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ABSTRACT

This model, implemented at Dawson Technical Institute in Chicago, suggests an interrelated network of services that provides program applicants with services needed to enroll in a vocational or academic program. The model helps program staff recruit, counsel and, upon completion of vocational programs, assist minority students in finding programs or employment related to their career goals. The model uses a team management approach, which establishes processes through which departments of the institution can work together to help resolve student problems and institutional concerns. The model is made up of the following eight components: (1) recruitment; (2) intake/admissions; (3) assessment; (4) counseling/career planning; (5) financial aid/registration; (6) program placement/retention; (7) job placement; and (8) follow-up/evaluation. The model has been implemented successfully at Dawson, with enrollment in vocational programs almost tripling in 3 years. Thirty-one appendixes contain the following model materials: the recruitment process flowchart; formats for press releases, public service announcements, flyers, congratulatory letters, and contact letters; log sheets; agenda format; speaker's bureau request form; project letters; registration procedures; career plans; course evaluation sheet; instructional plans; retention form and letter; student withdrawal form; course outlines for college survival and career development courses; student follow-up letter; and follow-up report format. (KC)

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**A Model to Improve the
Quality and Quantity of
Minority Student
Participation in Vocational-
Technical Education Programs**

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TABLE OF CONTENTS

Foreword	i
Introduction	1
Overview	5
Recruitment and Outreach	9
Admissions/Intake/Registration	17
Academic Support Services	27
Retention Strategies	35
Evaluation	41
References	51
Appendices	

FOREWORD

The Illinois State Board of Education/Department of Adult, Vocational, and Technical Education (ISBE/DAVTE) is pleased to make available *A Model to Improve the Quality and Quantity of Minority Student Participation in Vocational-Technical Education Programs*. This handbook will serve as a reference on how to improve the participation of minorities in vocational-technical programs. This Student Service model, implemented at Dawson Technical Institute, one of the City Colleges of Chicago, owes its thanks to two groups of individuals for their support during its development and implementation. First, and foremost, we owe thanks to our educational leaders who struggled through many long sessions in planning all aspects of the model, and in reviewing and revising this document. Second, thank-you to our model participants who contributed input and time, sharing their concerns and developing procedures and related recommendations.

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INTRODUCTION

It is clear from our research and the lack of Black and Hispanic enrollments in vocational and technical programs, that there is a need for a major change in the minority communities' negative attitude toward vocational education. As more jobs are found in the service trades, low technology, and high technology, it is imperative that secondary and postsecondary institutions look at why these negative attitudes exist and develop strategies of "change" to address them.

It is a known fact that in the late nineteenth and early twentieth century most of the vocational and technical trade jobs were held by Blacks and immigrants and that over the last fifty to sixty years the Black and Hispanic communities have developed negative attitudes toward these occupations. This has had an effect on vocational enrollment today. The conflict that is dominant in the community is the need and desire for a liberal arts education versus the practicality of vocational education, which is where most jobs exist. Status and prestige is perceived in enrolling high achievers in liberal arts over vocational and technical programs. Vocational and technical programs are seen as a place to enroll low achievers.

While it is still desirable in the Black community to have a liberal arts education, more than eighty percent do not achieve their career aspirations and the negative attitude toward vocational education as an option still prevails. Therefore, we have designed effective strategies which promote and encourage minority student enrollment and achievement through high quality vocational and technical education programs. The impact of this model will affect education and training policies that presently do not meet the needs of the population or address their specific problems in this rapidly changing technical environment.

The September 1985 American Association of Colleges and Junior Colleges (AACJC) newsletter states, "Eighty-three percent of the current adult population does not hold a Bachelor's Degree" (p. 2). It is predicted that the 1990 census will reveal that seventy-five percent (three out of four adults) will not hold the baccalaureate degree. The following predictions were also made:

- ***Of the forty million students in elementary and secondary schools today, eleven million will not complete high school. Nationally, twenty-seven percent of those who begin high school drop out before graduation.***
- ***Fifty-three percent of all freshmen begin their higher education careers in a technical or junior college.***
- ***The National Longitudinal Study of the Class of 1980 high school graduates indicated that thirty-seven percent majored in academic programs, nineteen percent in vocational programs, forty-two percent in general education, and two percent in other programs.***
- ***Nearly two-thirds of all high school dropouts come from general education programs. (p. 2)***

The facts stated above are more than double for minority youth. Effective strategies must be developed to communicate to the minority community the need to enroll in vocational and technical programs because the jobs are there now and will be in the future.

The Illinois Council on Vocational Education's *1987-88 report #17* states, "While vocational educators are trying to recruit bodies, many aren't concerned enough about placement and aptitude/interest" (p. 28). This report indicated that vocational educators find it necessary to recruit the better students ("cream"), excluding minorities that would adversely affect the required performance standards of placement. Those who would benefit most are not recruited or served in a meaningful way because they are harder to teach and place on the job.

A Model to Improve the Quality and Quantity of Minority Student Participation in Vocational-Technical Education Programs has included this population in its vocational education training pipeline. Many factors are considered to be of major importance to our model. The following are only a few of these:

- **Assessment and remediation of reading, math, and written communication skills.**
- **Attitudes, work ethics, and motivation to perform after training.**
- **Achievement in high quality vocational-technical education programs.**
- **Pre-employment skills preparation.**

Literature suggests that students drop out of school because their career goals are unrealistic and noncrystallized. Other reasons are uncertainties about what one needs to

study, transition/adjustment problems, and limited or unrealistic expectations about academic deficiencies. High priority must be given to early identification and assistance to students with academic difficulties. This model has designed effective assessment tools and has directed the resources and energies of Dawson Technical Institute, a Chicago City Wide College, to implement strategies to assess and support vocational education students through their vocational programs.

OVERVIEW

A Model to Improve the Quality and Quantity of Minority Student Participation in Vocational-Technical Education Programs implements an interrelated network of services which provides program applications with services needed to enroll in a vocational or academic program. The model's mission is to recruit, counsel, and upon completion of vocational programs, assist students in finding programs or employment related to their career goals.

In support of this mission, Student Services' goal is to improve the institute's ability to meet a student's personal, educational, and career goals through a systematic tracking process, documenting successes and accomplishments. It identifies and increases resources available to meet a student's individual and special needs, thereby aiding and increasing retention. The model uses a team management approach, which establishes processes through which each department can work together to help resolve student problems and institutional concerns. The model also provides for efficient outreach, recruitment, and enrollment of students, increasing access for all citizens.

The model is made up of the following eight components: (1) recruitment, (2) intake/admissions, (3) assessment, (4) counseling/career planning, (5) financial aid/registration, (6) program placement/retention, (7) job placement, and (8) follow-up/evaluation. In order to provide a clear, concise, professional delivery system to every prospective student entering the institute, an organized student service model must be implemented. The ideal of this model is to be successful in improving minority student participation in vocational-technical education programs.

Model's Flow Chart



RECRUITMENT AND OUTREACH

Recruitment and outreach is the first phase of this model and the cornerstone of all programmatic activities that occur within an institute. The hub of recruitment includes public relations, communications, community outreach, and follow-up. This process begins the rapport that is necessary for referrals. Television, radio, community events, notices in the newspaper, and contact by telephone increase community awareness, and personal contact brings the best results.

Marketing instruments such as program schedules, orientation letters, and public service announcements should be distributed on a systematic basis to prospective students, high school administrators, and other community-based organizations by the instructors of the program. The format that should be utilized by the program is as follows:

I. Open House/Orientation

A. Recruitment Format

- Four to six weeks prior to program start (see Appendix A—Recruitment Process).
- Open to public; special invite to those individuals who called or walked in regarding program.
- Hands-on activities involving participants as students.
- Presentations from an industry, Financial Aid, and registration representative.
- Registration available on that day.

B. Press Release Promotion

- Write a short press release, including the time of open house, date, and registration period. Emphasize those high-tech classes within program.
- Send release at least three to four weeks prior to open house/orientation.
- Include the press release in neighborhood newspaper which services the communities around the institute (see Appendix B—Press Release Format and Appendix C—Press Release Reply).

C. Public Service Announcement (PSA) Promotions

- Formulate standardized PSA to be mailed to all major radio and television stations.
- PSA must be mailed at least six to eight weeks prior to open house/orientation or registration date. Some stations will mail response indicating date and time announcement will be made (see Appendix D—Public Service Announcement Format).

D. Mailings to Community and Social Service Organizations

- Mail flyers promoting open house/orientation and registration to high school and community/social service organizations.
- Indicate "Please Post" on flyers (see Appendix E—Sample Flyer Format).

II. Follow-up to Respondents

A. Letters

- Mail letters to those individuals who have called or walked in regarding the orientation.
- Ask them to indicate whether or not they will be attending the open house and registering (see Appendix F and G—Sample Letters).
- Include a self-addressed, stamped envelope.

B. Telephone Calls

- A few days prior to the open house, contact those individuals who indicated they will be attending to confirm their attendance on that day.
- Time and date should be logged (see Appendix H—Log sheet Format).

III. Open House/Orientation Activities

A. Planned Agenda

- Have a prepared agenda.
- Adhere to it as closely as possible (see Appendix I—Agenda Format).

B. Sign-In

- Obtain name, address, and phone number of all participants.
- Use this for future recruitment follow-up.

C. Staff Involvement

- Involve staff in activity.
- Have them explain program expectations.

D. Industry Involvement

- Invite at least two industry representatives to talk about career opportunities and the state of the industry.
- Invite industry presidents and personnel to serve on advisory committees. (Appendix J—Sample Speaker's Bureau Request Form).

E. Student Involvement

- Encourage students to sell program by demonstrating their skills during scheduled tours of the labs.
- Have a selected number of students coordinate a hands-on demonstration.

F. Student Services Involvement

- Have Financial Aid and registration representatives review financial and enrollment procedures with prospective students.
- Mail acceptance letters to students who meet vocational program requirements (Appendix K—Congratulatory Letter of Acceptance).
- Encourage prospective students to begin the registration process while representatives are available.

The recruitment coordinator recruits individuals needing short-term training, skills upgrading, job retraining, and basic skills development. Additionally, the Recruitment Office must

- establish a rapport with community leaders, human service agencies, administrators, schools, or any place where contact can be made to bring awareness to potential students.
- maintain frequent contact with agencies by telephone.
- plan workshops with community leaders and eventually with potential students.
- seek volunteers in the community to create a better understanding and mutual respect between the institution and the community.
- establish a file on all contacts for future reference.
- work with Public Relations personnel to prepare announcements, arrange appearances on television and radio on behalf of the institution, and occasionally write articles for local newspapers.
- provide feedback to supervisors on progress and performance.
- distribute flyers/brochures in the various neighborhoods, especially those surrounding the vocational institute.
- work with students within the facility, asking them to inform friends and family members about the institute's programs.
- seek help from the task force of the college in communicating with the institute's target community, asking each member to take responsibility for contacting a certain segment.

The responsibility of recruitment lies with the recruiters and the directors of the training programs. This fosters a direct and ongoing rapport between recruitment personnel and program training supervisors so as to enhance the capabilities and success of enrollment at the institute.

It is very important that recruitment personnel and program training supervisors discuss the various strategies of outreach with the vocational and technical supervisors. The vocational and technical supervisors, in turn, must discuss options with their training staffs. These supervisors are more knowledgeable about what type of person and what forms of enticement are needed for a particular occupation.

It is recommended, therefore, that the aforementioned procedures be implemented immediately and utilized every semester in an attempt to increase the number of prospective students. A centralized outreach office should be established to avoid duplication of services. This office would be responsible for coordinating all recruitment and supplying

recruitment materials for individual departments. Open communication between the Recruitment Office and various departments should exist at all times. Conventional long-range planning or master planning should be implemented.

The following recruitment procedures should also be noted:

- **Current, up-to-date recruitment materials for distribution should be available at all times.**
- **Files should be maintained on all contacts for future reference.**
- **Volunteers must be elicited in the community to create better understanding and mutual respect in the community for the institute.**
- **A feedback system to the referral agencies must be established to apprise them of student status.**
- **Each vocational and technical supervisor must submit a list of ideas and enticements for student enrollment before each new rotation period.**
- **Outreach must be considered an ongoing process between the institute and the community.**

A good working relationship should be established with at least one individual in each agency, letting them know exactly what is offered, the timeframe when it is offered, and how the courses are offered. An open house two or three times a year is an excellent way to let people know how your institute is faring. The open house also allows those interested to see the things that are being done.

