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A study of Afro-American users and non-users of the University of Northern Iowa Placement Center

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A study of Afro-American users and non-users of the University of Northern Iowa Placement Center

Abstract

The question of placement needs of minority students/or disadvantaged students and non-minority students at predominately white colleges and universities have several implications. One such implication is that placement officers are concerned with placement needs of minority and non-minority students on the campus at the same level. Another implication is that the needs for these two groups (minority and non-minority) differ, thus making the special needs of a particular group missed or unseen. The problem which evolves from this concern may be phrased as a question, "How can Placement Center officials effectively assess the differing placement needs of minority students at predominately white colleges and universities? 11 A narrow focus on social reality regarding employment opportunities for minorities could possibly generate more emotional hostility than insight into how to effectively deal with the situation.

A STUDY OF AFRO AMERICAN USERS AND NON-USERS OF
THE UNIVERSITY OF NORTHERN IOWA PLACEMENT CENTER

A Graduate Paper
Presented to
the Faculty of the Graduate College
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Harry Schuler

May 1980

This Research Paper by: Harry Schuler

Entitled: A STUDY OF AFRO-AMERICAN USERS AND NON-USERS OF THE
UNIVERSITY OF NORTHERN IOWA PLACEMENT CENTER

has been approved as meeting the research paper requirement for the
Degree of Masters of Arts in Education.

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CHAPTER I

Introduction To The Problem

The question of placement needs of minority students/or disadvantaged students and non-minority students at predominately white colleges and universities have several implications. One such implication is that placement officers are concerned with placement needs of minority and non-minority students on the campus at the same level. Another implication is that the needs for these two groups (minority and non-minority) differ, thus making the special needs of a particular group missed or unseen. The problem which evolves from this concern may be phrased as a question, "How can Placement Center officials effectively assess the differing placement needs of minority students at predominately white colleges and universities?" A narrow focus on social reality regarding employment opportunities for minorities could possibly generate more emotional hostility than insight into how to effectively deal with the situation.

Even though tremendous social changes have come about with regards to social acceptance and economic opportunities for minorities within the past ten years, there are still many aspects of social reality which propagate the myth of "majority superiority and minority inferiority." An appraisal of social reality at white college and university campuses where minorities are very few in number, may indicate that they are confronted

with continuing cues which suggest that they are a tolerated part of the campus rather than an unconditionally accepted part. This poses the problem of being continuously suspicious and hostile. This suspicion and hostility results in the minority student withdrawing from student personnel services, as well as, from professors and other students.

While many of the social atrocities which are faced by Afro-Americans are encountered by other minorities, (Chicanos, Puerto Ricans, Asian Americans, etc.) it will be the aim and technique of this research to address solely the problem of low self-esteem, alienation and withdrawal from Student Personnel Services by Afro-American students. It is the purpose of this research to take a look at the above stated problems encountered by the Afro-American students and assess them by taking an in-depth look at this group and evaluate how one segment of the predominately white university community can help in eliminating the concept of Afro-American students' being an unconditional part of the campus. Not only is it the responsibility of the university system to educate its students, but also to assist students in building a positive attitude about using what is acquired from the university intellectually, as well as, to aid in securing employment after graduating from the institution. Keeping in mind this idea, the student personnel service on a predominately white campus, I will be focusing attention on, is the Placement Center.

By focusing on the small number of Afro-American students who register and utilize services offered by the Placement Office, we can perhaps see how the Placement Office is an excellent agency for positive reinforcement of the work attitude of Afro-American students upon and after graduation, as compared to the possible low self concept, negative attitudes, and dislike for their jobs that Afro-American students who do not register with the Placement Office may possess.

Statement of the Problem

With the commitment of colleges and universities today to minority/or socio-economically disadvantaged students in an increasing number, it is important that these colleges and universities not only prepare these minorities from a wide variety of backgrounds for broader employment opportunities, but also assist these students in preparing for and securing jobs. The problem begins when disadvantaged students, coming from cultures defined by narrow ethnic, socio-economic conditions, come to predominately white campuses with low self-esteem and a feeling of alienation, and have these feelings reinforced by the university environment. The minority students' alienation is often reflected in a reluctance to participate in student personnel services provided by the university. This problem was brought to my attention while working in U.N.I.'s Placement Office in 1978-79. I received first hand experience of seeing a small

percentage of Afro-American students using this service on campus. This is a growing concern of prospective employers. I was often asked by interviewers who were recruiting on campus, "Why such a small number of Afro-American students interviewed with their firms?" Through talking with employers, I discovered that this problem is not just unique to the University of Northern Iowa, but rather it is a problem throughout the Midwest. However, they related to me that Afro-American students whom they do interview are usually very positive about themselves. I, myself began to observe and to compare students that I encountered who had not registered at the Placement Office, and how these students felt about themselves in relation to job security. I noticed that there does seem to be a difference in these two groups of Afro-American students and I decided to research/or survey Afro-American students who found jobs through the Placement Office to assess if they are happier, more satisfied, and are more positive in their attitudes about their jobs. If this proves to be a true hypothesis, recommendations for innovative changes will be made to the Placement Office in order to motivate a larger number of Afro-American students to use their services.

Hypothesis

Afro-American students who register with the Placement Office and utilize services offered, develop competence in job search skills, have better success in finding higher paying jobs in

their field of study, and possess positive self-concepts. Afro-American students who do not register with the Placement Office and utilize services, lack job search skills, get lower paying jobs, and possess low self-concepts.

Specific Questions To Be Answered

1. Do Afro-American students on the UNI campus, who register with Career Planning and Placement and utilize their services, have better success in finding jobs than those who do not?
2. Do Afro-American students on the UNI campus who negotiate job offers through the Placement Office, make better salaries than those students who do not?
3. Do Afro-American students feel alienated on the UNI Campus?
4. Do Afro-American students who register with the Placement Office feel that they have a positive or a negative experience with the Placement Office?
5. Are self concepts of Afro-American students threatened on the UNI campus?
6. Are innovative programs needed in the Placement Office on the UNI campus to entice/or motivate a larger percentage of Afro-American students to register and utilize services offered?

Importance of the Problem (Significance of the Study)

Education is perceived as a pathway to higher status. If the university is going to maintain itself as a pathway to higher status, indepth studies should be made of programs and services for minority students. This perception comes to the door of the Placement Office. The Placement Office is one segment of the predominately white campus that is capable of promoting higher status and higher self-concept of minority students on its campus. An evaluation of how affective the Placement Office services are for Afro-American students, could give us a concise idea of whether money should be spent to introduce new programs aimed toward motivating Afro-American students to use Placement services for job employment.

