bench grinders, and hand drills)..... | 3 | 1 | 17 | 8 | 1 |
| Operate test equipment such as high and low frequency signal generators; low frequency, dual channel, and high frequency oscilloscopes; sweep generators; universal bridges; strip charts and X-Y recorders..... | 19 | 4 | 6 | 0 | 1 |
| Lay out and fabricate electronic devices that include cabinet layout and printed circuit board wiring or chassis wiring..... | 2 | 4 | 18 | 4 | 2 |
| Read and interpret instructional and maintenance manuals as well as blue prints, mechanical drawings, and schematic diagrams related to the equipment serviced..... | 23 | 5 | 2 | 0 | 0 |
| Communicate with and provide technical assistance to medical staff using standard medical terminology related to instrumentation..... | 14 | 8 | 6 | 2 | 0 |
| Clean and/or lubricate mechanical instruments and devices associated with medical apparatus..... | 12 | 3 | 13 | 2 | 0 |
| Solder standard electrical and electronic components on printed circuit boards and hand wired circuits..... | 21 | 4 | 4 | 0 | 1 |

KNOWLEDGE AND SKILL TO:

| | Essential | Very Important | Desirable | Not Important | Not Applicable |
|--|-----------|----------------|-----------|---------------|----------------|
| Use common hand tools such as needlenose pliers, diagonal cutters and screw drivers in the performance of job tasks..... | 22 | 7 | 1 | 0 | 0 |
| Evaluate medical instrumentation and advise medical staff on the relative merits of potential acquisitions..... | 10 | 9 | 7 | 3 | 1 |
| Collect and analyze data obtained from analog, special purpose, and standard digital computers..... | 3 | 4 | 18 | 2 | 3 |
| Develop digital systems that include counters, digital to analog converters as well as circuits for interfacing medical instrumentation to standard and special purpose digital computers..... | 0 | 2 | 20 | 4 | 4 |
| Develop special electronic circuits and instrumentation as required by medical or engineering staff..... | 0 | 5 | 17 | 5 | 3 |
| Prepare tables, charts, and graphs for technical reports and communications..... | 4 | 6 | 15 | 3 | 2 |
| Perform spot and routine safety checks on equipment including ground and leakage current checks..... | 24 | 3 | 1 | 1 | 1 |
| POSSESS A WORKING KNOWLEDGE OF: | | | | | |
| Blood-gas analyzer | | | | | |
| Operation..... | 12 | 1 | 12 | 0 | 5 |
| Preventive Maintenance..... | 13 | 2 | 11 | 0 | 4 |
| Repair..... | 10 | 2 | 14 | 0 | 4 |
| Cardiac Monitor | | | | | |
| Operation..... | 17 | 5 | 6 | 0 | 2 |
| Preventive Maintenance..... | 16 | 7 | 5 | 0 | 2 |
| Repair..... | 13 | 6 | 9 | 0 | 2 |
| EKG Equipment | | | | | |
| Operation..... | 17 | 4 | 7 | 0 | 2 |
| Preventive Maintenance..... | 15 | 8 | 5 | 0 | 2 |
| Repair..... | 13 | 6 | 9 | 0 | 2 |
| Defibrillator | | | | | |
| Operation..... | 17 | 4 | 7 | 0 | 2 |
| Preventive Maintenance..... | 15 | 8 | 5 | 0 | 2 |
| Repair..... | 12 | 6 | 10 | 0 | 2 |
| Monitor Alarm systems | | | | | |
| Operation..... | 14 | 7 | 6 | 0 | 3 |
| Preventive Maintenance..... | 13 | 9 | 5 | 0 | 3 |
| Repair..... | 12 | 6 | 9 | 0 | 3 |

POSSESS A WORKING KNOWLEDGE OF:

Respirators

Operation.....
 Preventive Maintenance.....
 Repair.....

| Essential | Very Important | Desirable | Not Important | Not Applicable |
|-----------|----------------|-----------|---------------|----------------|
| 12 | 3 | 9 | 0 | 6 |
| 11 | 5 | 8 | 0 | 6 |
| 8 | 3 | 13 | 0 | 6 |

Infant Incubators

Operation.....
 Preventive Maintenance.....
 Repair.....

| | | | | |
|----|---|----|---|---|
| 10 | 4 | 11 | 0 | 5 |
| 9 | 7 | 10 | 0 | 4 |
| 6 | 5 | 15 | 0 | 4 |

Spectrophotometer

Operation.....
 Preventive Maintenance.....
 Repair.....