The present scope of outreach should be broadened to include targeted minority high schools in the surrounding communities. Major emphasis must be placed on the recruitment of freshmen. Many young people leave school just as soon as they reach sixteen years of age, which is the legal age for dropping out. Others complete high school, receive a diploma, but never gain skills which would allow them to be employable. As mentioned earlier, research implicates the following reasons for students dropping out of school: noncrystallized career goals, unrealistic career goals, uncertainties about what one needs to study, transition/adjustment problems, and unrealistic expectations about academic deficiencies. In many cases, indecision is matched by lack of planning. Students either lack an active commitment to formulating a tentative career plan for education or do not know how to formulate such a plan. They appear not to believe that it is possible to shape

their career patterns by establishing and implementing reasoned plans that are based on sound information and judicious use of resources.

Early intervention at the freshman level would enable secondary and postsecondary institutions to better prepare and motivate high school students. After setting realistic career goals, the student's course of study could be programmed according to the student's chosen career. This better prepares the student for his/her career throughout high school by helping the student to become more effective in school, thereby improving student performance and retention. A secondary step to this process would be to establish a partnership agreement... between the school, parents, and high school freshman. Initially, high school principals and counselors are notified in writing apprising them of the secondary or postsecondary institution's programs. An ad hoc committee of the high school principals and the postsecondary institution's coordinators and counselors should be set up to formulate strategies to assess, counsel, and establish realistic career goals for high school freshmen and to keep their parents informed (Appendix L—Principal's Letter). A partnership agreement would insure that counselors assist students in exploring their values, interests, and abilities as they relate to their potential careers; that the student is aware of and has developed his/her individualized career plan; and that the parent has been notified and is in total agreement with the assessment and coordinating efforts (Appendix M—Parent Notification Letter and Appendix N—Partnership Agreement Card).

It is vitally important that assessment be designed to accurately evaluate students for placement in a vocational or academic program which reflects their interests and abilities. Career plans and vocational and remedial needs must be identified as well. Counselors would be available to assist students in exploring their values, interests, and abilities as they relate to potential careers, and to provide specialized counseling based on the results of the interest inventory and reading and math scores. They also would assist students in the development of an individualized educational/career plan.

It is important to assign a school counselor who would be responsible for monitoring the academic progress of students throughout their enrollment in school. In conjunction with the staff of the postsecondary schools, the counselors would assist students in identifying and eliminating barriers which might prevent them from successfully completing their education. This emphasis of counseling and goal setting is important in the outreach stage because it provides students with attitudinal skills that decrease their

likelihood of withdrawing from school. It also stimulates students to put forth maximum efforts, seek further occupational information, and assists them in understanding what subjects are needed to successfully prepare for institutions of higher learning. Utilizing these procedures would improve linkages between the recruitment and retention of minority students in vocational-technical programs. Effective utilization of this recruitment process would show the following:

- Improved reading and math skills through close monitoring of students' reading and math scores, subject selection, and GPA.
- Increased postsecondary school enrollment and placement through knowledge and job skills provided by high school curriculum and educational plans.
- Improved school and work attitudes through individualized counseling.
- Increased rate of minority student completion in secondary schools.
- Increased rate of minority student enrollment in postsecondary education.

ADMISSIONS/INTAKE/REGISTRATION

The Admissions Office is structured to provide *personalized* assistance to students on an ongoing basis. Consolidation of admissions, registration, and financial aid streamline a student's entry into the program. Greater efficiency is facilitated in program areas through a fully integrated operation with standardized procedures. To accomplish the above, staff development activities must include cross training of departments. The admissions/registration operations consist of the following functions: recruitment, intake, admissions and registration, and financial aid.

The admissions/registration process within this model is designed to enable students to register at any time during the academic year. Unlike other models, this institution is unique in that it does not have a specific registration period. Students are able to register at their convenience three to six months prior to a class/program start date. A student is accepted into the institution upon application and then receives general information from Financial Aid personnel and department supervisors. Students also must take a two-week career development course, so that they may obtain help from counselors to crystallize career goals and expectations (see Appendix O—Registration Procedures for Programs with Future Start Dates).

Admissions and registration personnel work closely with program supervisors so that classes can be instituted as soon as a sufficient number of students have been identified. This concept requires skillful planning and cooperation among all the student service components and program areas. Emphasis is placed on the ease of registration, which eliminates the long lines and impersonal treatment that is often associated with the registration process. The intake process within this model includes the following key components:

- Initial advisement and assistance by an admissions advisor which aids in the completion of the admissions application and the election of a program and goals.
- Assistance to students in making appropriate career choices.
- Referral to assessment for vocational/academic counseling.
- Enrollment assistance and follow-up.

The unique element of this intake process is the availability of an admissions advisor, who is assigned permanently to the student at the beginning of their application process. The admissions advisor assists the student in the completion of the admissions application, and aids in the resolution of any problems that may arise in the event that there are holds on admission or registration. Any internal issue should be addressed by the Office of the Registrar. If holds exist at another college, the student is directed to that campus with the name of a contact person. This process is supported by a phone call from the Admissions Office notifying the campus contact person of the problem.

The Admissions Office maintains and monitors a proposed computerized enrollment management system which will enable the institute to conduct follow-up services on students who do not complete the registration process. The system also develops a data bank of prospective students for the future.

During the initial intake stage, the applicant is advised of career opportunities within the institution as well as future career advancement possibilities. The assessment process is streamlined to allow for immediate enrollment of students (see Appendix P—Registration Procedures for Programs with Immediate Start Dates).

Informing the students in advance of the documents needed to complete registration, and placing the Registrar, Financial Aid Office, assessment unit, and the admissions advisors in a centralized location, aids in the quick resolution of problems that may arise. Problems can be handled quickly and conveniently as results are obtained in a more efficient and less frustrating manner. This model includes extra assurance of increasing the number of students who enroll in vocational programs by coordinating student registration with timely program start dates; implementing an in-house communication system which identifies prospective students eligible for programs; and developing a follow-up system to contact persons who were served in testing and assessment, but did not get into a vocational program.

Referrals are made to the assessment unit to evaluate the vocational or academic aptitude of the applicant who will then be officially classified as a student and placed in one of the following areas:

- **Vocational programs**—Each program area should have an established academic criteria for reading and math.
- **Adult Learning Skills Programs**—Students interested in acquiring a GED are referred to ALSPs. In addition to the GED, this program offers literacy and adult basic education classes.
- **Audio-Visual-Tutorial programs**—Students requiring minimal academic remediation are referred to AVT.

ASSESSMENT

Assessment is designed to accurately evaluate applicants for placement in a vocational or academic area which will reflect their interests and abilities. Standardized placement exams are administered to all individuals applying for entry into the institution and are conducted Monday through Friday throughout the day. For those students registering, placement exams are given on the same day. The assessment center also provides late placement testing hours for prospective students who are unable to attend during regularly scheduled hours.

After being seen by an academic advisor, students are directed to the assessment center. Students bring with them the Vocational Advisement Form (VAF) on which has been recorded their occupational goals, demographic information, and comments from the advisor (see Appendix Q—Vocational Advisement Form).

After students enter the assessment center, the staff conducts a brief orientation to inform students of the type of test they will be taking, the length of time the entire test will take, and when they will receive the test results. Test scores are recorded by the proctor onto the VAF with their signature for verification after the test is completed. The VAF, and other information necessary to continue the registration process, is then forwarded to the advisor so that he/she may inform the applicant of his/her test results.

The assessment component within this model provides all students with the option of taking a career exploration course, Career Development 546 (CD 546). The students are assigned to CD 546 by the academic advisor during the initial application process. As a reminder, the student is given a letter stating the date and time of the class (see Appendix R—Sample Reminder Letter).

CD 546 is a two credit hour course meeting for ten days, two-and-one-half hours per day. This course is required for all new students entering a program. Sections are limited to thirty students and are staffed by vocational counselors. This course is designed to prepare incoming students for adjustments to a vocational college, to aid students in career exploration, and to introduce skills and attitudes necessary for successful program completion. Within this course, the student can discover what interests and abilities they possess and how these skills are related to vocational training programs and careers.

The career planning process is initiated through various means such as interest inventories, written assignments, audiovisual aids, and both group and individual discussions. Besides helping students enhance awareness skills, CD 546 is developed to make students knowledgeable of themselves and others, as well as to help them identify their roles and responsibilities as students and, eventually, as members of the workforce.

A unique aspect of the course is the opportunity for the student to spend time in their training area of interest. They may interact with both students and staff and explore actual tasks in their fields.

This course involves students in self-awareness, career exploration, and decision-making exercises. It is designed to help students identify the rationale on which they base their career choice of skill training and eventual employment.

Course Outline

Day (1) One:

Topic this session	Orientation
Learning objective	Orientation to the institutional goals of the course; review course outline
Classroom activity	Students read and discuss course objectives.
Optional material	Course syllabi
Evaluation procedure	Question and answer session

Day (2) Two:

Topic this session	Self-awareness—opening the doors to your hidden talent/self-esteem
Learning objectives	Demonstrate how people operate under assumptions; demonstrate unconscious limitations, coping with failures and understanding self-abilities and false beliefs; awareness of self as a student
Classroom activity	View film and discuss limitations.
Optional material	(Film) "Grab Hold Of Today"; (Video) "The Pike Syndrome"
Evaluation procedure	Discussion; question and answer

Day (3) Three:

Topic this session
Learning objective

Career and goal inventory

Exploration of career choice:

- **Interests**
- **Abilities**
- **Values**
- **Occupations**

Career activity

During this session, the instructor invites campus representatives from Job Development to explain job opportunities and expectations. Also, representatives from Financial Aid will present a financial aid workshop to inform students of the different types of financial aid available to them and instruct them on how to properly complete financial aid forms. Students will also complete a Career Decision-Making (CDM) Systems Booklet as a tool to assess their interests, abilities, values, and possible compatible occupations.

Optional material

CDM System II

Evaluation procedure

CDM booklet; question and answer

Day (4) Four:

Topic this session
Learning objectives

Math Review, Disarming Test—Test Taking Tips

Review math: decimals, fractions, interest word problems, proportions and ratios, formulas, and algebra. Learn effective study skills to increase retention. Develop improved test taking skills to reduce test anxiety and improve grades.

Classroom activities
Evaluation procedure

Do math problems.

Question and answer

Day (5) Five:

Topic this session
Learning objective
Classroom activity

Inventory of reading and math skills

Placement test

Complete reading and math placement tests. During this session, the program placement exam is given by the assessment unit.

Evaluation procedure

Test answers

Day (6) Six:

Topic #1	Success attitudes for training and employment
Learning objectives	Describe success, identify characteristics of a successful person, define failure, list things to know in order to be successful
Classroom activity	Discuss the article "The Will To Win."
Optional materials	Article "The Will To Win"; Building Success Attitudes
Evaluation procedure	Question and answer
Topic #2	Job survival skills/attendance
Learning objectives	<ul style="list-style-type: none">• Be able to distinguish acceptable versus unacceptable attendance patterns• Understand one's own responsibility for attendance• Know when an expected absence requires notice, and how much should be given
Classroom activity	Complete exercises on the following: <ul style="list-style-type: none">• Sorry Boss• Why do you miss work?• Is my timing off?• Putting it together• Why bother?• What to wear?• Taking a look at yourself
Optional materials	"Making it Work" video series, "First Impressions"
Evaluation procedure	Discussion; question and answer

Day (7) Seven:

Topic this session	Cooperation with employers/communications
Learning activity	<ul style="list-style-type: none">• Understand pressures bosses are under• Differentiate between defensive and offensive responses in accepting criticism• Communicating effectively• Agreements• Listening• Relationships with instructors• Assertion versus aggression• Friends, acquaintances, and associates
Classroom activity	Discuss and complete the following exercises: <ul style="list-style-type: none">• Different types of bosses• Accepting others• Responses to situations• Accepting criticism

Optional materials

- "Making it Work" video series, "You and Your Boss"
- How to handle the four "C"s
- The communication loop
- Listening test

Evaluation procedure

Completion of activities; question and answer

Day (8) Eight:

Topic this session

Goal setting and decision making

Learning objectives

- Master a process for better decision making
- Assess individual locus of control
- Plan ways to achieve goals
- Work together for survival
- Group decision making
- Develop individual career plan

Classroom activity

Review and discuss class exercises and group activities.