This research is important because ~~little previous research~~ has been done in this area. There has been a limited amount of research done with Afro-American students who negotiate jobs through the Placement Office, as to attitudes towards their work, as opposed to Afro-American students who graduated and found jobs on their own.

After working in the Placement Office, I observed that a difference does exist between Afro-American students who registered with the office and found jobs and Afro-American students who had not found jobs through the office. Because the Placement Office is a good avenue for the building of self-concept after graduation, it is very important that the Placement

Office try to reach the large number of Afro-American students who do not utilize their services. It is important that we assess how the self-concept of Afro-American students who found their jobs with the Placement Office differ from those students who did not find their jobs through the Placement Office.

Assumptions

From my observations I have drawn these assumptions:

1. Afro-American students who register with the Placement Office and find jobs by utilizing the services offered, find higher paying jobs.
2. Afro-American students who find jobs through the Placement Office are more satisfied with their jobs than Afro-American students who do not find jobs through the Placement Office.
3. I assume that the Placement Office is very effective in helping Afro-American students who register and use the services.
4. I assume that learning skills in considering employment options, resume writing, skills identification and interviewing rapport help to build self confidence of Afro-American students, on predominately white college campuses.

5. I assume that most Afro-American students at predominately white campuses feel alienated within the environment and thus feel that the Placement Office is to only benefit the dominant culture.
6. I assume that Afro-American students who find jobs by using the Placement Office find jobs related to their field of study, as opposed to those Afro-American students who do not and thus do not find jobs related to their major field of study.

Limitations of the Study

There are limitations of the study which warrant consideration. First, the lack of information and prior research done in the area of placement of Afro-Americans. This apparent lack of prior research demonstrates a need for research to be done at this time. It increases the importance and significance of obtained results of this study. Another limitation of this study is the student population of Afro-American students on the University of Northern Iowa campus. The population surveyed is from a limited number of 43 graduated Afro-American alumni. This adds to limiting factors restricting the generalizability of the findings.

Because of the limitation of the number of UNI Afro-American

graduates to be studied, it is imperative that the study have a very high return rate by both Afro-American students who registered with the office and the Afro-American students who did not use the office. This high return by both groups will aid in the reliability of the measuring instrument and will cut down the limitation of biasness of the measuring instrument.

Definition of Terms

Afro-American Student

Any student with African descent.

Alienation

Separation of minority students from other students, programs, and administration on campus (usually by members of the dominate culture).

Employment Agencies

Interviewers who visit campuses to recruit students for their business, industry or government.

Majority Student

Any student of the dominant culture, usually Anglo Saxon Protestant descent.

Minority Student

Any student not of the dominant culture (i.e., Afro-American, Chicano, Native Americans, Puerto Rican, etc.).

Predominately White Colleges/or University

Any college or university campus on which there is less than 50% of the student population minority students.

Socio-Economically Disadvantaged Student

The population being referred to are disadvantaged with respect to what is demanded for educational attainment and occupational mobility and advancement. The conditions of life at home for the student in this population are not continuous with milieu of the school, and does not prepare them well for the demands placed on them by the school and by the broader society and the world of work.

CHAPTER II

"As the economic and political status of Negroes improve, social problems created by minorities should decrease. Improved employment status should contribute to better home environments, as improved sense of personal security, broadens cultural development, financial stability, and increased educational progress. Proper utilization of college graduates is a key to employment upgrading of minority group members (Calvert, 1963)."

Employability has become newly emphasized as a specific goal and expectations of many students. While the job market was relatively open, expressions of these expectations were somewhat subdued. With the job market becoming closed because of economic reasons, and "reverse" discrimination becoming a plight for the dominate culture, there is a special concern about the employment of Afro-Americans.

Johnson stated concerning past employment of Afro-Americans, "During the period from 1961, employment for Black people increased some twenty-three percent. In absolute numbers, an additional 1.6 million Black workers were participating in the American Labor force. Not only were these significant gains in the number of Black people employed during this period, but also strong indication that the occupational status of Black workers was improving (Johnson, 1974)."

With the improvement of educational status of minorities or Afro-Americans, just as was stated by Calvert concerning

proper utilization of college graduates as a key to employment upgrading of minority group members, there is a concern for assisting those students in finding jobs.

Johnson stated, "Education must be bent on preparing students to become properly and usefully employed immediately upon graduation. The student should be equipped occupationally, academically, and emotionally to "spin off" from the system (Johnson, 1974).

In keeping with this projection of Johnson and Calvert, it can be assumed that it is the responsibility of the educational institution to assist students in using what was learned from the school in securing employment. Especially since there is a large number of underemployed and unemployed minorities with special problems for Afro-Americans.

According to statistical reports, the most underemployed and unemployed person in the United States is the young Afro-American male. "Unemployment figures for him are almost double the national average. Despite strenuous efforts to eliminate discriminatory employment practices, non-existing or work enforcement policies have made those efforts exercises in futility. Black Americans, Brown Americans, Red Americans and poor whites still go unemployed. However, Black Americans are the most victimized of all groups (Johnson 1974).

Calvert stated, "as they moved into the main economic stream, Negroes encountered other difficulties. Whereas 35 years ago there was no significant difference, today the

employment rate for Negroes is twice that of whites. In contrast to their 12 percent of our total population, Negroes hold only 3.2 percent of the White collar jobs (Calvert 1968). Recent reports are reporting the same finding for the eighties.

Davenport and Petty stated in Minorities and Career Education, If a society is to maintain itself, it must provide means of subsistence for its members. Such means must then be relayed to the individual members in the society. The socialization institution is the agency responsible for the "relay" process, and thus, teaches persons social rules and their concomitant social values. Interestingly, the provision of subsistence means may range from providing abstract/ and or theoretical resources to providing much more tangible and immediately pragmatic resources (Davenport, Petty 1975).

The socialization institution (the university) in the position of the "relay" agent has the responsibility to aid, with the change of social rules and social values, in bringing about high status of employment of its graduates.

Denerley and Plumbley stated, "It is sometimes argued that recruitment constitutes the most important single aspect of the personnel function. Be that as it may, the costs of inefficient recruitment are formidable in financial expenditure alone, the indirect consequences are more difficult to quantify, but are probably even more costly. They further state, "efficient recruitment and placement procedures are a prerequisite to the development of an effective working force. A person

placed in unsuitable work is either unable to reach the required standard of performance or is working under physical or psychological strain. If those stresses do not actually cause him to give up the job, they are likely to give use sooner or later to frequent absence, ill-health, breeches of discipline or conflict with fellow employees. Whether the employee resigns, is dismissed or struggles on, the result is costly in economic and human terms (Deverley and Plumbley, 1969)."