| | | | | |
|---|---|----|---|---|
| 9 | 3 | 13 | 1 | 4 |
| 8 | 5 | 14 | 0 | 3 |
| 5 | 4 | 16 | 2 | 3 |

POSSESS A WORKING KNOWLEDGE OF:

X-Ray Equipment

Operation.....
 Preventive Maintenance.....
 Repair.....

| | | | | |
|---|---|----|---|---|
| 8 | 3 | 13 | 1 | 5 |
| 5 | 8 | 12 | 1 | 4 |
| 4 | 5 | 13 | 4 | 4 |

Communication Systems

Operation.....
 Preventive Maintenance.....
 Repair.....

| | | | | |
|---|----|----|---|---|
| 6 | 6 | 11 | 3 | 4 |
| 4 | 10 | 10 | 3 | 3 |
| 3 | 7 | 13 | 4 | 3 |

Other (e.g., Polygraphs, dental equipment, etc.)

Please specify _____
 Operation.....
 Preventive Maintenance.....
 Repair.....

| | | | | |
|---|----|---|---|---|
| 5 | 1 | 6 | 5 | 0 |
| 2 | 2 | 7 | 6 | 0 |
| 1 | 10 | 0 | 6 | 0 |

POSSESS THE ABILITY TO:

Effectively coordinate work with the work of others who are working as a team.....

| | | | | |
|----|---|---|---|---|
| 16 | 9 | 6 | 0 | 0 |
|----|---|---|---|---|

Research and review technical reports.....

| | | | | |
|---|---|----|---|---|
| 8 | 6 | 13 | 3 | 0 |
|---|---|----|---|---|

Make good judgments regarding repair techniques best suited to any given problem.....

| | | | | |
|----|---|---|---|---|
| 19 | 7 | 4 | 0 | 0 |
|----|---|---|---|---|

Predict potential equipment problems.....

| | | | | |
|----|----|---|---|---|
| 12 | 10 | 8 | 0 | 0 |
|----|----|---|---|---|

Meet high quality standards of neatness and accuracy.....

| | | | | |
|----|----|---|---|---|
| 18 | 10 | 3 | 0 | 0 |
|----|----|---|---|---|

Meet deadlines consistently.....

| | | | | |
|----|----|---|---|---|
| 13 | 15 | 2 | 0 | 0 |
|----|----|---|---|---|

Please list other skills that are necessary or desirable.

How many persons requiring one or more of the skills listed do you employ on a full-time basis? _____

How many persons requiring one or more of the skills listed do you employ on a part-time basis? _____

Are there other qualifications or characteristics required of your employees (education, experience, certification, etc.?) Please list.

Do you hire on the basis of:

12 Displayed Competencies 10 Both
1 Degree 7 Other (please specify) _____

How many unfilled vacancies do you currently have requiring the skills listed on the first three pages of this questionnaire? _____

If you had applicants possessing these listed skills, would you hire them at this time?
12 Yes; 18 No

Do you have any current plans to establish a position requiring the skills indicated or to expand the current number of positions requiring the skills indicated? 19 Yes; 11 No/blank

Do you currently have an in-service training program involving instruction in any of the skills listed? 12 Yes; 18 No/blank

Would you be willing to work cooperatively with a college supervised work-study program designed to provide on-the-job training for qualified students? 20 Yes; 10 No/blank

May we contact you in the future regarding this program? 24 Yes, 6 No/blank
If yes, phone number _____

Additional comments: _____

Please return the questionnaire in the enclosed self-addressed stamped envelope.

WE WOULD APPRECIATE IT VERY MUCH IF THE SURVEY COULD BE RETURNED TO US WITHIN TWO WEEKS.

Bill Studyvin
Johnson County Community College
College Blvd. at Quivira Road
Overland Park, KS 66210



JOHNSON COUNTY COMMUNITY COLLEGE
BIOMEDICAL EQUIPMENT
TECHNICIAN TASK SURVEY
1976

Johnson County Community College is conducting a study to determine the qualifications needed by graduates of a Biomedical Equipment Technician program in the metropolitan Kansas City area. You are one of the few technicians who work with biomedical equipment. Therefore, your responses are very important to the success of this study. This information will remain confidential and will not obligate you in any way. If you have any questions, call Mr. Bill Studyvin between 8:00 and 5:00 Monday through Friday at 888-8500 (ext. 589).