Optional materials

Decision-making process part one; locus of control; survival group decision making

Evaluation procedure

Question and answer

Day (9) Nine:

Topic this session

Career programs presentation

Learning objective

To introduce students to their career area of interest

Classroom activity

Student visits the vocational training area of interest with students and staff in the actual training area. Each student receives an orientation.

Optional materials

Program offerings and course description

Evaluation procedure

Feedback from students

Day (10) Ten:

Topic this session

Vocational program registration and academic advising

Learning objective

Actual vocational program registration and/or referral to remedial program

Classroom activity

Individual academic advising; review individual career plan (see Appendix S—Tentative Career Plan); complete course evaluation (see Appendix T—Course Evaluation Sheet)

Optional material

Course evaluation sheets; college registration forms

The emphasis within this course is to prepare the student for successful program completion and employment. An optional selection of text is *Job Survival Skills* by Brewner, McMahon, and Roche. Other assessment tools that are available and used to determine interest and ability are as follows:

- **The Test of Adult Basic Education (TABE)—English grammar and spelling assessments are optional tests given on an as needed basis.**
- **The Self-Directed Search and the Career Decision-Making (CDM) System inventories are available as optional assessment tools.**
- **The Comprehensive Occupational Assessment and Training System (COATS) provides opportunities for exploration of the following modules: clerical/office, medical service, sales, metal construction, electrical, drafting, and small engine repair.**

The following are additional tools that will enhance the assessment process by providing more detailed information on students that impact program planning and student retention:

- **Utilization of the optional computerized self-scoring, self-timing, desktop aptitude battery and interest inventory. This system allows for bilingual assessment.**
- **Personal Skills Map (PSM) is an assessment instrument for early identification of traits or characteristics that will lead to dropping out or withdrawing from a program. By using the PSM, learning experiences and remedial strategies can be prioritized and personalized to meet the student's needs.**

ACADEMIC SUPPORT SERVICES

Academic Support Services provide individualized study programs based on mastery learning to help students overcome reading, English, and basic mathematics deficiencies. All students are expected to possess the basic reading, writing, and mathematical skills necessary for success in the courses or programs they select. If they do not possess these skills at the time of admission, they may acquire them through appropriate study. Academic Support Services provide students with academic support according to individual needs through testing, modular instruction, and tutoring services. Academic Support Services should be staffed by

- **Reading Specialists** Reading specialists are available to provide extra academic assistance in a one-to-one or small group setting to students enrolled at the institute who need additional help with their coursework, or with preparation for program enrollment.

- **Math Specialists** Math specialists are available to provide one-on-one tutorial sessions and small group instruction, as well as specific topic workshops in basic mathematics.

- **Modular Instruction**
 Tutors Modular instruction is available to students who wish to improve their basic reading, writing, and math skills. Basic education courses such as GED preparation, adult/continuing education courses, and academic skills enhancement courses are provided.

The objective of Academic Support Services is to respond to the needs of students enrolled in the institution or those interested in enrolling, who demonstrate reading deficiencies and lack basic mathematics skills. Students are provided tutoring in reading and mathematics based on the results of individualized diagnostic tests. Individual and small group instruction based on need are made available to students who wish to improve academic skills and/or retest to meet course or program entry requirements.

Many of these students need specific academic assistance to achieve functional literacy, mastery of basic academic skills, and preparation for the GED examination. Within Academic Support Services, therefore, the following programs are provided:

- Audio-Visual-Tutorial (AVT) Learning Center
- Career Access Center (CAC)
- Adult Learning Skills Program (ALSP) (which includes ABE/pre-GED/GED)
- Principle Alphabet Learning Systems (PALS)
- NovaNet
- Prevocational Program/Academic Enhancement

After reviewing a sample of vocational programs, course materials, textbooks, and program lengths around the state, departmental vocational instructors suggested the following reading and math scores for successful student program completion in the areas listed:

Program/Course	Requirements (Reading/Math)
Word Processing (WP)	previous clerk typing experience with a typing minimum of 30 wpm
Clerk Typing (CT)	7.0 - 7.0
Office Information Processing (OIP)	9.0 - 9.0 + H.S./GED
Medical Secretary (MS)	8.0 - 8.0
Legal Secretary (LS)	8.0 - 8.0
Licensed Practical Nurse (LPN)	10.0 - 8.0 + H.S./GED
Certified Nursing Assistant (CNA)	8.0 - 6.0
Health Homemaker (course) (HHA)	6.0 - 6.0
Electronic Machine Repair (EMR)	10.0 - 9.0 + H.S./GED
Machine Shop/Tool and Die (MS/TD)	8.0 - 9.0
Computerized Numerical Control (CNC)	9.0 - 8.0 + 18 years or older
Offset Printing (OSP)	8.0 - 7.0 + H.S./GED
Certified Armed Guard (course)	7.0 - 7.0
Chef Training/Culinary Arts (FS/CHEF)	8.0 - 8.0 + H.S./GED
Food Preparation Pantry Work	8.0 - 8.0
Short Order Cook	8.0 - 8.0
Waiter/Waitress	8.0 - 8.0
Baking	8.0 - 8.0

Persons seeking to become students in one of the many vocational programs are first pretested in reading and math by assessment personnel to determine program eligibility. Students who fail to meet the minimum requirements for their chosen vocational program are referred to a comprehensive remedial component specifically geared toward their individual educational needs. Academic Support Services consist of the following programs:

- **Audio-Visual-Tutorial (AVT) Learning Center (Tech Prep)**

AVT learning systems in reading and mathematics are performance-based programs for adult learners. They offer a systematic, multimedia approach to the development of reading and mathematics skills through individualized instruction. This approach enables the instructors to tailor programs to fit instructional needs. Tutors are available in the AVT Learning Center to assist students enrolled in developmental programs and in specific academic areas within the vocational programs.

The AVT learning system is designed for students seeking to improve reading, mathematics, and test taking skills required for entry into vocational programs.

Students referred to the AVT/Tech Prep Program are one to one-and-one-half grade levels below requirements for entry into the vocational program of their choice. AVT is designed to provide intensive short-term remediation (four to six weeks) for students with minimal academic needs. Specific skill deficiencies are diagnosed by the AVT specialist in order to provide appropriate remediation. Students receive a review of test taking skills, and group study and review sessions are encouraged as well.

The AVT Learning Center is designed as an open entry/open exit program requiring minimum intervention by staff. This user friendly system is easy for instructors and students to operate and control independently. Upon successful completion of the AVT/Tech Prep Program, students are referred back to the assessment unit and given a post-test to determine gains made. After academic advisement, students meeting entry requirements are referred to the Office of the Registrar for program registration. Success for vocational bound students is measured by how well the

AVT skills learned match the entry-level requirements of their chosen vocational program.

The following are the target objectives of the AVT/Tech Prep Program:

- **Retention—eighty percent of the students will finish courses.**
- **Completion—seventy percent of the students remaining in a course will complete it with a satisfactory grade.**
- **Post-test success—fifty percent of the students completing a course will achieve the minimum post-test scores required for successful entry into their chosen vocational program.**

- **Career Access Center (CAC)**

The CAC is established to assist adults in effectively matching their skills and abilities to the job market and/or vocational program. It is a seven-week, competency-based instructional/training program. This program serves students with scores above 5.0 in reading.

The curriculum is designed to allow each student to work at his/her own pace. It provides training in basic reading and math skills, career exploration, pre-employment preparation techniques, and career development planning. Training is tailored to the learning style and career objectives of the individual. This is accomplished through assessment of student skills and interests in conjunction with his/her career advisor. A learning contract details each individual's objectives in basic skills, career awareness, and pre-employment preparation (see Appendix U—Instructional Plan). Learning takes place via class instruction and computer-assisted reading and math courses.

Upon successful completion of the CAC program, the students are expected to advance to a higher remediation level, enter a vocational program, or seek employment. Students entering higher remedial programs are provided with follow-up support services within their remediation area in order to meet program objectives.

- **Adult Learning Skills Program (ALSP)**

The ALSP is a three-tier comprehensive component that accommodates students seeking preparation for the GED tests and/or self-improvement in reading and math. This program serves students at the literacy, intermediate, and advanced GED levels.

At the literacy level are students who score below 5.0 in reading and math. The intermediate level serves students that score between 5.0-8.0, with the advanced GED level serving students between 8.0-12.0 who do not have a high school diploma and/or who plan to enter a vocational program. Students progress through a series of eight-week modules in a structured classroom setting. Many of these students can be referred directly to Academic Support Services from various community agencies such as the Department of Public Aid, county probation, and parole departments (see Appendix V—Registration Procedures for the Adult Learning Skills Program/GED and ABE). Students who pass the State Board of Education's official GED tests are encouraged to participate in an institute's vocational program.

- **Principle Alphabet Learning Systems (PALS)**

PALS is an interactive open entry/open exit instructional program that combines advanced computer technology with more conventional teaching methods. It is a writing and reading system designed to teach functionally illiterate adolescents and adults through the advanced technology of the IBM Info Window system, using interactive video discs. A student's journal work reinforces the audio and visual learning done on the video discs. The program also utilizes IBM word processors and typewriters for touch type training and for word and sentence composition.

Potential PALS students must meet a standardized reading score of 5.0 or below and have an inability to read or write a simple sentence. Each person referred to the PALS Lab must have a copy of their test scores obtained from the vocational institution's standard test tool such as the TABE. The average student entering the PALS component may spend sixteen to twenty-two weeks within the lab before elevating their reading and math scores to enter into another remedial component.

The PALS Lab also accepts referrals from organizations concerned with adult illiteracy such as Project Literacy United States (PLUS), Literacy Action, the Urban League, and Adult Basic Education organizations. Some adult students may self-select to participate, having been attracted to the program by advertising or word-of-mouth.

- **NovaNet**

NovaNet is a computer network system geared to teaching and research. Over a thousand terminals, located at schools, prisons, and universities throughout the United States, are connected by telephone lines to the central computer at the University of Illinois at Champaign-Urbana. NovaNet currently provides over five thousand hours of instruction in over ninety subject areas.

NovaNet offers students interactive open entry/open exit instruction in many subjects and the opportunity to learn at their own pace. Students have all the benefits provided by a sophisticated system of computer-assisted instruction and the personal attention of a concerned "tutor." They may use the system on their own or as part of a NovaNet course managed by an instructor.

Students who desire review, reinforcement, or advanced work can ask NovaNet staff members to enter them in an appropriate NovaNet course so that they can work on their own, at their own pace. NovaNet usage does not require knowledge of computers and generally requires only minimal typing skills. Vocational instructors can also utilize NovaNet as a supplement to their classroom instruction by making arrangements with the NovaNet site director to obtain a NovaNet course with an appropriate index of lessons. Since NovaNet keeps ongoing records of each student's progress, instructors can easily obtain useful data such as the number of lessons a student completes; level at which the student is learning; and the scores on quizzes, pre-, and post-tests.

- **Prevocational Program/Academic Enhancement**

In an effort to better prepare students with occupationally related skills for vocational training programs, and to reduce the extended period of time in which prospective students must wait before entering a vocational training program, a prevocational program can be implemented. Prior to entry into vocational

programs, students are recommended to complete a series of four prevocational courses within an eight-week period. These courses include communications, math, computer literacy, and an introductory course, all related to their specific vocational program area. These courses are designed to provide students with an introduction to the elementary principles and concepts related to fundamental core courses in their particular program.

How Remediation Components can be Determined for Vocational Bound Students Who Fall Below Vocational Program Entry Requirements

Procedure:

1. Look at TABE test requirements for each vocational program and create composite and index numbers. Add the reading and math requirements for each vocational program to create the composite numbers. Subtract two from each composite number to create the index number for each vocational program.