There have been findings that suggest that the Placement Center is very effective in assisting graduates in locating jobs. It is believed that these students are the ones who find jobs related to areas they are trained to perform in. Calvert stated concerning employment of college graduates, "Schools with well established placement services traditionally place the bulk of their graduates." Consider, for example, how graduating students and alumni served by the Student and Alumni Placement Center at the University of California at Berkeley. While this school may not be a typical educational institution, the 964 graduating students and 987 alumni upon whom the figures below are based constitute a substantial sample.

Figure I: How University of California Graduates
Located Employment

<u>Method of Receiving Position</u>	<u>1962 Grads</u>	<u>Alumni</u>
Placement office campus interview	54.7%	5.1%
Placement office direct referral	15.9	39.1
Direct personal application	14.9	31.5
Faculty assistance	6.1	6.3
Personal friends	2.8	6.0
Former employers	2.4	2.6
Want ads	1.3	3.0
Private employment agencies	0.7	3.6
State employment services	0.7	1.9
Career or College Placement Annual	0.5	0.9
	<hr/>	<hr/>
	100.0%	100.0%

Exact placement figures are unimportant and vary between schools, but college placement bureaus constitute the prime employment source for college graduates. Employers will find their interests best served by strong college placement services (Calvert 1963).

The data here suggests that about 80% of the students from this population secured jobs by using the Berkeley campus Placement Center. It can be assumed that the Placement Center is also important in the placement of minority college students.

Stewart Cort stated, "In education the college student for a full rich life of good citizenship and intelligent participation in society, we must not be aloof to the importance of that first job--hopefully a job that is the first step in the continuous march that we call a career. College graduates broadly educated and ready to meet life's challenges, are like rockets without launching pads if they cannot find jobs. It is a small consolation to be equipped to soar high into the stratosphere if you cannot even get off the ground (Cort 1973)."

It is indeed true that the first job is important for college graduates. It can be seen that Afro-Americans often do not get a chance to get meaningful first jobs and thus in Cort's words find small consolation to soar high into the stratosphere after being equipped to do so. In other words, if an Afro-American college graduate is underemployed or unemployed once he leaves the school, it can be concluded from Cort that the graduates self-concepts will be reinforced

negatively once he enters the world of work.

It was stated by Dr. Larry Bailey, in an article in the Illinois Career Educational Journal, that there are certain behaviors related to work, both before and after entry into a formal occupation. Bailey stated:

"forming a viable self-concept. Learning the broad concept and structure of the world of work including the acquisition of occupational information retrieval skills requiring an awareness of the need to plan for a future career and the resultant motivation to do so. Development of decision skills. Implementation of a self-concept through the occupational choices (Johnson 1974)."

Bailey's description of an individual's behavior related to work reinforces what Cort has stated about the importance of finding a good first job and its effect on the individual student's self-concept both before and after graduation. Bailey continues by making an assumption that the placement of students involves four major aspects, with the final one being especially important for the Placement Center. The four aspects were:

1. Career development is one aspect of the continuing process of growth and learning.
2. Career development is closely related to attempts to implement a self-concept. The specification of an occupational preference is an expression of one's idea of the kind of person he thinks he is.

3. The quality of a decision concerning career or occupation is determined by the type, amount, and correctness of the information used in making decisions. All other things being equal, the more accurate the information a person has about himself and the world of work, the more valid his career decision.

4. The information skills, self-knowledge and attitudes needed for career decision-making can be developed (Johnson 1974).

The correlation of the self-concept and the job one has are very evident through the implications made by Bailey. It is suggested that valid career decisions are influenced by the perception of ones self concept and what he can do in the world of work.

Heavy responsibility is placed on the Placement Center in helping students develop positive self-concepts and for some students, (especially minorities) helping eliminate alienation brought on by low self-concepts. Penni Johnson stated "Career Planning and Placement programs are among the most important types of programs for any student, but especially for women and minorities--for they tend to cluster in those fields that have been traditionally acceptable, and in which they have found role models. For whatever reasons, these fields are among the lowest paying and provide the least job

possibilities once a person completes his/or her education. It is hoped that most campuses whether through a placement office, counseling center or similar office, provide extensive files on career options, interests, and aptitude testing (nonracists and non-sexists) (Johnson 1978).

Once education has been completed, Johnson feels that it is the responsibility of the Placement Center to render services to minorities who may feel that they have to accept the lower paying jobs. It is the belief of Johnson, that the building of self-concepts should began early in the educational endeavor of students.

Writing on the idea of negative self concept and education, and programs offered by educational institutions, Roosevelt Johnson stated "all learning takes place in the mind of the individual. Of the many psychological variables that can adversely affect the learning process, a negative concept of self is among the most important. Social psychological studies sharply indicate the negative self concepts forced upon Black children by a basically racist white society. Our educational system has made no all-out well designed attack upon bigotry--our most dangerous enemy. In fact, our education policies often have fostered racism. Unless we address the psychological implications of this insidious and infectious psychosis in our planning of social and educational programs, our highest educational ideas cannot be realized (Johnson, Roosevelt 1974)."

A negative concept-of-self by Afro-American students in an educational institution, as described by Johnson, gives some insight into the feelings alienation of these students because of concept-of-self. If it is indeed true that many psychological variables can adversely affect the learning process, it is evident that concept-of-self is one of those variables which could affect learning process and produce alienation.

In supporting this assumption, Bernard Merchland stated, "Alienation occurs when the constructive forces of the real self are blocked, when the individual is distanced from the sources of his growth. A clinical profile of an alienated person would show one who suffered from or was prone to depersonalization, Amnesia hysteria, schizophrenia and depression. He would likely show such symptoms as lack of body expressions (eyes, face, etc.), unresponsiveness to things and persons, hazy thinking, an inability to grasp the implication of a situation, memory blackouts, indifference and superficiality with respect to his past, family, possessions and even life itself and an insensitivity toward others. The key words here are mechanical, passive, detached. Such a condition is characterized by a sensation of living in a fog, with little or no emotional reaction to events, little or no sense of aliveness or of life as a continuous enterprise (Merchland 1978). Mechanical, passive and/or detached feelings by an alienated persons thus set the stage for withdrawal or

isolation by that person.