Name Technicians' Responses Position _____
 Company N=20 Address _____
 City _____ State _____ Zip _____

INSTRUCTIONS:

Listed below are skills which may be considered in development of the curriculum. These skills would be expected of all graduates. How important are they to you, as an employee? Check one answer for each statement and write any additional comments in the space provided.

| | Essential | Very Important | Desirable | Not Important | Not Applicable |
|--|-----------|----------------|-----------|---------------|----------------|
| Measure electrical parameters such as sinusoidal waveforms, frequency, bandwidth, gain, attenuation, phase, period, and inductive and capacitive reactance using standard test equipment..... | 14 | 5 | 1 | 0 | 0 |
| Perform simple operations on machine tools (e.g. lathes, mills, drill presses, bench grinders, and hand drills)..... | 3 | 5 | 6 | 5 | 1 |
| Operate test equipment such as high and low frequency signal generators; low frequency, dual channel, and high frequency oscilloscopes; sweep generators; universal bridges; strip charts and X-Y recorders..... | 16 | 4 | 0 | 0 | 0 |
| Lay out and fabricate electronic devices that include cabinet layout and printed circuit board wiring or chassis wiring..... | 0 | 5 | 14 | 0 | 1 |
| Read and interpret instructional and maintenance manuals as well as blue prints, mechanical drawings, and schematic diagrams related to the equipment serviced..... | 19 | 1 | 0 | 0 | 0 |
| Communicate with and provide technical assistance to medical staff using standard medical terminology related to instrumentation..... | 10 | 8 | 2 | 0 | 0 |
| Clean and/or lubricate mechanical instruments and devices associated with medical apparatus..... | 7 | 7 | 6 | 0 | 0 |
| Solder standard electrical and electronic components on printed circuit boards and hand wired circuits..... | 14 | 5 | 1 | 0 | 0 |

IN YOUR JOB, HOW IMPORTANT IS IT THAT YOU HAVE THE KNOWLEDGE AND ABILITY TO:

Use common hand tools such as needlenose pliers, diagonal cutters and screw drivers in the performance of job tasks.....

Evaluate medical instrumentation and advise medical staff on the relative merits of potential acquisitions.....

Collect and analyze data obtained from analog, special purpose, and standard digital computers.....

Develop digital systems that include counters, digital to analog converters as well as circuits for interfacing medical instrumentation to standard and special purpose digital computers.....

Develop special electronic circuits and instrumentation as required by medical or engineering staff.....

Prepare tables, charts, and graphs for technical reports and communications.....

Perform spot and routine safety checks on equipment including ground and leakage current checks.....

HOW IMPORTANT IS IT THAT YOU POSSESS A WORKING KNOWLEDGE OF:

Blood-gas analyzer

Operation.....

Preventive Maintenance.....

Repair.....

Cardiac Monitor

Operation.....

Preventive Maintenance.....

Repair.....

EKG Equipment

Operation.....

Preventive Maintenance.....

Repair.....

Defibrillator

Operation.....

Preventive Maintenance.....

Repair.....

Monitor Alarm systems

Operation.....

Preventive Maintenance.....

Repair.....

| | Essential | Very Important | Desirable | Not Important | Not Applicable |
|--|-----------|----------------|-----------|---------------|----------------|
| Use common hand tools such as needlenose pliers, diagonal cutters and screw drivers in the performance of job tasks..... | 19 | 1 | 0 | 0 | 0 |
| Evaluate medical instrumentation and advise medical staff on the relative merits of potential acquisitions..... | 6 | 5 | 7 | 2 | 0 |
| Collect and analyze data obtained from analog, special purpose, and standard digital computers..... | 2 | 1 | 12 | 5 | 0 |
| Develop digital systems that include counters, digital to analog converters as well as circuits for interfacing medical instrumentation to standard and special purpose digital computers..... | 1 | 1 | 12 | 4 | 2 |
| Develop special electronic circuits and instrumentation as required by medical or engineering staff..... | 1 | 5 | 10 | 3 | 1 |
| Prepare tables, charts, and graphs for technical reports and communications..... | 6 | 2 | 9 | 2 | 1 |
| Perform spot and routine safety checks on equipment including ground and leakage current checks..... | 19 | 1 | 0 | 0 | 0 |
| HOW IMPORTANT IS IT THAT YOU POSSESS A WORKING KNOWLEDGE OF: | | | | | |
| Blood-gas analyzer | | | | | |
| Operation..... | 10 | 3 | 7 | 0 | 0 |
| Preventive Maintenance..... | 10 | 4 | 6 | 0 | 0 |
| Repair..... | 11 | 1 | 8 | 0 | 0 |
| Cardiac Monitor | | | | | |
| Operation..... | 17 | 1 | 2 | 0 | 0 |
| Preventive Maintenance..... | 16 | 2 | 2 | 0 | 0 |
| Repair..... | 17 | 1 | 2 | 0 | 0 |
| EKG Equipment | | | | | |
| Operation..... | 17 | 1 | 2 | 0 | 0 |
| Preventive Maintenance..... | 16 | 2 | 2 | 0 | 0 |
| Repair..... | 17 | 1 | 2 | 0 | 0 |
| Defibrillator | | | | | |
| Operation..... | 17 | 1 | 2 | 0 | 0 |
| Preventive Maintenance..... | 16 | 2 | 2 | 0 | 0 |
| Repair..... | 17 | 1 | 2 | 0 | 0 |
| Monitor Alarm systems | | | | | |
| Operation..... | 17 | 1 | 2 | 0 | 0 |
| Preventive Maintenance..... | 16 | 2 | 2 | 0 | 0 |
| Repair..... | 15 | 3 | 2 | 0 | 0 |