Program	Reading	Math	Composite	Index
EMR	10.0	9.0	19.0	17.0
LPN	10.0	8.0	18.0	16.0
OIP	9.0	9.0	18.0	16.0
MS/TD	8.0	9.0	17.0	15.0
OSP	8.0	7.0	16.0	14.0
FS/CHEF	8.0	8.0	16.0	14.0
CT	7.0	7.0	14.0	12.0
CNA	8.0	6.0	14.0	12.0

2. Compute a composite number for each vocational bound student and compare it to the index number of the student's vocational choice.
3. Use the following scheme to classify each vocational bound student:
 - If student does not meet vocational requirements in either reading, math, or both, and composite is equal to or above vocational program index, refer the student to AVT.
 - If student's composite is below vocational program index, refer to ALSP (non-high school graduate).

- **Students with high school diplomas or GED whose composite is below vocational program index and who have a reading score of 5.0 or above will go to the CAC.**
- **If the student's composite is 10.0 or less (below 5.0 reading), refer to ALSP Literacy (ABE).**
- **If student passes the TABE, student may complete registration for the desired vocational program.**

The preceding academic support placement model is designed to insure a student's proper placement within a remedial component. However, each academic component contains different instructional methods, and a student's support program can be modified according to the best environment conducive for the student's learning. Also, based on their academic level, students may progress through more than one remedial component before successfully entering the vocational program of their choice. Academic Support Services maintain an open door policy to all students of the institution as well as to other community colleges and the community at large.

RETENTION STRATEGIES

As students pursue their academic goals, much thought and attention is given to stabilizing and increasing student retention. A team effort is made by the academic advisors, counseling, and retention personnel to encourage students to complete registration, return to school, and/or resolve any problems that may interfere with student program completion.

Retention personnel work in conjunction with all departments to create and maintain an environment which enables a greater number of students to achieve success and to attain their educational goals. Retention in this model provides systematic, ongoing interactions with various components to insure immediate and accurate attrition data. Retention personnel personally follow-up with students who may exhibit any "at-risk" characteristics such as not attending classes, not completing registration, and not attending the career development orientation sessions. The goal of retention personnel is to provide a support system that helps students cope with the stresses and strains of their daily lives, on and off campus. In turn, retention personnel meet with students who appear to be at risk and work with them to develop strategies and habits that will increase their chances of success, increase their satisfaction with the institution, and enable them to continue through to graduation.

Coordination with various components of the institution enables retention personnel to quickly identify students experiencing academic difficulty. Students are tracked on a regular basis through the areas of assessment, admissions, counseling, career development, and orientation. Intervention strategies are also recommended by their training instructors and counselors to help develop an individualized career plan designed to improve retention.

In the collaborative effort with the Retention Office, the Admissions Office submits a monthly report with information on every student who has applied for admission and/or has inquired about the institution's programs. A walk-in report developed by the Admissions Office contains the following information on each student: program of interest, name, social security number, address, phone, zip code, the date the student walked into the Admissions Office, reading and math scores (if any), and the student's status in relation to the registration process. All of this data is indicated on the admissions

application. The Retention Office's major interest in the walk-in report is with the current status of the student. From this report, retention personnel can contact the student and assist them with any difficulty he/she may have in completing registration or attending class. The Retention Office can utilize the information gathered from the walk-in report to contact the student by mail and/or telephone (see Appendix W—Walk-in Report Format).

Instructors also play an important role in the retention process by notifying the assigned counselor and the Retention Office of any students who are not making satisfactory progress and who are experiencing difficulty with attendance and punctuality. Using the Retention Office's form (see Appendix X—Sample Retention Form), instructors submit one copy to the Retention Office and one copy to the Counseling Office. Students who are doing satisfactorily are given encouragement to continue the good work. Those students who have done poorly on academics or attendance or both are sent letters that encourage them to come in or call their counselor to discuss their difficulties (see Appendix Y—Retention Letter).

When a student elects to formally withdraw from the institution, the assigned counselor conducts an exit interview to insure that all support systems have been utilized. The Office of the Registrar submits to the Retention Office a "Student Withdrawal Form" for all students who have formally withdrawn from the institution (see Appendix Z—Student Withdrawal Form). Retention personnel maintain contact by mail or telephone with students who have formally withdrawn, and, in many cases, have been instrumental in helping students return to school (see Appendix AA—Sample Retention Letter).

While several avenues within this model have proved successful in reducing the rate at which students leave, one of the most effective strategies is the process of academic counseling. In addition to satisfying the need for information and guidance, counseling provides important personal interaction and can offer students an opportunity to clarify or develop immediate as well as long-range goals. It also helps them to achieve a sense of direction toward attaining those goals.

Interaction between all departments is needed in order to serve the total needs of students. Personal development, career exploration, and academic planning are crucial for student retention. In addition, counselors develop and conduct vocational assessment classes; interpret test data; provide group seminars in personal growth, educational options,

study skills, and pre-employment/job survival skills; and make referrals to appropriate support units. They also make recruitment presentations at local high schools and community agencies. The unique element of the program placement concept under this model is the role the counselors serve. Counselors perform the following tasks:

- Provide academic counseling.
- Monitor activities of students enrolled in the vocational and academic programs.
- Provide crisis intervention counseling to assist in the retention of students.
- Provide instruction for the career development classes which focus on vocational training survival skills.

When students begin their program, they are assigned counselors who will monitor them throughout their training. In conjunction with the Vocational Training Department, the counselors assist students in identifying and eliminating barriers which might prevent them from successfully completing their training. The emphasis of counseling is to provide students with attitudinal skills that will decrease their likelihood of withdrawing from a program.

Counselors consult with the training instructors to keep abreast of the academic progress and attendance of students. They network with various community agencies to provide appropriate referral services. Other responsibilities of the counselors include

- stimulating students to put forth maximum efforts.
- analyzing reasons for student failures and suggesting remedial procedures in conjunction with the training instructor.
- providing occupational information and stimulating students to seek further information.
- assisting students in making choices and assessing viable alternatives.

The vocational training survival course (see Appendix BB—College Survival Course Outline) can help students become more effective in school, thereby improving student performance and retention. This course provides an opportunity for students to learn and adopt methods to be successful. It also helps students to examine personal goals and to become aware of their personal responsibility for their experiences in college. Other benefits of this course are as follows:

- New learning skills brought to their other classes.

- **Enhanced student performance as measured by grade point averages and number of courses completed.**
- **Improved student feedback. This course can provide a new channel for communication between students and teachers.**
- **More satisfied clients, making it easier to recruit new students.**

Topics in this course include time planning, test taking, critical thinking, communication skills, study techniques, question-asking skills, library use, and personal issues such as substance abuse and budgeting that face many students. This course is a two credit hour course.

Another important activity in program placement includes the involvement of the job placement staff throughout the student's tenure in a program. Job placement personnel impact on retention by reinforcing the need to complete a vocational program in order to meet employers' expectations for successful employment opportunities. Since job placement personnel have the direct responsibility for the placement of students, they are responsible for conducting classes in pre-employment skills preparation.

As students pursue their academic goals, thought and attention is given to positive life experiences which can enrich and lead to a more well-rounded student. Early involvement of the job placement component provides students with pre-employment and job seeking skills through workshops and career development courses (see Appendix CC—Career Development 547 Course Outline).

Initially, students participate in the course entitled CD 547 during the second week of classes. This course is a twenty-seven hour module designed to prepare vocational students to bridge the gap from training to employment. The student is trained in effective methods of finding his/her chosen job or career. The student is introduced to the standards for succeeding in the job search through the use of structured workbook activities, role playing, resumé writing, cover letters, thank-you letters, and individual consultation as needed. Instruction is competency-based and is interrelated with the curriculum for each vocational area.

Intrinsic to this job placement function is the transition of the student from this course into the Job Club. The Job Club is held in group sessions and focuses on direct job

search, occupational awareness, employment motivation, and placement. GED students are also able to participate in the Job Club upon referral from academic support instructors. If they are unable to participate, Job Club completion ends concurrently with vocational program completion and each student is required to participate in individual exit interviews. These interviews are designed to assist the job placement staff with obtaining information on student placement at the time of completion and in obtaining data that will provide information for future student follow-up.

As part of the proposed student tracking process, student follow-up is conducted on all students completing vocational training and the exit interview process. Follow-up is administered three months, six months, and one year after graduation. Follow-up may be conducted by mail or telephone (see Appendix DD—Student Follow-up Letter). An annual placement report will give an overview of all placement by (1) pursuit of higher and/or further education, (2) name of employer, (3) wage and salary scales, and (4) position filled (see Appendix EE—Follow-up Report Format).

A computerized resource center can serve students, counselors, faculty, and staff. This center is utilized as a mechanism to assist students with determining career goals, to widen student understanding of the world of work, and to assist students in exploring the various work groups. In addition, counselors and job placement personnel can have the use of materials and texts in the career resource center to assist students in evaluating their occupational interests, skills, and aptitudes, and to relate them to occupational requirements and opportunities.

Suggested software for the center includes the Career Information System (CIS) and the Guidance Information System (GIS). Also suggested is the Statistical Placement Data Management System, which can be the mechanism stylized to computerize and automate placement services. This is an important element in maintaining tracking for student follow-up. The computerized resource center should be available to students from the point of intake.

EVALUATION

Recruitment

During the implementation of this model, Dawson Technical Institute has experienced an increase in enrollments of minority students. In the Fall of 1989, there was an increase of twenty-two percent over the Fall of 1988. Spring 1990's enrollment increased twenty-three percent over Fall 1989's. The Office of the Registrar reports that the minority headcount for 1990 was 3,009+ and, of the total enrollments for 1990, 1,660 were vocational enrollments. Of the 1,660 students who were enrolled in vocational programs, the population distribution was as follows:

Office Technology	91%
Industrial Technology	57%
Health Occupations	71%
Food Service	56%

Enrollments in most programs have increased in number or have remained stable. Some traditional programs in health occupations have exhibited outstanding enrollment growth. Table 1 presents Dawson's enrollment growth for the past three years.

For the fiscal year 1990-1991, Dawson Technical Institute processed over 6,800 applications for admission to its vocational and Adult Learning Skills programs (ALSPs). The 1990 figures show that of 6,800 students who applied for admission into the institute, three percent were referred by the surrounding high schools, eighteen percent were referred by community-based organizations, and seventy-nine percent of the students "walked-in," hearing about Dawson through word of mouth. Of the 6,800 students, the assessment test to determine program placement was administered to over seventy percent, sixty percent of whom entered vocational programs and forty percent of whom entered ALSPs. This is remarkable when one realizes that these 6,800 persons came to the Dawson facility with little to no advertising or marketing. Table 2 provides information on the number of students who walked-in and completed the admissions applications, and in which programs and/or courses they wanted to enroll.

Three high schools were selected for assessment due to their high Black and Hispanic population. Unfortunately, due to administrative changes, our third school was

unable to participate in our assessment efforts. Assessment results of the other two high schools' freshmen are as follows:

1. DuSable High School freshmen were administered the Career Decision-Making II (CDM-II) Tool. Of 500 freshmen students, 341 were administered the CDM-II, and 174 of these were advised on how to set realistic career goals and entered into a partnership agreement within their high school.
2. Phillips High School freshmen were administered an assessment tool given by the Chicago Board of Education. Of eighty-four freshmen students given this assessment tool, twenty-six freshmen were advised and were able to set realistic career goals for themselves.

Career Advisement and Assessment

In an evaluation of the career advisement process, each student that participated in CD 546 completed a survey at the end of the second week designed to collect opinions about the assessment process. The evaluation of the assessment program revealed evidence that the majority of students were satisfied with the Career Development programs, career advisement, and the assessment tools and procedures.

In support of the assessment tools, Dawson assessed students in the Career Development 546 program using the CDM-II. To determine the accuracy of the CDM-II, a random sample of students were reassessed utilizing the Self-Directed Search, a similar assessment tool. Reassessment indicated that the initial assessment was accurate by ninety-three percent, according to the students' individualized career plans and the career clusters of the previous assessment.