According to Ignace Feuerlich, "Group alienation sometimes appear almost inherited. It may be based on imitation or even teaching. It is not necessarily a complete social alienation. On the contrary, the very fact of being alienated from "them", from society or of being discriminated against by "them", which often is the equivalent or cause of this alienation often unites the members of a group in a very strong warm social bond. A high degree of group alienation can be matched by an even higher degree of intragroup community spirit. Blacks for instance, may feel thoroughly alienated from the white establishment, but also strongly united by fate, residence, way of life, speech, musical tastes, and sometimes also clothing and hairdos with other Blacks who are their soul brothers and soul sisters, words that are a world apart from dehumanizing estrangement. Feuerlich further states, "there is a type of interpersonal alienation that implies the feeling or conviction of being a stranger to everybody, or either not being able or not wanting to maintain or gain a warm relationship with other people. This type of alienation is generally overlooked by social critics and scientists. Although it may have greatly strengthen the vogue of alienation. There are millions of individuals who feel lonely, who have lost all or almost all contact with other people, or who have never known how to make friends. Some may feel peculiar, singled out by fate, origin, or character. To them alienation

is a curse and their way of life or rather of their not living (Feuerlich 1978).

In losing contact from the white establishment, Afro-American students often show their alienation within the predominantly white campus environment by withdrawing from the use of services.

James H. Knight spoke of Placement officials and alienation of Afro-American students in this way. "Placement officials who have developed a deep, sincere commitment to our democratic ideology should and will be inclined to cultivate sensitivity to the psychological hang-ups of Black students. They will understand the hostile feelings of Blacks toward society, but they will also impress upon them that this is their society despite its imperfections, and that the course of wisdom is not to expend their intellectual energy in futile, self-defeating hostility, but instead to use it to make the best adjustment possible to the world as they find it; only in this way can they be exponents of desirable change. The concept of the placement center as a physical location where specified services are dispensed appears to be inadequate for providing career counseling and placement services for Black students. College Placement Services have reliable information which indicate that Black students at integrated colleges do not avail themselves of placement services (Knight 1972).

The implication here is that the time has come where Afro-Americans are concerned, when it is imperative that the placement

center be concerned as a dynamic, innovative process powered by a commitment to do whatever seems feasible to educate Black students about the world of work and to facilitate their entry into meaningful, satisfying employment. Knight states: "There is the demand to cope with negative attitudes Blacks have about the placement center on the integrated college campus."

"There is the demand to reach Black students with innovative programs and activities."

"There is the demand to convince Blacks of the placement center's sincere desire to facilitate their entry into meaningful employment."

"There is the demand to educate and to sensitize recruiters in effective methods of dealing with Blacks."

"There is the demand to cultivate among all college personnel, a concern for, and a commitment to, the placement center with regard to Blacks."

These demands cannot be met within the context of the old concept of the Placement center as a physical location. They can be met only through the concept of the Placement center as a process geared to go anywhere and to do whatever is necessary to meet these demands, which are prerequisites for providing effective career counseling and placement services for Black students (Knight 1972).

CHAPTER III

Design of The Study

During the past ten years, the minority student population at the University of Northern Iowa has increased. There has been a consistent population of Afro-American students. Consequently, the University Iowa has not been immune from the concerns that the Afro-American student population precipitates as to self-concept and work attitude.

This chapter is concerned with the design of the investigation of self-concept and work attitudes of Afro-American students. The chapter includes a general description of the following:

- a) subjects studied
- b) questionnaire
- c) interviews

Afro-American Student Population

To achieve an assessment of Afro-American students attitudes of the Placement Office and self-concept while on the University of Northern Iowa campus, a decision was made to select the same population from the Afro-American students who graduated from the University of Northern Iowa from the ending of Fall semester 1976 to the end of summer semester 1978. A computer printout of students meeting the specifications was obtained with the help of the University Career Planning and Placement Office.

Forty-three Afro-American students who graduated from the University of Northern Iowa were chosen from the previous stated

semester period. In reviewing student's files, it was found that twenty of these graduates registered with the Placement Office and twenty three did not. The sample population consisted of eighteen females and twenty-five male students. Eleven female students registered with the Placement Office and seven did not. Twelve male students registered and thirteen did not. The sample population consisted of eleven undergraduate female students and eighteen male students; seven graduate male students. The Degree Code showed five BA teaching degree female students and six liberal arts degree female students. There were seven BA teaching degree female students and six liberal arts degree female students. There were seven BA teaching degree male students and eleven BA liberal arts male students. The sampling population had seven MA degree female graduate and seven MA degree male graduates. Five education female undergraduate students registered with the Placement Office and two liberal arts female students registered with the Placement Office; four did not. Four male education students registered with the Placement Office and seven did not. Four MA degree status female students registered and four did not. Four male MA degree status students registered and three did not.

Table I

UNI Afro-American Graduates who did and
did not register with the Placement Center
(Fall 1976-Summer 1978)

		<u>Did Register</u>	<u>Did not Register</u>	<u>Undergraduate</u>	<u>Graduate</u>
Female	18	11	7	11	7
Male	25	12	13	18	7

		<u>BA Teaching MA</u>	
Female	18	5	6
Male	25	7	11

	<u>MA</u>	<u>Education Majors who did Register</u>	<u>Education Majors who did not</u>	<u>Liberal Arts who did</u>
Female	7	5	0	2
Male	7	4	7	

	<u>Liberal Arts who did not</u>
Female	
Male	4

	<u>MA who did Registered</u>	<u>MA who did not</u>
Female	4	3
Male	4	3

Questionnaire

A seventeen item questionnaire was constructed to facilitate the collection of data from the sample population (see Appendix A). Items were placed into groups based on information sought from the group to be tapped. The items were grouped as follows:

(a) job title, (b) two items, 2 and 3 were concerned with how well members of sample were satisfied with their job, (c) two items, 4 and 5 are concerned with income, (d) Item 6 is concerned with length of time it took to find a job, (e) Four items 6,7,8,11,12, 13,14, and 15 attempted to discern the awareness that the sample members had of the placement office, (f) Items 9 and 10 were concerned with jobs in relationship to course study, (g) Two items 16 and 17 were concerned with group members feelings of alienation on the campus.

The administration of the questionnaire was accomplished by mailing the questionnaire. A cover letter was attached to each questionnaire. The cover letter (see Appendix B) explained the nature and purpose of the study and explained the importance of returning the questionnaire. A follow-up postcard (see Appendix C) was sent as a reminder to each member of the sample group after three weeks.