HOW IMPORTANT IS IT THAT YOU POSSESS A WORKING KNOWLEDGE OF:

| | Essential | Very Important | Desirable | Not Important | Not Applicable |
|-----------------------------|-----------|----------------|-----------|---------------|----------------|
| Respirators | | | | | |
| Operation..... | 10 | 3 | 7 | 0 | 0 |
| Preventive Maintenance..... | 9 | 3 | 8 | 0 | 0 |
| Repair..... | 9 | 3 | 8 | 0 | 0 |
| Infant Incubators | | | | | |
| Operation..... | 11 | 2 | 5 | 0 | 2 |
| Preventive Maintenance..... | 11 | 2 | 5 | 0 | 2 |
| Repair..... | 11 | 2 | 5 | 0 | 2 |
| Spectrophotometer | | | | | |
| Operation..... | 7 | 6 | 7 | 0 | 0 |
| Preventive Maintenance..... | 6 | 7 | 6 | 0 | 1 |
| Repair..... | 5 | 8 | 7 | 0 | 0 |

HOW IMPORTANT IS IT THAT YOU POSSESS A WORKING KNOWLEDGE OF:

| | | | | | |
|---|---|---|----|---|---|
| X-Ray Equipment | | | | | |
| Operation..... | 7 | 2 | 8 | 2 | 1 |
| Preventive Maintenance..... | 5 | 2 | 9 | 2 | 2 |
| Repair..... | 4 | 2 | 10 | 2 | 2 |
| Communication Systems | | | | | |
| Operation..... | 9 | 2 | 5 | 1 | 3 |
| Preventive Maintenance..... | 7 | 3 | 6 | 1 | 3 |
| Repair..... | 8 | 1 | 7 | 1 | 3 |
| Other (e.g., Polygraphs, dental equipment, etc.) | | | | | |
| Please specify _____ | | | | | |
| Operation..... | 8 | 3 | 5 | 0 | 0 |
| Preventive Maintenance..... | 8 | 1 | 5 | 0 | 0 |
| Repair..... | 8 | 1 | 5 | 0 | 0 |

HOW IMPORTANT IS IT THAT YOU BE ABLE TO DO THE FOLLOWING IN YOUR JOB:

| | | | | | |
|---|----|---|---|---|---|
| Effectively coordinate work with the work of others who are working as a team..... | 16 | 3 | 1 | 0 | 0 |
| Research and review technical reports..... | 8 | 6 | 4 | 2 | 0 |
| Make good judgments regarding repair techniques best suited to any given problem..... | 13 | 4 | 3 | 0 | 0 |
| Predict potential equipment problems..... | 6 | 8 | 6 | 0 | 0 |
| Meet high quality standards of neatness and accuracy..... | 10 | 8 | 2 | 0 | 0 |
| Meet deadlines consistently..... | 11 | 6 | 3 | 0 | 0 |

Please list other skills that are necessary or desirable.

Are you certified? 5 Yes If so, by whom _____

Are there other qualifications or characteristics required of you (education, experience, etc.?) Please list.

Were you hired on the basis of:

9 Displayed Competencies 7 Both
1 Degree 7 Other (please specify) _____

Did you acquire your job entry skills/knowledge through formal education 18 or on-the-job training? 14

Did you participate in a work-study program designed to provide on-the-job training in the medical field? 6 Yes

May we contact you in the future regarding this program? 20 Yes

Additional comments: _____

Please return the questionnaire in the enclosed self-addressed stamped envelope.

WE WOULD APPRECIATE IT VERY MUCH IF THE SURVEY COULD BE RETURNED TO US WITHIN TWO WEEKS.

Bill Studyvin
Johnson County Community College
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UNIVERSITY OF CALIF.
LOS ANGELES

SEP 24 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