Evaluating the process of career planning and assessment and looking at program placement versus job placement figures after program completion led us to the conclusion that "by far the majority of graduates from Dawson's vocational programs are employed either in their field of study or some other related field. . . ." These conclusions are based on data presented in program reviews and are supported by data from Career

Table 1
Three-Year Walk-In Comparison

1988 Vocational Training Program	2,566
Adult Learning Skills Program (ALSP)	<u>1,800</u>
Total	4,366
1989 Vocational Training Program	3,150
ALSP	<u>1,936</u>
Total	5,086
1990 Vocational Training Program	4,244
ALSP	<u>2,556</u>
Total	6,800

Table 2
Enrollment Breakdown on all Walk-Ins for 1990

Programs and Courses	Completed Admission Application 1990
Licensed Practical Nurse	1,233
Certified Nursing Assistant	828
Health Homemaker Aide	69
Pharmacology	19
Clerk Typing	380
Legal Transcription	29
Medical Transcription	58
Keyboarding	212
Office Information Processing	124
Word Processing	182
Machine Shop	284
Tool and Die	21
Offset Printing	116
Security	113
Electronic Machine Repair	211
Food Service	329
Computerized Numerical Control	19
Undecided	<u>27</u>
 Total Vocational Programs	 4,244
ALSP (GED and Literacy)	<u>2,556</u>
Grand Total	6,800

Planning and Placement. Dawson Technical Institute's job placement rate for the fiscal year of 1990 was sixty-nine percent.

Evaluation of Individualized Learning Programs

In calendar year 1990, the assessment unit data shows that 1,883 vocational students were tested, and 719 of these (thirty-eight percent) met the requirements for their chosen program. These statistics reflect a serious dilemma—a large number of persons are unable to enter vocational training because they do not possess the minimum academic skills to perform in a vocational program. The following is a breakdown of the number of students who met the entrance requirements for each vocational program:

Program	# Tested	Met Requirements Number/Percent		Did Not Meet Requirements Number/Percent	
Licensed Practical Nurse	705	229	32	476	67
Certified Nursing Assistant	490	223	46	267	54
Health Homemaker Aide	11	1	9	10	91
Clerk Typing	174	73	4	101	58
Legal Transcription	12	4	33	8	67
Medical Transcription	27	9	33	18	67
Office Information Processing	57	23	40	34	60
Machine Shop	92	31	34	61	66
Tool & Die	14	5	36	9	64
Offset Printing	42	25	60	17	40
Security	54	22	41	32	59
Electronic Machine Repair	76	28	37	48	63
Food Service	<u>129</u>	<u>46</u>	<u>36</u>	<u>83</u>	<u>64</u>
Totals	1,883	719	38%	1,164	62%

The academic support process includes comprehensive remedial programs which have proved effective in preparing students to enter and complete vocational programs. A random sample of forty students who did not meet program requirements based on their pretest scores were given individual career plans, and were tracked through comprehensive remedial programs. Results indicated that seventy-two percent of the students who took advantage of the remedial programs and successfully completed their required assignments are enrolled in and/or have graduated from their desired vocational programs.

Among these forty students, a direct correlation was also found between program completion and students who took advantage of the comprehensive remedial programs offered versus the students that failed or haphazardly participated in the remedial programs.

Even though it is recommended for acceptance that students not meeting program requirements must enter a remedial component in order to be reassessed for their desired program, twenty-eight percent of the students who failed to take advantage of this remedial component withdrew from the institution because they lacked the necessary skills.

The retention study reports a 55.25 retention rate for Dawson's students. The college admits a large number of students, but the numbers go down as the students continue through the registration process and attend classes. The Office of the Registrar registered 764 students in Dawson's vocational programs. The college awarded 434 certificates to students who completed the vocational programs. The following retention rates by program for 1990 fiscal year are

Office Technology	36%
Industrial Technology	55%
Food Service Technology	62%
Health Occupations	68%

During the weeks of February 11 and February 18, 1991, follow-up calls were made to ninety-six potential students: thirty-three of the students were not in (no answer); twenty-three messages were left requesting the call be returned; and forty were reached and encouraged to come in and seek counseling. Of the forty that were reached,

- two students expressed an interest in the GED TV class,
- seven people requested brochures,

- five potential students stated they would come in, and
- twenty-six people came in and registered at Dawson or one of the other campuses during the month of March 1991.

The counseling survey revealed attrition can result from many factors—for example, family, financial, or health problems—and are well beyond the scope of the institute. Whenever possible, students receive appropriate outside referrals for support. When attrition is due to other qualitative and quantitative characteristics of academic programs, support services are available for the students. The Counseling Unit delivered services to 4,801 students in fiscal year 1990. The counselors assisted students in planning their career goals, helping them to identify and eliminate barriers which could prevent them from successfully completing their training. In calendar year 1991, the Financial Aid Office provided assistance to 612 or eighty-five percent of the students who were registered in eligible vocational programs.

The majority of the non-instructional transactions students have with Dawson Technical Institute involve support staff. Through their positive demeanor and willingness to respond to students in a personalized way, employees have a profound effect in shaping attitudes of students toward the institute.

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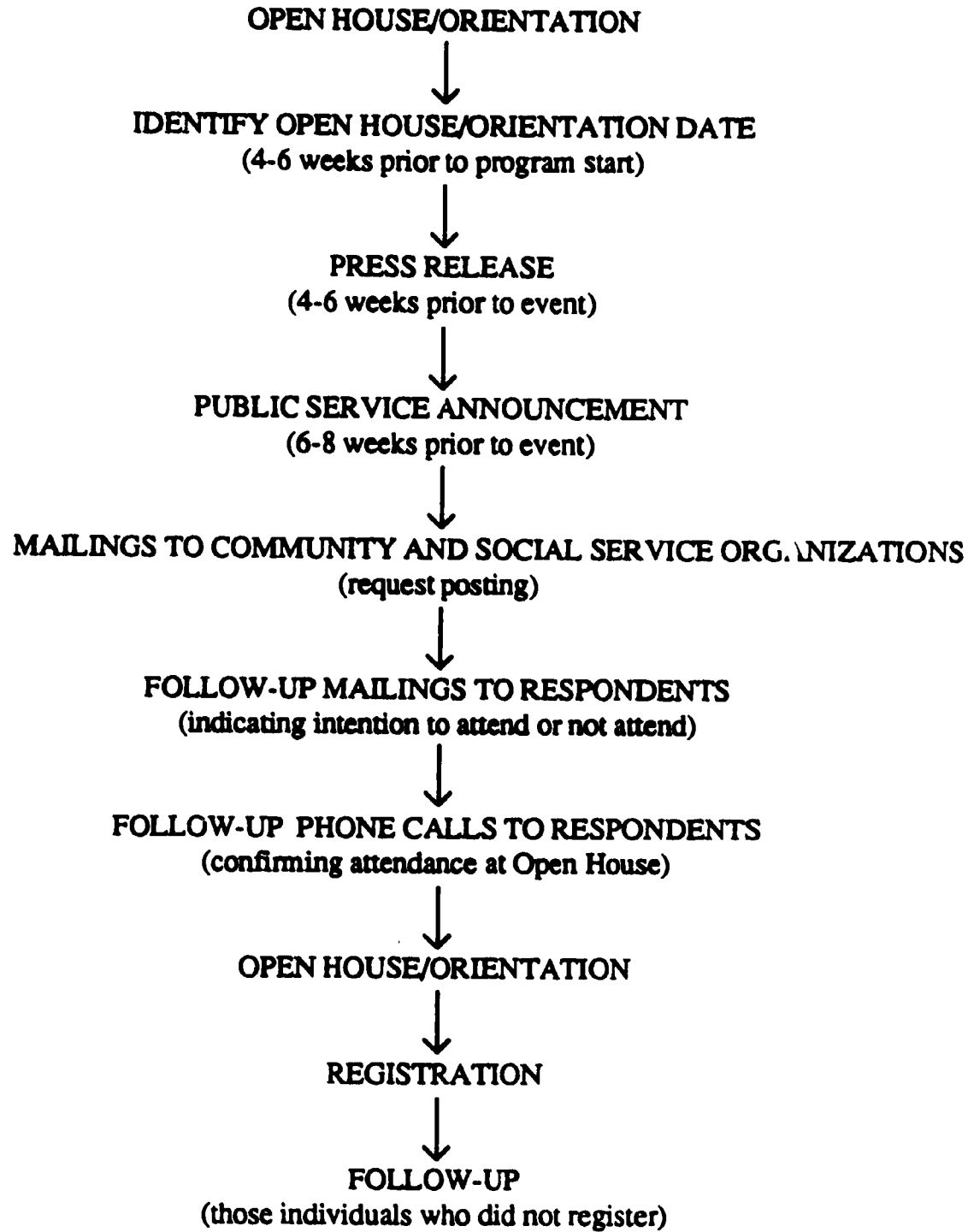
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APPENDIX INDEX

Appendix	A -	Recruitment Process
	B -	Press Release Format
	C -	Press Release Reply
	D -	Public Service Announcement Format
	E -	Sample Flyer Format
	F -	Sample Congratulatory Letter
	G -	Sample Contact Letter
	H -	Log Sheet
	I -	Agenda Format
	J -	Speaker's Bureau Request Form
	K -	Congratulatory Letter of Acceptance
	L -	Principal's Letter
	M -	Parent Notification Letter
	N -	Partnership Agreement Card
	O -	Registration Procedures for Programs with Future Start Dates
	P -	Registration Procedures for Programs with Immediate Start Dates
	Q -	Vocational Advisement Form
	R -	Sample Reminder Letter
	S -	Tentative Career Plan
	T -	Course Evaluation Sheet
	U -	Instructional Plan
	V -	Registration Procedure for Adult Learning Skills Program (GED and ABE)
	W -	Walk-In Report Format
	X -	Sample Retention Form
	Y -	Retention Letter
	Z -	Student Withdrawal Form
	AA -	Sample Retention Letter
	BB -	College Survival Course Outline (CD 548)
	CC -	Career Development 547 Course Outline
	DD -	Student Follow-Up Letter
	EE -	Follow-Up Report Format

APPENDIX A

RECRUITMENT PROCESS



APPENDIX B

(PLACE ON SCHOOL LETTERHEAD)

PRESS RELEASE

**OPEN HOUSE FOR OFFSET PRINTING PROGRAM
DATE AND PLACE**

FOR IMMEDIATE RELEASE

An Open House for persons interested in a career in offset printing will be held August 16 from 11 a.m. to 1 p.m. at (name of institute address).

Prospective students will tour the computerized typesetting lab and meet printing industry professionals. Registration for the thirty week program will be held through September 22. Classes begin September 18.

The program prepares students for entry-level jobs in the printing industry. The required courses include word processing, typesetting, communication skills, photography, business writing, and math related to the printing industry.

For more information, call (phone number) or write (name of the institute), Offset Printing Program (address).

APPENDIX C

Dear Sir or Madam:

Just a note to let you know that your press release has been chosen for airing on "COMMUNITY ACCENTS." Your spot will air on the following days, between 10:30 pm and 7:00 am.

Best regards,

**The WBBM-TV Community
Affairs Staff**

**WBBM-TV
Community Affairs
630 N. McClurg Court
Chicago, Illinois 60611**

**NAME
ADDRESS
CITY, STATE ZIP**

APPENDIX D

(PLACE ON SCHOOL LETTERHEAD)

**NAME
ADDRESS
CITY, STATE ZIP CODE**

Dear:

Please make the following Public Service Announcement prior to the date indicated below:

**(name of institute) is now holding registration for its Graphic Arts Technology
training program. Classes begin (date). For further information, contact (name
of institute).**

Thanking you in advance for your time and consideration.

Sincerely,

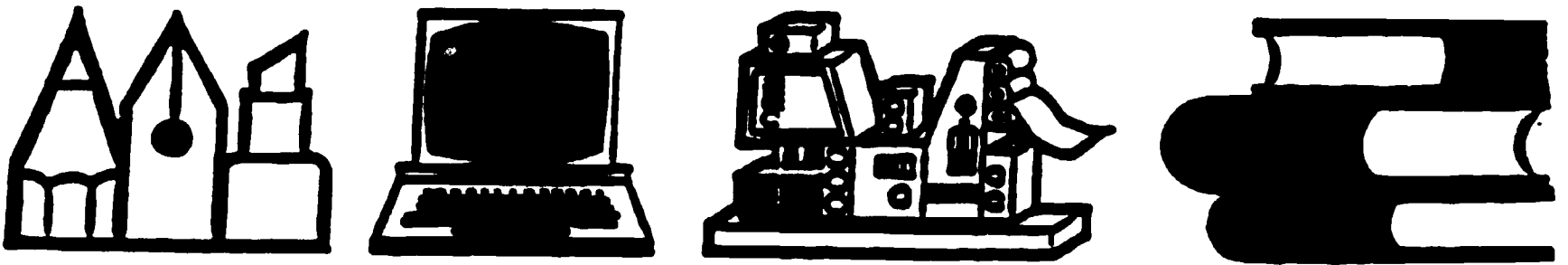
**Coordinator
Graphic Communications**

APPENDIX E

MANY JOB OPPORTUNITIES

EXIST IN THE FIELD OF

GRAPHIC COMMUNICATIONS . . .