Interviews

It was decided, in addition to the questionnaire survey technique previously described, to also interview four members of the sample population. A list of names was compiled from graduates who were still residing in the Cedar Falls/Waterloo area.

To facilitate the interview, an interviewer schedule was constructed of open-ended questions (see appendix D). In constructing the interview schedule, allowances were made so responses of the interviewee could be probed when necessary.

Each person selected for personal interviews was contacted by telephone to request an interview at the convenience of the individual. After explaining the purpose for the interview, a date and time was confirmed. At this time, permission was asked to tape the session.

The interviews were conducted individually. To insure confidentiality, comments of the interview were conducted in private.

CHAPTER IV

Analysis of the Data

Tabulation of the data collected via the questionnaire revealed some interesting results. These results will be reported and discussed in this chapter. General information will be used to note the responses to each item on the questionnaire and to establish the information necessary to analyze the hypothesis. Afro-American students who register with the Placement Office and utilize services offered, develop competence in job search skills, have better success in finding higher paying jobs in their field of study, and possess positive self-concepts. Afro-American students who do not register with the Placement Office and utilize services, lack job search skills, get lower paying jobs, and possess low self-concepts. The data analysis will be used to determine and justify the acceptance and or rejection of the hypothesis established for this study.

Census Data

Twenty-three members of the sample population of forty-three Afro-American graduates of the University of Northern Iowa responded to the questionnaire. This means that fifty-three percent of the sample population responded to the questionnaire.

The sample members who responded to the questionnaire were placed into four categories based on how they responded to question two, (see appendix B). The respondents were then separated into two groups: those who registered and (b) and those who did

not register with the Placement Center on campus.

Table III shows the number and percentage of the respondents who were placed into each category. More than twenty-five percent of the respondents marked item A. Forty-eight percent marked item B. Less than twenty percent marked item C, and less than ten percent marked item D.

Table II

How respondents felt they liked their jobs compared to other workers at their jobs

<u>Item</u>	<u>Categories</u>	<u>Respondents</u>	<u>Percent</u>
A	<u>much</u> better than most people like theirs	6	26
B	<u>better</u> than most people like theirs	12	48
C	<u>about as well</u> as most people like theirs	4	17
D	<u>dislike</u> my work <u>more than</u> most people	1	4
	Unemployed	1	4

Ninety-one percent of the respondents responded that they like their jobs about as well as most people or better than most people. Forty-eight percent of the respondents had registered with the Placement Center. Four percent who disliked their work more than most people, had registered with the Placement Center. Forty-three percent of the respondents who had not registered with the Placement Center responded that they like their job about as well as most people or better than most people. Four percent non-respon-

dents was from this group of respondents.

There appears to be very little significant difference between the respondents who had registered and those respondents who had not registered with the Placement Center. It might be noted that four of the respondents who registered with the Placement Center liked their work much better than most people liked theirs, as opposed to one of the respondents who did not register with the Placement Center who responded that he/she liked their work much better.

Table IV shows how much of the time respondents who did and did not register with the Placement Center feel satisfied with their jobs. Twelve of the respondents had registered with the Placement Center and eleven had not. Nine of the respondents who did register with the Placement Center marked either they felt satisfied with their job most of the time or a great deal of the time. Three respondents from the sample who did not register with the Placement Center marked those items.

Table III

How much of the time respondents
feel satisfied with their job
(~~Graduates~~ who did and did not register with the Placement Center)

	Response	Percent
most of the time	5	22
a great deal of time	11	48
about half the time	4	17
occasionally	2	8
non-respondent	1	4

Seventy percent of the respondents felt satisfied with their jobs more than half the time. Eight of the respondents who answered more than half the time had registered with the Placement center. Eight of the respondents who answered more than half the time had not registered with the Placement Center. More of the respondents who felt satisfied with their jobs most of the time were respondents who had registered with the Placement Center.

Table IV shows the title of the respondent's present jobs. This table also gives an indication of the types of jobs held by sample group members who did and did not register with the Placement Center.

Table IV
Jobs of Respondents

	<u>Did Register</u>	<u>Did Not Register</u>
Unemployed		x
Assistant Principal	x	
Physical Education Instructor	x	
Line Supervisor		x
Program Director	x	
Teacher		x
Probation Officers - Juvenile	x	
Special Education teacher	x	
Academic Advisor	x	
Counselor Information Specialist	x	
Data Entry Operator		x
(CETA) Manpower Specialist		
Chemist	x	x
Production Control Coordinator		x
Inventory Analyst	x	
Recreation Director I		x
Dept. Store Manager		x
Electrician		x
Salesperson	x	
Teacher		x
Electronic Technician		x
Co-ordinator/John Deere	x	
Policeman	x	

Table V shows the category which most accurately describes the total personal income of the respondents in 1979. More than seventy percent of the respondents earned more than ten thousand dollars in 1979. Less than thirty percent made less than ten thousand dollars in 1979.

Table V
Total Personal 1979 income of Respondents

	Responses	Percent
Less than \$5,000.00	2	9
Less than \$10,000.00	4	17
Less than \$15,000.00	11	48
Less than \$20,000.00	3	13
\$20,000 or more	2	9
non-respondent	1	4

Five of the respondents who registered with the Placement Center made less than 15,000 dollars. One respondent made less than 20,000 dollars. Two respondent made 20,000 or more. Two respondents made less than 10,000 dollars and one respondent made less than 5,000 dollars. Five of the respondents who did not register with the Placement Center made less than 15,000 dollars. Two respondents made less than 20,000 dollars. Two made less than 10,000 dollars. One respondent made less than 5,000 dollars and one was unemployed. It might be noted that more of the respondents who registered with the Placement Center made between fifteen thousand and twenty thousand dollars.

Table VI shows the number of respondents who, for some reason, found something unusual about their income in 1979.

Less than seventy-five percent responded that there was nothing unusual about their 1979 income. More than twenty percent responded that there was something unusual about their income in 1979.

Table VI

Was there anything unusual about your income in 1979?

	Number of Responses	Percent
Yes	5	22
No	17	74
Non-response	1	4

Three respondents who registered with the Placement Center answered that there was something unusual about their income in 1979. Two respondents who had not registered with the Placement Center responded that there was something unusual about their income in 1979.

Table VII shows how long it took respondents to find jobs after graduation. It took less than six months for seventeen of the respondents. It took six of the respondents more than six months to find jobs.

Table VII

Number of months it took respondents to find jobs

<u>Months</u>	<u>Respondents</u>	<u>Percent</u>
1	6	26
2	3	14
3	6	26
4	0	0
5	2	9
6	0	0
7	1	4
8	1	4
9	0	0
10	0	0
11	1	4
12	1	4
Longer than 12 months	2	9

Four respondents who registered with the Placement Center found jobs within one month of graduation. One respondent found a job within two months. One respondent within three months and one respondent within five months. One respondent found a job within eight months, one within eleven months and two longer than one year.

Of the respondents who did not register with the Placement Center, two found jobs within one month. Two respondents within two months. Five respondents found jobs within three months. One respondent found a job within five months, one within seven and one responded twelve months.

Table VIII shows the number of respondents who did and did not register with the Placement Center.

Table VIII

Respondents who did/or did not register with the Placement Center

	Responses	Percent
Did	12	52
Did not	11	48

More than half of the respondents did register with the Placement Center. A little less than half of the respondents did not register with the Placement Center.

Table IX shows how many of the respondents believed that if they had registered with the Placement Center, they could have found a job quicker/or it would have been much easier to find a job. More than twenty-five percent felt that they could have found a job quicker or easier. Less than seventy-five percent felt that the Placement Center would not make a difference.

Table IX

Respondents who felt they could have found employment much quicker or easier if they had registered with the Placement Center

	Responses	Percent
Yes	3	27
No	8	73

Table X shows how many of the respondents are working at a job that is related to their course of study. More than sixty percent of the respondents responded that they were working at a job related to their course of study. More than twenty-five percent responded that they were not working at a job related to their course of study.

Table X
Job Relationship to course of study

	Responses	Percent
Yes	15	65
No	8	35

It might be noted that of the respondents who registered with the Placement Center, of the respondents are working at jobs related to their course of study. Three were not. Of the respondents who did not register with the Placement Center, six responded that they were working at a job related to their course of study. Five were not.

Table XI shows if it was by choice or not that respondents were not working at jobs related to their course of study.

Table XI
Respondent's choice of working at jobs
related to their course of study

	Responses	Percent
By choice	3	38
Not by choice	5	26

Two of the respondents who registered with the Placement Center responded that it was by choice that they were not working at a job related to their course of study. One respondent responded that it was not by choice. Three respondents who had not registered with the Placement Center responded that it was by choice that they were not working at a job related to their course of study. Two respondents responded that it was not by

choice that they were not working at a job related to their course of study.

Table XII shows the number of respondents who felt the Placement Center assisted them in finding a job and those respondents who felt that the Placement Center did not assist them in finding a job.

Table XII

Respondents who felt that the Placement Center did/or did not assist them in finding a job

	Responses	Percent
Did assist	7	30
Did not assist	15	65
Non-response	1	4

Five respondents who had registered with the Placement Center felt that the Placement Center assisted them in finding a job. Six respondents did not feel that the Placement Center assisted them in finding a job. There was one non-respondent.

Table XIII shows the awareness of the Placement Center by the respondents.

Table XIII

Awareness of the Placement Center by Respondents

	Responses	Percent
aware	23	100
unaware	0	0

Twenty-three/or one hundred percent of the respondents were aware of the Placement Center and aware of services offered.

Table XIV shows the respondent's feeling/or attitude about the Placement Center on campus. More than forty-five percent of the respondents had positive feelings about the Placement Center. More than twenty-five percent had negative feelings about the Placement Center and less than twenty-five didn't know how they felt about the Placement Center.

Table XIV

Respondents attitude about the
Placement Center on UNI's campus

	Responses	Percent
Positive	11	48
Negative	7	30
Don't know	5	22

Nine of the respondents who registered with the Placement Center had positive feelings about the Center. There were no negative feelings about the Placement Center from this group of respondents. Three respondents responded "Don't know" for that item. Two of the respondents who had not registered with the Placement Center had positive feelings about the Placement Center. Seven responded had negative feelings about the center and one respondent responded "don't know."

Seventy-five percent of the respondents who had registered with the Placement Center felt positive about the center. Only eighteen percent of the respondents who did not register with the Placement Center had positive feelings about the center. Fifty-five percent of the respondents who did not register with

the Placement Center had negative feelings about the center, whereas, none of the respondents who registered with the Placement Center had negative attitudes about the center.

Table XV shows how the respondents feel about using the Placement Center if it was now at their disposal. More than seventy percent of the respondents responded that they would do so. Less than twenty percent responded that they would not.

Table XV

Respondents who would/or would not use
the Placement Center now to find jobs

	Responses	Percent
Would	17	74
Would not	4	17
Don't know	2	8

Eleven of the respondents who registered with the Placement Center responded that they would use the Placement Center if it was now at their disposal. One respondent responded that they would not use the Placement Center if it was now at their disposal. Four of the respondents who had not registered with the Placement Center if it was now at their disposal. Three respondents responded that they would not use the Placement Center and two didn't know.

Ninety-two percent of the respondents who had registered with the center would use the services now, whereas only thirty-six percent of the respondents who had not registered with the center responded that they would use services if available now.

Table XVI shows the number of respondents who would or would not refer other Afro-American students to the Placement Center. More than eighty-five percent of the respondents responded that they would refer other Afro-American students to the Placement Center. Less than fifteen percent would not do so.

Table XVI

Respondents who would or would not refer other Afro-American students to the Placement Center

	Responses	Percent
Would refer	20	87
Would not refer	3	13

Twelve respondents who registered with the Center would refer other Afro-American students to the Placement Center. Eight of the respondents who had not registered with the Placement Center responded that they would refer other Afro-American students to the Placement Center. Three responded that they would not refer other Afro-American students to the center.

Table XVII shows the respondents' ranking assessment of administrator's willingness to assist Afro-American students on the UNI's campus. More than eighty percent of the respondents rated the Administrator's as willing to assist them along sometimes.

Table XVII

Administrative willingness to assist respondents

		Response	Percent
1	non-willing	2	9
2		1	4
3	sometimes	10	43.5
4		7	30
5	willing	3	13

Six respondents who had registered with the Placement Center responded "sometimes" to suggest administrator's willingness to assist Afro-American students. Four respondents rated the administrator's a "four" and two rated the administrators a "five," where a "five" is willing and a "one" is unwilling. Two respondents who had not registered with the Placement Center rated the willingness of administrators to assist Afro-American students as "one" denoting "nonwillingness". One respondent rated the willingness as two. Four of the respondents rated the administrator's willingness as four, and one respondent as five.