NAME OF INSTITUTE

OFFERS JOB TRAINING IN ITS

OFFSET PRINTING PROGRAM

Preparing Individuals for Entry-Level Positions . . .



ENROLL NOW!!!

REGISTRATION DATE

For More Information Call: Phone

APPENDIX F

(PLACE ON SCHOOL LETTERHEAD)

Dear:

Congratulations on your interest in the Offset Printing Program at _____.
This exciting program will start _____.

Since you are interested in the program, we would like for you to attend a special "Orientation to Graphic Arts." This orientation will be held on _____.

During this time, you will meet and hear from representatives in the Graphic Arts industry who will discuss career opportunities available upon completion of your training. Refreshments will be served and filmstrips about graphic arts will be shown. Staff will answer any questions you have about the Graphic Arts program.

Again, congratulations. We look forward to seeing you on _____.

Please complete the portion below and return in the self-addressed envelope by _____
in order to reserve a space.

Sincerely,

Coordinator
Graphic Communications

-
- ☐ Yes, I will attend the "Orientation to Graphic Arts."
- ☐ No, I will not attend the "Orientation to Graphic Arts"; however, I will be enrolling in the program.
- ☐ No, I will not attend the "Orientation to Graphic Arts"; however, please consider me for future enrollment.

Name _____ Phone # _____

Address _____

APPENDIX G

URGENT!!!

URGENT!!!

Dear:

Name of Class classes of the Name of Program program are rapidly filling. In order for you to be insured a seat for the Fall classes, please act NOW! Come in and begin your registration as soon as possible. Job opportunities are tremendous in the _____ field and you can be among those employed in the field by (date). Confirm your registration date by calling (phone number).

Looking forward to hearing from you.

Sincerely,

Coordinator
Graphic Arts

APPENDIX H

Prospective Student Call-In Sheet

1. Name _____

2. Address _____

3. City/Zip _____

4. Telephone _____

5. Inquiring About _____

6. How did you hear about the program? _____

7. Location _____

8. Remarks _____

1. Name _____

2. Address _____

3. City/Zip _____

4. Telephone _____

5. Inquiring About _____

6. How did you hear about the program? _____

7. Location _____

8. Remarks _____

1. Name _____

2. Address _____

3. City/Zip _____

4. Telephone _____

5. Inquiring About _____

6. How did you hear about the program? _____

7. Location _____

8. Remarks _____

1. Name _____

2. Address _____

3. City/Zip _____

4. Telephone _____

5. Inquiring About _____

6. How did you hear about the program? _____

7. Location _____

8. Remarks _____

Date _____

Initials _____

APPENDIX I

(PLACE ON SCHOOL LETTERHEAD)

"Orientation to Graphic Arts"

(Name of Institute)

11:00 a.m. - 1:00 p.m.

AGENDA

11:00 a.m. – 11:30 a.m.	Welcome/Introduction
11:30 a.m. – 12:00 p.m.	Owning Your Business
	Career Opportunities in Graphic Arts
	Student Qualities
12:00 p.m. – 12:15 p.m.	Tour of Graphic Arts Laboratory
12:15 p.m. – 12:30 p.m.	Question and Answer
12:30 p.m. – 12:45 p.m.	Admissions
12:45 p.m. – 1:00 p.m.	Financial Aid Information

APPENDIX J

(PLACE ON SCHOOL LETTERHEAD)

TODAY'S DATE: _____

SPEAKER'S BUREAU REQUEST FORM

A PRESENTER FROM THE SPEAKER'S BUREAU IS REQUESTED FROM:

NAME OF ORGANIZATION: _____

DATE: _____

TIME: _____

ADDRESS: _____

ROOM NUMBER: _____

CONTACT PERSON: _____

PHONE NUMBER: _____

APPROXIMATE NUMBER OF PEOPLE TO BE ADDRESSED: _____

- AGE RANGE:
- ☐ GRAMMAR SCHOOL
 - ☐ HIGH SCHOOL
 - ☐ COLLEGE
 - ☐ ADULTS
 - ☐ SENIOR CITIZENS

- FORUM:
- ☐ CLASSROOM
 - ☐ AUDITORIUM
 - ☐ CAREER FAIR
 - ☐ COMMUNITY CENTER

TYPE OF PRESENTATION: _____

APPENDIX K

Dear:

Congratulations on being accepted into the program. We are looking forward to working with you as you pursue training and a career within the field of _____.
Please contact us as soon as possible. Again, congratulations and the best of success during your training.

Sincerely,

Coordinator
(Name of Program)

APPENDIX L



Dawson Technical Institute

3901 South State Street • Chicago, Illinois 60609

(312) 451-2000

March 4, 1991

**Mr. Charles Mingo, Principal
DuSable High School
4934 South Wabash
Chicago, Illinois 60615**

Dear Mr. Mingo

Thank you for your support and help with the Freshmen Career Assessment Project. I especially want to thank Ms. Essie Flennoy for her help in coordinating efforts at DuSable. Of the over 500 freshmen at DuSable, over 51% were advised and now have a focused career goal. The remaining CDM-IIs were forwarded to your Counseling Department.

Based on the enthusiastic response of the students during advisement, we are hopeful that this will have a positive impact on the educational endeavors of the freshman class.

Sincerely,

**Denise LaMonte
Coordinator of Counseling & Assessment**

**Chicago City-Wide College
One of the City Colleges of Chicago**

APPENDIX M



DuSable High School

4934 South Wabash Avenue

Chicago, Illinois 60615

Phone: (312) 536-8800

**CHARLES E. MINGO
PRINCIPAL**

**ASSISTANT PRINCIPALS
ROBERT L. BONNER
OLGA L. GLENN
CONSTANCE T. MONTGOMERY
W. JOSEPH SONDHELM**

May 23, 1991

Dear Parent:

We are very excited about the results from the Career Decision Making Assessment Tool the freshmen took in January. He/she has set a realistic career goal for the future based on their results and individual counseling. (See attached card of agreement.)

While the career goal can change over the next three (3) years, the most important outcome is that no freshman at DuSable will be attending school without direction leading to college, a technical career, or employment. We will work together to improve your child's reading and math scores to allow them entry into their selected careers.

Your child's education is one of our most important responsibilities. We urge you to become an active partner with the school so that during the next three years we can cooperatively plan the best possible educational program for your child. Your child's future courses will be programmed in accordance to the stated career goals that he/she has selected. Included in this letter is a "partners" agreement which will be signed by your child, the school, and yourself, which indicates your commitment in this agreement.

Please sign and return the self-addressed postage card if you agree to utilize the results of this assessment when making educational goals for your child. Feel free to contact me for any additional information.

Sincerely,

**Charles E. Mingo
Principal**

CEM:tcp

Enclosure

APPENDIX N

**AGREEMENT BETWEEN STUDENT,
PARENT, AND LOCAL HIGH SCHOOL**

Date _____

Student's Name

Career Goal

Student's Signature

Parent's Signature

Counselor's Signature

Please mail or return this card to the Principal's Office of
DuSable High School after signatures have been obtained.

Bulk Rate
U.S. Postage
PAID
Permit No. 8271
Chicago, IL

PRINCIPAL'S OFFICE
DuSable High School
4934 South Wabash Avenue
Chicago, Illinois 60615

APPENDIX O

REGISTRATION PROCEDURES FOR PROGRAMS WITH FUTURE START DATES

Student is greeted in front lobby by Information Station. A building directory should be located in this area.

Information Clerk sends student to Admissions Office or appropriate places of service.

ADMISSIONS

Student is given Admissions Vocational Advisement Form.

- Admissions Clerk provides student with a schedule of Dawson's programs/courses and refers student to Admissions Advisor.
- Admissions Clerk checks student's "hold" status.

ADMISSIONS ADVISOR

Student advised of vocational programs and about career goals.

- Student counseled regarding enrollment procedure.
- Student is counseled regarding Career Development (CD) 546 orientation course and scheduled to start class.
- Student completes CD 546 registration card.
- Student is given letter indicating CD 546 class start date.
- Student is issued student I.D. card by Admissions Clerk. Picture will be taken by Security.
- Students referred to Financial Aid for general information and status check.

FINANCIAL AID

- Student's Financial Aid status checked.
- General Financial Aid information is given to student regarding the following:
 - Eligibility requirements.
 - Documents needed.
- Student is advised to report to the ten-day CD 546 class on start date.

APPENDIX O (continued)

In CD 546, student receives assessment and is involved in career planning activities. Student also receives academic advisement and plans his/her program registration with a counselor as follows:

- A student that does not meet program requirements and has a composite test score of 10.5 or less will register for Adult Learning Skills Program/Adult Basic Education class (see ALSP/Tech Prep Guidelines).
- A student that does not meet program requirements and has a composite test score *below* the vocational program index number will register for the ALSP/ Vocation Bound Class for eight weeks. (Students may be eligible to retest after attending four weeks.)
- A student with score below program requirements and has a composite test score *equal to or above* the vocational program index number (see attachment II) will register for the Learning Resource Center/Audio-Video-Tutorial (AVT) reading and math classes.

Note: Upon completion of remediation program, students are eligible to retest for their vocational programs with a referral letter from the Learning Resource Center/AVT/ALSP department.

- Student meeting program requirements will be referred to Admissions to complete program registration.

PROGRAM REGISTRATION

- Admissions verify student acceptance based on information recorded on Vocational Advisement Form by the training areas and counselors.
- Accepted student with proper admissions documentation will be issued a registration permit and sent to the Registrar.

Student presents registration permit to the Registrar and Registrar confirms student's program/ course and start date.

- Student is issued program registration forms and a Registration Verification Card.
- Registrar enters student demographics from completed program registration forms. (RVC is returned to student.)
- Registrar sends student to Financial Aid and/or Business Services for payment of fees.

APPENDIX O (continued)

Student presents method of payment to Financial Aid and/or Business Services.

- **Financial Aid and Business Services verify student's method of payment by signing the student's Registration Verification Card (RVC). If student cannot complete this process, the RVC will be held by the respective office.**
 - **Students using Pell Grants are sent to Financial Aid Office.**
 - **Cash paying students are sent to Business Services.**
- **Student is sent to Registrar for "final check."**

Student presents signed RVC to Registrar.

- **Registrar enters student's program courses into the Student Program Administrative System. Registrar processes promissory note on financial aid students.**
- **Registrar signs RVC and returns it to the student.**
- **Registrar issues a program grid and I.D. card to student (as needed).**
- **Registrar sends student to Security for new or updated I.D. picture.**

Student presents updated I.D. card to Security.

- **Security takes picture of student.**
- **Security processes picture and presents completed photo I.D. to student.**
- **Student registration process is complete.**

Student presents RVC to vocational instructor on first day of class.

APPENDIX P

REGISTRATION PROCEDURES FOR COURSES AND PROGRAMS WITH IMMEDIATE START DATES

Student is greeted in front lobby by Information Station. A Building Directory should be located in this area.

Information Clerk sends student to Admissions Office or appropriate places of service.

ADMISSIONS

Student is given Admissions Vocational Advisement Form.

- Admissions Clerk provides student with a schedule of Dawson's programs/courses and refers student to Admissions Advisor.
- Admissions Clerk checks student "hold" status.

Admissions Advisor

Student advised of the Vocational Institute Programs and about career goals.

- Student advised of course enrollment procedures.
- Student is scheduled for Academic Assessment. (Assessment can be completed same day.)

Assessment—Testing

- Student takes reading and math tests in Assessment Center.
- Testing Center administers Test of Adult Basic Education Test (TABE) Level D for Vocational Programs.