Table XVIII shows how many of the respondents felt alienated on UNI's campus. More than fifty percent of the respondents felt alienated on campus. A little less than fifty percent did not feel alienated on campus.

Table XVIII

Respondents who did or did not
feel alienated on UNI campus

	Responses	Percent
did feel alienated	12	52
did not feel alienated	11	48

Seven of the respondents who did register with the Placement Center responded that they did not feel alienated on UNI's campus. Five respondents responded that they did feel alienated on campus. Four of the respondents who did not register with the Placement Center did not feel alienated on campus. Seven of the respondents did feel alienated while on campus.

Fifty-eight percent of the respondents who had registered with the Placement Center did not feel alienated, but only thirty-six percent of the respondents who did not register with the Placement Center did not feel alienated on campus.

Summary and Conclusions

Afro-American students at the University of Northern Iowa who registered with the Placement Center and those students who do not register shows significant difference in their feelings of satisfaction with their job. This was evident in the data analysis.

All of the respondents were aware of services offered by the Placement Center. Over seventy-five percent of the respondents said they would refer other Afro-American students. This projects that though many respondents felt that the Placement Center was not able to assist them, that is, it would be a positive experience for other Afro-American students.

On the feeling of alienation on campus, a little more than half of the respondents felt alienated. These persons with

feelings of alienation did not register at the Placement Center.

In addition to the questionnaire, data was gathered by having a sample of the sample population participated in an interview phase of the study. The interviews were structured around a seventeen item, open-ended schedule. The interviews, which were audio taped, were included in the study in order to achieve a more personal view of the students' attitudes about the Placement Center and campus life.

From the evidence that was collected for the study, and presented in this paper, the following conclusions have been drawn:

1. Afro-American students are aware of the services offered by the Placement Center on campus.
2. Afro-American students who do not register with the Placement Center find less satisfying jobs than those Afro-American students who find jobs in the Placement Center.
3. Afro-American students feel alienated on the campus.
4. Because of feeling alienated Afro-American students do not take advantage of College Students Services on campus.
5. Afro-American students who find jobs by using the Placement Center secure on the average, better paying jobs.
6. Afro-American students who use the Placement Center to find jobs, find jobs in their major course of study.

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APPENDICES

Appendix A

Box 272B Bartlett Hall
Cedar Falls, Ia. 50613
March 20, 1980

Dear UNI Graduate:

My name is Harry Schuler, I am a Black graduate student at the University of Northern Iowa.

I am conducting research for my master's paper to evaluate the effectiveness of the Placement Office here on campus in assisting black students in finding jobs upon graduation. I am also surveying Black UNI graduates who found jobs through means other than the Placement Office.

I would appreciate your help in this research by answering to the best of your ability the questionnaire enclosed. Because of the small number of Black students who have graduated from UNI, it is important to me that you return the questionnaire as soon as possible. The questionnaire will only take about five minutes to answer.

Thank you for your time.

Sincerely,

Harry L. Schuler
Box 272B Bartlett Hall
University of Northern Iowa
Cedar Falls, IA. 50613
(319) 273-3067

HS:bjn

Enclosure

Appendix B

Questionnaire

1. What is the title of your present job? _____

- From _____ To _____
2. Check one of the following to show how you think you compare with other workers at your job.
- A. _____ I like my work much better than most people like theirs.
- B. _____ I like my work better than most people like their work.
- C. _____ I like my work about as well as most people like theirs.
- D. _____ I dislike my work more than most people dislike their work.
- E. _____ I dislike my work much more than most people dislike theirs.
3. Check one of the following to show how much of the time you feel satisfied with your job.
- A. _____ Most of the time.
- B. _____ A great deal of the time.
- C. _____ About half of the time.
- D. _____ Occasionally.
- E. _____ Seldom
4. Put a check before the category which most accurately describes your total personal income in 1979.
- A. _____ Less than \$ 5,000.00
- B. _____ Less than \$10,000.00
- C. _____ Less than \$15,000.00
- D. _____ Less than \$20,000.00
- E. _____ \$20,000.00 or more

5. Was there anything unusual (e.g., sickness, layoffs, promotions, unemployment) about your income as stated in #4?

Circle One: Yes or No

6. How long did it take you to find a job after graduation?

Circle One: 1 month 2 3 4 5 6 7 8 9 10 11 12

Longer than one year

7. Did you register with the Placement Center while attending UNI?

Yes or No

8. If you answered "no" to #7, do you believe that if you had registered with the Placement Center, you could have found employment much easier or quicker?

Yes or No

9. Are you working at a job that is related to your course of study?

Yes or No

10. If you answered "no" to #9, is it by choice that you are not working at a job in your field of study?

Yes or No

11. Did the Placement Center assist you in finding a job?

Yes or No

12. Were you aware of the Placement Center on campus and of services offered?

Yes or No

13. What was your feeling/or attitude about the Placent Center on UNI's campus?

Positive Negative Don't Know

14. Knowing what you now know about the "world of work", would you consider using the Placement Center if it were now at your disposal?

Yes or No or Don't Know

15. Would you refer other black college students to the Placement Center?

Yes or No

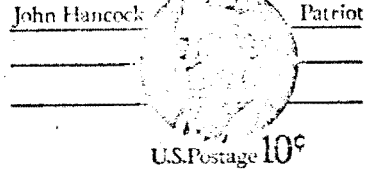
16. Using numbers from one to five, rate administrator's willingness to assist black students at UNI? (Circle One)

1 2 3 4 5
Non-Willing Sometimes Willing

17. Did you feel alienated on UNI's Campus?

Yes or No

Harry Schuler
272B Bartlett
Cedar Falls, IA 50613



Michael Thomas
1540 Longfellow Ave.
Waterloo, IA

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April 21, 1980

Dear *Michael*

I am sending you this as a reminder to complete the questionnaire about the Placement Center at UNI. Because of the low response of the survey, it is very important that you return it as soon as possible, so I may complete my master's paper. If you have already returned the survey, thank you for your time and patience and please disregard this notice.

Sincerely,

Harry J. Schuler

Appendix D

Interview Schedule
-Recorded-

1. Where are you from and why did you choose to attend school at UNI?

2. Were you an undergraduate or graduate student?

3. What is your present job?

4. Did you register with the Placement Center?

5. What was your major in school?

6. Is there a reason why you did/or did not register with the Placement Center?

7. Do you feel that the Placement Center is a positive/or negative experience for Black students?

8. Did you feel alienated while you were on UNI's campus?

9. Would you refer other Black students to the Placement Center?

Interview with Mr. G

- I: Tell me a little about yourself? Where are you from and why did you choose to attend school at UNI?
- G: I'm from North Carolina. I decided to come to school at UNI because I have relatives in the area and they said it was a pretty good school.
- I: Were you an undergraduate or graduate student?
- G: I was an undergraduate student.
- I: Could you tell me what your present job is?
- G: I'm a production control coordinator at John Deere.
- I: Let's talk a little bit about life when you were on campus. Did you register with the Placement Center?
- G: No, I did not.
- I: Is there a reason why you didn't register?
- G: There wasn't anyone there that I could apply myself to feel at home with.
- I: Did you feel that the Placement Center had anything to offer for instance, rapport with job searching?
- G: It seem like Blacks were more or less disregarded. It was kinda hard to get help. I was more or less walk in and walk out.
- I: Did you feel alienated while you were on the campus?
- G: Not completely alienated, but there was not always anything for Blacks that made us feel like administrators were always willing to aid or assist to help us.
- I: On the campus?
- G: Right
- I: Would you refer other Black Students' to the Placement Center?
- G: Based on my experience in the job market, I think it would be a good first step for some students just to find out what's located in different areas.
- I: Thanks for your time.

Interview with Mr. D

- I: Could you tell me where you're from and why did you decide to come to UNI?
- D: I'm from Corsicana, Texas and one reason I decided to come to UNI was because I knew somebody here.
- I: Were you an undergraduate or graduate student?
- D: Undergrad.
- I: What is your present job?
- D: I'm a probation officer for the Iowa Probation Offices Services.
- I: Did you register with the Placement Center?
- D: Yes, I did.
- I: What was your undergraduate degree in?
- D: Sociology and a criminology minor.
- I: Why did you register with the Placement Center?
- D: Prior to registering with the Placement Center, I know how hard it was to find a job, so I thought the Placement Center could help me find a job in the field I was studying in.
- I: Do you feel it was a positive/or negative experience for you?
- D: I felt it was a very positive experience.
- I: Did you feel alienated on campus?
- D: Yes
- I: Could you tell me in what way you felt alienated?
- D: The things that made me feel alienated is the social functions on campus were basically for Caucasian students.
- I: What about Student Service Office, for example, the Placement Center, Counseling Services?
- D: Yes, I felt alienated from those services because they are used more frequently by Caucasian students rather than by minority students.

I: For those students who do not use the placement center, why do you feel they don't register?

D: Well, they feel they could be one of the last candidates to be considered by the Placement Office if they were seeking someone for a position on looking for someone to fill a position.

I: Would you refer other Black students to the Placement office?

D: Yes, but I would also recommend that they look for a job on their own.

I: Thank you for your time.

Interview with Mr. M.

I: Could you tell me where you're from and why did you choose to come to UNI?

M: I'm from Waco, Texas and the reason I chose to come to UNI was because I got an athletic scholarship to play football.

I: Were you an undergraduate or a graduate student?

M: I was an undergraduate as well as graduate student.

I: Could you tell me what your present job is?

M: I presently teach in the Waterloo school district.

I: Did you register with the Placement Center?

M: At UNI?

I: Yes

M: No, I didn't.

I: Is there a reason why you didn't register?

M: I just didn't feel that it would be all that advantageous for me to register and as far as I could not see any significance it would make because the places and areas they were placing people were areas that were not becoming to me. Besides if they able to keep me out at all it would be seeking employment. I did not want to relocate to an area that was totally unfamiliar to me, that would really create a sense of despair and alienation for me. So I went out on my own seeking employment. It was suitable for me at the time because it fit the schedule I was looking for.

I: You spoke of alienation, did you feel alienated when you were on campus?

M: Yes, I felt alienated at times when I was on campus.

I: Could you speak on some of the things that made you feel alienated on campus?

M: Some of the things that contributed to my alienation was first the Department from which I graduated which was the Men's PE Department. There weren't many other minorities

M: or Black guys in my classes. That's where I felt the biggest of my alienation. I really had to dig in deep and hard to stay in good shape and on top of things in my classes: and to feel that I had somebody I could communicate with in a few things with relation to peers or friends to keep myself abreast of what's happening. A lot of times, I wasn't really sure of myself as to getting the right concepts of things and wasn't sure if I was following the instructions of instructors correctly. There were many services offered to students on the campus that I feel were geared for minority students. Some of the services were good and worthwhile as to education but socially, things were not up to par. I did not feel comfortable going to a lot of things that might have been good, but I didn't feel comfortable being the one on stage. That was no problem though, I had no problem dealing with that situation. I know that colleges can offer services for all students. If the college tried to find out the interest of the Black students, that could help because we are a part of the campus and need consideration.

I: Would you refer other Black students to the Placement Office?

M: Yes. Because it has a lot to offer if done in the right manner. It's a stepping stone for a lot of minority students because it's hard or tough in society nowadays. Like I say, I was kind of lucky because I was out there before graduating talking to people trying to get my self established here and there. So it wasn't so much as my future when I was doing my coursework. I was trying to get some experience as I was getting my education. I was always exploring things as to what I liked and what I didn't like and as a result, when I graduated I had some idea which direction I wanted to go. I have intentions of going much farther than I am now, and will work in that direction. So I feel you have to give some thought as to your career.

I: Thank you for your time.

Interview with Mrs. R

I: Where are you from and why did you decide to come to school at UNI?

R: I'm from Des Moines, Iowa. Originally, I had visited the campus through upward bound. That was one of the reasons I came back. I stayed and stuck it out.

I: When you were on campus, were you an undergraduate or graduate student?

R: Undergrad. but I went on and received my masters.

I: What is your present job?

R: Unemployed.

I: Did you register with the Placement Center while on campus?

R: No, I didn't.

I: Is there a reason why you didn't register?

R: At the time I graduated, they were placing people in rural farm areas. I really wasn't in a financial position to make that kind of move, even for a job.

I: Do you feel that the Placement Center would be a positive/ or negative experience for Black students?

R: I think it depends on the area the student goes into. The type of degree he receives. Most of the jobs for the Placement Center are for teaching. I think its hard for them to place you.

I: Did you feel alienated on UNI's campus?

R: You mean in the classroom?

I: Any area on the campus.

R: Well in the classroom, just being intimidated by the instructor or student by having questions directed to you because of your race or nationality. Probably a natural curiosity. Having your defense up, not being able to deal with school work. It is a form of intimidation.

I: Would you refer other Black students to the Placement Center?

R: I think if they want to be placed in all white town, I would refer them.

I: Thank you for your time.