Academic Advising

After assessment, student is advised of assessment results by an advisor and is helped to plan his/her appropriate course registration.

- Vocational students who do not meet course enrollment requirements will register for LRC/AVT or ALSP Vocational Bound remediation programs (according to guidelines).
- Students meeting course requirements will be issued a permit to register by the Admissions Office and will complete registration.

APPENDIX P (continued)

PROGRAM REGISTRATION

Student presents Registration Permit to the Registrar.

- Registrar confirms student's program/course and start date.
- Student is issued program registration forms and a Registration Verification Card (RVC).
- Registrar enters student demographics from completed program registration forms. (RVC is returned to student.)
- Registrar sends student to Financial Aid or Business Services for payment of fees.

Student presents method of payment to Financial Aid and/or Business Services.

- Financial Aid and Business Services verify student's method of payment by signing the student's RVC. If student cannot complete this process, the RVC will be held by the respective office.
 - Students using Pell Grants are sent to Financial Aid Office.
 - Cash paying students are sent to Business Services.
- Student is sent to Registrar for "final check."

Student presents signed RVC to Registrar.

- Registrar enters student's program/courses into SPAS. Registrar processes promissory note on Financial Aid students.
- Registrar signs student's RVC and returns it to the student.
- Registrar issues a program grid and I.D. card to student (as needed).
- Registrar sends student to Security for new or updated I.D. picture.

Student presents updated I.D. card to Security.

- Security takes picture of student.
- Security processes picture and presents completed photo I.D. to student.
- Student registration process is complete.

Student presents RVC to vocational instructor on first day of class.

Code # _____

APPENDIX Q

VOCATIONAL ADVISEMENT FORM

(Please Print)

Clear _____	FA+ _____
Hold+ _____	FA- _____
Hold- _____	FAO _____

PERSONAL DATA

PRESS FIRMLY

PROGRAM OF INTEREST _____

Name _____ Social Security # _____
Last First MI
Address _____ Birthdate _____
Street Apt. # City State Zip
Phone _____
☐ 312 _____ Highest Educational Level Completed: ☐ 8th Grade or Below ☐ 11th Grade
☐ 708 _____ ☐ 9th Grade ☐ High School Graduate
☐ 10th Grade ☐ GED

Types of Jobs Held: _____

AREA OF INTEREST:

Are you currently employed? If so, where _____

<input type="checkbox"/> LPN	<input type="checkbox"/> Machine Shop
<input type="checkbox"/> CNA	<input type="checkbox"/> Medical Trans.
<input type="checkbox"/> Health Homemaker	<input type="checkbox"/> Offset Press
<input type="checkbox"/> Clerk-Typing	<input type="checkbox"/> GED
<input type="checkbox"/> Legal Trans.	<input type="checkbox"/> Other _____

Long-Range Goals: _____

PERSON TO CONTACT IN EMERGENCY

Name _____ Phone # _____
Last First MI
Address _____ Relationship _____
Street City State Zip
Signature _____ Date _____

Advisements / Recommendations / Comments _____

Program Choice _____ Date _____

CD 546 Start Date _____

Advisement I: _____ Advisor's Initial _____

Advisement II: _____ Advisor's Initial _____

TEST SCORES

1. Reading _____ Math _____ Composite _____ Verified by _____ Date _____

2. _____

DEPARTMENTAL INTERVIEW

Interviewer _____ Date _____

CHECK ONE: ☐ Accepted

CIRCLE REFERRAL:

AVT

GED

☐ Other _____

CAC

PLATO

ADMISSIONS

DOCUMENTATION RECEIVED

(Must be verified by staff initials)

Residency _____

Social Security _____

High School/GED _____

Permit Issued _____

FINANCIAL AID

Financial Aid Advisement _____

File Established _____ File Acceptable _____

Signature _____ Date _____

Revised 7-90

ADMISSION OFFICE COPY

APPENDIX R

DATE: _____

Congratulations: _____

You have reached the first step of your career objective. You have been scheduled for an orientation class, Career Development 546.

Career Development 546 is a FREE ten-day class. It is designed to assist you in developing your individual career plan, prepare you for placement in one of the vocational programs, and to familiarize you with the Technical Institute.

The goal of this class is to help identify your abilities and specific needs to enable you to succeed in your career and personal goals.

Your class is scheduled to meet Monday through Friday for a two-week period. *Please bring your paper and pencil and be ready to work the first day.

Date: _____ to _____ and _____ to _____

Time: _____ to _____

Room: _____

If you are unable to attend this class, please call _____.

We welcome you and look forward to assisting you in achieving your career goals.

Sincerely,

Admissions Advisor
(Department)

APPENDIX S
TENTATIVE CAREER PLAN

NAME: _____

SOCIAL SECURITY NUMBER: _____

READING SCORE: _____

MATH SCORE: _____

WHAT JOBS HAVE YOU DREAMED OF HAVING? _____

DAWSON TRAINING PROGRAM SELECTED: _____

APPENDIX S (continued)

TENTATIVE CAREER PLAN: FACTORS TO CONSIDER

I. Your Goals:

A. Personal Goals: _____

B. Career Goals: _____

C. List Your Interests: _____

D. List Your Skills and Abilities: _____

II. What special training or qualifications are required to enter your chosen field? _____

A. How long will it take? _____

B. Are there places where you can get financial assistance? Yes [] No []

C. Will you need to make a personal investment (office space, equipment, tools) to enter your chosen career choice? Yes [] No []

III. Are there possibilities for advancement in your career area? Yes [] No []

A. What position would you advance to if you could?

Positions

Training/Yrs. of Experience
or Education Needed

APPENDIX S (continued)

IV. Check the working environment or conditions associated with your career choice:

A. Indoors _____ C. Hazards _____ E. Shift Work _____

B. Hours _____ D. Outdoors _____

V. Check the fringe benefits you are looking for the following:

A. Health Insurance []

C. Sick Leave []

B. Life Insurance []

D. Vacation Time []

1. Will there be a continual demand for workers employed in your career field?

Yes [] No []

2. In this geographic location? Yes [] No []

3. List at least two other positions you would qualify for if you possessed all of the skills needed and related to your career choice:

a. _____

b. _____

4. List two jobs you could do while you wait for openings related to your career area, not related to your training:

a. _____

b. _____

VI. List where and how you will seek information regarding openings in your field:

A. _____ C. _____

B. _____ D. _____

VII. What can you do now to prepare?

A. Courses you can take in school:

1. _____ 3. _____

2. _____ 4. _____

B. Experience you can obtain:

1. _____

2. _____

APPENDIX T

CAREER DEVELOPMENT COURSE

COURSE NUMBER 546

Evaluation Sheet

1. BACKGROUND INFORMATION:

A. _____ AT _____
DATE LOCATION

2. CLASS EVALUATION:

A. TO WHAT EXTENT HAS THIS CLASS HELPED YOU TO BETTER PLAN YOUR
CAREER GOALS? (CHECK ONE):

_____ VERY SATISFIED _____ SOMEWHAT SATISFIED

_____ SOMEWHAT DISSATISFIED _____ VERY DISSATISFIED

B. HOW SATISFIED ARE YOU WITH THE JOB SURVIVAL SKILLS INFORMATION
PRESENTED IN CLASS?

_____ VERY SATISFIED _____ SOMEWHAT SATISFIED

_____ SOMEWHAT DISSATISFIED _____ VERY DISSATISFIED

C. YOUR COMMENTS AND/OR RECOMMENDATIONS ARE WELCOME.

APPENDIX T (continued)

EVALUATION SHEET

CAREER DEVELOPMENT COURSE

PLEASE CIRCLE ONE (1) RESPONSE OPTION FOR EACH STATEMENT WHICH YOU FEEL MOST APPROPRIATE.

1. Poor	3. Good
2. Fair	4. Excellent

PRESENTATION

- | | | | | |
|---|---|---|---|---|
| 1. INSTRUCTOR PREPARED FOR TEACHING | 1 | 2 | 3 | 4 |
| 2. SPEAKS CLEARLY AND DISTINCTLY | 1 | 2 | 3 | 4 |
| 3. THOROUGH KNOWLEDGE OF SUBJECT MATTER | 1 | 2 | 3 | 4 |
| 4. INSTRUCTIONAL OBJECTIVES OF COURSE CLEAR | 1 | 2 | 3 | 4 |
| 5. MADE CLEAR EXPLANATIONS | 1 | 2 | 3 | 4 |
| 6. MADE PROPER USE OF QUESTIONING | 1 | 2 | 3 | 4 |
| 7. MADE PROPER USE OF ILLUSTRATING
(EXHIBITS OR VISUAL AIDS) | 1 | 2 | 3 | 4 |
| 8. LECTURES INCLUDED WORTHWHILE INFORMATIVE
MATERIAL NOT IN TEXT | 1 | 2 | 3 | 4 |
| 9. PRESENTED INSTRUCTION IN ORDERLY MANNER | 1 | 2 | 3 | 4 |
| 10. USED TERMINOLOGY LEARNER COULD UNDERSTAND | 1 | 2 | 3 | 4 |
| 11. SHARED IDEAS WITH LEARNER | 1 | 2 | 3 | 4 |
| 12. SUMMARIZED MAJOR POINTS | 1 | 2 | 3 | 4 |
| 13. STRESSED IMPORTANT MATERIAL | 1 | 2 | 3 | 4 |
| 14. INSTRUCTION CONSISTENT WITH OBJECTIVES | 1 | 2 | 3 | 4 |
| 15. PACE OF PRESENTATION | 1 | 2 | 3 | 4 |

COMMENTS: _____

APPENDIX U

INSTRUCTIONAL PLAN

Name: _____ I.D.# _____ Advisor: _____ Entry _____
Exit _____

Program Area	Program Requirements	Completion Date Planned	Actual	Staff Initial
JOB PREPARATION/ COUNSELING	CAREER DEVELOPMENT PLAN			
	Meeting 1	___/___/___	___/___/___	_____
	Meeting 2	___/___/___	___/___/___	_____
	Meeting 3	___/___/___	___/___/___	_____
	CAREER DEVELOPMENT WORKPLAN	___/___/___	___/___/___	_____
	FIELD ASSIGNMENTS	___/___/___	___/___/___	_____
	BUSINESS LIAISON MEETING	___/___/___	___/___/___	_____
JOB PREPARATION/INSTRUCTION	OCCUPATIONAL KNOWLEDGE			
	Level 1	___/___/___	___/___/___	_____
	Level 2	___/___/___	___/___/___	_____
	Level 3	___/___/___	___/___/___	_____
	Level 4	___/___/___	___/___/___	_____
	SEMINARS			
	Self-Assessment	___/___/___	___/___/___	_____
	Dress for Success	___/___/___	___/___/___	_____
	Job Sources	___/___/___	___/___/___	_____
	Job Applications	___/___/___	___/___/___	_____
	Interviewing	___/___/___	___/___/___	_____
	Resumes	___/___/___	___/___/___	_____
	Work Behaviors	___/___/___	___/___/___	_____
		___/___/___	___/___/___	_____
	EXERCISES			
	Verbal Exercises	___/___/___	___/___/___	_____
	Visual Aids	___/___/___	___/___/___	_____
	Applications	___/___/___	___/___/___	_____
	Interviewing Pairs	___/___/___	___/___/___	_____
	Interviewing Role Plays	___/___/___	___/___/___	_____
Oral Presentation	___/___/___	___/___/___	_____	
	Employer/School Contact Log	___/___/___	___/___/___	_____
ASSESSMENT	SELF-DIRECTED SEARCH	___/___/___	___/___/___	_____
	MESA: PERCEPTUAL SCREENING	___/___/___	___/___/___	_____

APPENDIX U (continued)

Program Area	Program Requirements	Completion Date		Staff Initial
		Planned	Actual	
ACADEMICS	MATH C89			
	INTERMEDIATE MATH LEVEL 1			
	FRACTIONS Seminar 1			
	Seminar 2			
	Seminar 3			
	INTERMEDIATE MATH LEVEL 2			
	MEASUREMENT Seminar 1			
	Seminar 2			
	Seminar 3			
	INTERMEDIATE MATH LEVEL 3			
	DECIMALS/ Seminar 1			
	PERCENTS Seminar 2			
	Seminar 3			
	INTERMEDIATE MATH LEVEL 4			
	PERSONAL MATH Seminar 1			
ACADEMICS	Seminar 2			
	Seminar 3			
	COMPUTER-ASSISTED LESSONS			
	Session 1			
	Session 2			
	Session 3			
	ENGLISH 098			
	SPECIFIC LANGUAGE SKILLS			
	Level 1			
	Level 2			
	Level 3			
	Level 4			
	ENGLISH SEMINARS			
	COMPUTER-ASSISTED LESSONS			
ACADEMICS	Session 1			
	Session 2			
	Session 3			
	DEVELOPMENTAL			
	READING 099 Level 1			
	Level 2			
	UNIT 1: SUMMARIES			
	SUMMARY - 4 OR 5 SENTENCES			
	DEVELOPMENTAL READING 125			
	Level 3			
	Level 4			
	3 SUMMARIES			
	2 OUTLINES			
	READ BOOK "DEVELOPING			
	FLEXIBILITY IN READING RATE"			
	READING WORKSHOPS SEMINAR			
	1			
	2			

APPENDIX V

REGISTRATION PROCEDURES FOR ADULT LEARNING SKILLS PROGRAM (GED & ABE)

Student is greeted in front lobby by Information Station. A building directory should be located in this area.

Information Clerk sends student to Admissions Office or appropriate places of service.

ADMISSIONS

Student is given Admissions Vocational Advisement Form.

- Admissions Clerk provides student with a schedule of vocational programs/courses and refers student to Admissions Advisor.
- Admissions Clerk checks student's "hold" status.

Applicants follow vocational program procedure items I and II.

Admission's Advisor

Students are advised of vocational programs and discuss career goals.

- Student counseled regarding course enrollment procedures.
- Student advised and scheduled for academic assessment. (Assessment can be completed same day.)

Assessment—Testing

Student takes Reading and Math Test in Testing Center.

- Testing Center administers TABE Test, Level M for GED.

Academic Advising/Counseling

- After assessment, student is advised of assessment results by admissions counselor and their appropriate course registration is planned.
- GED students will register with the ALSP registration clerk.

APPENDIX V (continued)

Mainstreaming GED Graduates Into Vocational Programs

- **GED students are assigned a counselor for career advisement.**
- **When a student is nearing the completion of the GED program, the student will be counseled on career options and scheduled for CD 546 for career planning.**
- **Students attending Dawson will then continue vocational program registration according to previously stated guidelines.**

APPENDIX W
ADMISSIONS
MONTHLY WALK-IN REPORT

JANUARY 1, 1991

Page No. 1

LASTNAME, FIRSTNAME	SS#	STREET ADDRESS	ZIP	PHONE #	WALK-IN	C# 546	R/M Test	STATUS
----------------------------	------------	-----------------------	------------	----------------	----------------	-------------------------	---------------------------	---------------

APPENDIX X

OFFICE OF RETENTION

This form is to be completed by the assigned Training Specialist.

TRAINING SPECIALIST: _____ DATES: _____

PROGRAM: _____ COURSE: _____

DEPARTMENT: _____ START/END DATES: _____ / _____

Please list the names of the students that have been absent for two or more class meetings during each week and return the completed form to me no later than 4:30 p.m. on Friday of each week.

<u>STUDENT NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>SOC. SEC. #</u>	<u>DAYS ABSENT</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

*DAYS ABSENT KEY M-MODAY; T-TUESDAY; W-WEDNESDAY; R-THURSDAY; AND F-FRIDAY

Return Completed Forms to _____ Office of Retention _____

APPENDIX Y

DATE

Dear:

HELLO

I would appreciate your getting in touch with me concerning _____.

When you get a chance, please stop by my office in Room _____. Or give me a call at

_____. Thank-you for your cooperation.

Sincerely,

(Author)

APPENDIX Z

STUDENT WITHDRAWAL FORM

☐ STUDENT INITIATED (WTH) ☐ ADMINISTRATIVE WITHDRAWAL (ADW)

NOTE: Please consult with your counselor before completing this form.

Student Name _____ SS # _____
Address _____ Telephone _____
City _____ State _____ Zip Code _____
Program _____ Start Date _____ Withdrawal Date _____

Reason for withdrawal:

☐ Academic ☐ Financial ☐ Illness ☐ Transfer to another school
☐ Other (please elaborate) _____

Do you plan to apply for readmission? Yes ☐ No ☐

Student Signature _____ Date _____

For College Use Only

Program Counselor _____ Date _____

Program Supervisor _____ Date _____

Financial Aid _____ Date _____

Registrar _____ Date _____

Copies to Business Office, Library, Child Development, Student Services, Student

APPENDIX AA

DATE

Dear _____:

The staff of _____ misses you very much. We would like for you to return and complete your education.

Please call or come in to see me so we can get you back on the path to success. Our overall goal is to help you complete your education and assist you in finding a job.

Sincerely,

(Author)

APPENDIX BB
College Survival Course
CD 548

The purpose of the College Survival Course is to provide an opportunity for students to learn and adopt methods to be successful in school and in their personal growth.

Objectives

At the completion of this course, the student will be able to do the following:

- Discuss how he/she is responsible for his/her experience in college.
- List and describe specific study skills methods to
 - improve ability to recall information.
 - manage time more efficiently.
 - read and comprehend a textbook with improved retention.
 - prepare for and take tests.
 - take effective notes.
 - present clear reports, both written and verbal.
 - listen with comprehension to a lecture.
- Describe and utilize a model of communication that is effective for sending and receiving information.
- Utilize a model of communication that facilitates listening to and confronting friends, roommates, family members, and instructors.
- Examine personal needs and decisions regarding issues typically faced by college students such as personal relationships, drug abuse, health related practices, and budgeting money.
- Match resources that are available on campus and in the community that can assist students with problems related to health, academics, personal relationships, discrimination, substance abuse, on- and off-campus living, library research, course changes, part-time work, financial aid, independent study, and social issues.
- Locate and utilize a variety of library services and resource material. These include a dictionary, thesaurus, card catalogues, *Reader's Guide to Periodic Literature*, audiovisual equipment, and computer searches.
- Describe and discuss several different procedures for planning, monitoring, and managing time.
- Focus on the task at hand when reading, listening, typing, taking notes, and testing.

APPENDIX BB (continued)

- Describe methods for identifying and formulating questions that will help eliminate confusion. Utilize methods and list resources for finding answers to well-formulated questions.
- Prepare a resumé and review essential aspects of an interview and completing an application.

Instructional Materials—Suggested Textbooks

Instructional materials for this course include filmstrips on study techniques; videotapes which are available from the library; resource people from the college and community; and a textbook containing journal entries, exercises, and quizzes. The textbook is titled *Becoming a Master Student* by David B. Ellis (see References, p. 51).

The films used during class are "School Survival Skills: How to Study Effectively" (Part I—Reading; Part II—Reading; Part III—Time Planning), "Essay Test Taking," "Objective Test Taking," and "How to survive in school: Notetaking and Outlining Skills" (six parts).

Outline of Course

This course includes discussions about Power Processes, agreements and agreement keeping, muscle reading, test anxiety and relaxation, five-part "I" messages, effective communication, and many other areas related to student success.

The following outline is given in a week-by-week presentation. Students must recognize that the order of these presentations may vary:

Week 1	Introduction to course; Name tag exercise; Employer's expectations; Hiring a student/employee; Course agreements
Week 2	Memory and job exercises; Intention statements
Week 3	Lifeline exercises; Time management; Schedules
Week 4	Linking the instructors perceptions; How to read faster; when to study; Reading chapter; Large group sharing
Week 5	Listening techniques; Listening test; Organization learning styles; Test anxiety and relaxation
Week 6	Barriers to education; Solving math and science problems; Test taking techniques; Critical thinking; Writing papers; Goal setting exercise

APPENDIX BB (continued)

- Week 7** **Non-threatening messages; Criticism; Communication; Alcohol and drug abuse; Community and school resources; Money management**
- Week 8** **Applications; Résumé; Cover letters; Interviews**

Evaluations

Quizzes given each week. The quizzes contain questions covering the content of the class, an evaluation of the class and the college, and a section to share experiences related to college. The grade for the course is determined by quizzes, presentation, attendance, and punctuality.

APPENDIX CC

Career Development 547

Course Outline

The objectives of the CD 547 course are as follows:

- To prepare all students to be able to measure up to employers' expectations.
- To increase the ability of the student in career planning and to develop effective ways of conducting a job search.
- To extend the skill training to make sure each student knows how to put this training to work.
- To learn to identify and uncover hidden life and self-management skills, transferable skills, and job-related skills that can help connect life, work, and educational experiences in order to meet the employers' expectations, to learn the importance of how to use these skills, and to be able to communicate this knowledge.
- To be able to pass the first employment test—the Employment Application.
- To improve skills for making neat and complete job applications. To aid the trainee in providing pertinent information neatly and accurately on the application form so that employers may evaluate his/her skills and abilities.
- To learn to grab the employer's attention and show at a glance that the applicant's skills, abilities, and experiences match up with the employer's expectations by the use of the most powerful, unique job search tool—the JIST card.
- To learn how to do well in an interview by learning to release the stressfulness of this experience. To aid the trainee in being prepared to make the best impressions by being able to critique his own interview performance through the use of videotaping.
- To be able to uncover hidden job leads by being able to find out where the jobs are. To be able to find possible jobs from many sources, knowing these sources and understanding how to use them.
- To train the trainee how to focus the spotlight upon his/her best points by learning the process of developing and writing a quality resumé. To learn to write a cover letter and thank-you letter.

APPENDIX CC (continued)

Course Description

- **Employer's Expectations**
The student is taught how to measure up to job-seeking standards as accepted in the world of work. The trainee will discover why people remain unemployed and what to do to make oneself employable; how to decide what they like to do; how to discover hidden skills; how to use these skills to sell him/herself.
- **The Data Trak**
The student learns to increase his/her knowledge by collecting and recording important data about themselves so that there will be no memory gaps and less stress during the heat of interview. This process includes personal data, work experiences (paid and unpaid), education, training, and personal and employer references in a pocket-sized book form which the trainee carries to the interview.
- **The Application**
The student learns methods of powering up an application so that it leads to an interview; the importance of the application in making a good first impression; how to fill out an application; how to use an application.
- **The JIST Card**
The student learns to prepare a JIST card using brief statements about their skills. The aim of the JIST card is to grab the employer's attention and show at a glance how the student's skills, abilities, and experiences match up with the employer's expectations.
- **The Interview**
Since doing well in the interview is essential to getting most jobs, the student is taught basic rules and expectations for the interview. Included is the importance of
 - Appearance—personal and paperwork
 - Behavior
 - Conversation—how to answer basic interview questions; what to ask in an interview.
- **Finding Job Leads**
The student learns where the hidden jobs are and ways to uncover them. Students are taught how to use these job leads (networking) and how to contact potential employers.
- **Resumés, Cover, Thank-You, and Resignation Letters**
Student learns what a resumé is; how to write chronological and functional resumés; why and when to use the resumé; what a cover letter is; when and how to write one; and how to write the thank-you and resignation letters.

Suggested Materials: *The Work Book, Getting the Job You Want . . .* (see References, p. 51).

Upon completion of this course, students will have developed an individual employment plan.

APPENDIX DD

DATE _____

Dear _____:

The staff at _____ would like to assist you in attaining your educational goals. We know you came to us because you were interested in our educational programs and services. We want you to know that we're interested in you!

Our records indicate that you did not return to complete your registration. If you have registered, please disregard this letter. If you have not registered, please contact _____.

Enclosed are brochures which provide you with information about our classes and programs. Please review this material and share it with a friend.

We're looking forward to working with you at _____.

Sincerely,

(Author)

APPENDIX E

EMPLOYMENT FOLLOW-UP

Dear Employer:

The individual listed below was hired by your company. For statistical follow-up, we would appreciate you filling out this brief questionnaire and returning it in the enclosed pre-paid envelope. All information will be kept confidential.

Employee name _____ SS# _____

Status:

Presently Employed _____

No Longer Employed _____

Reason: _____

Please Check Below: 1 Poor, 2 Average, 3 Above Average

Attitude _____

Attendance _____

Work Performance _____

Skill Level _____

Would you like us to contact you? _____

Authorized Signature _____