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THE HISTORICAL DEVELOPMENT OF THE CAREER SERVICES
OFFICE AT THE UNIVERSITY OF WISCONSIN-
LA CROSSE FROM 1965 TO 1985

A THESIS

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the Graduate Faculty
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Master of Science in Education:
College Student Personnel

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I wish to thank my wife, Connie. She made me do it!

ABSTRACT

This study presents the historical development of the Career Services Office at the University of Wisconsin-La Crosse from 1965 to 1985. Although a career services function, formerly referred to as placement, has always been a vital element on the University of Wisconsin-La Crosse campus, it did not become a separate, independent entity whose sole function was governing all placement activity for every student until 1965.

The primary purpose of this study was to present the chronological sequence of events which illuminated the growth and development of this office. In addition, the philosophies and intentions governing the office, the various programs offered to students, organizational structure, economic influences, relations of Career Services staff to faculty and other staff, and the individuals who helped shape the office was discussed. There was also an emphasis placed on student concerns about the career decision process. Those concerns greatly influenced the philosophy and attitudes of the student population.

This study was presented in chronological sequence with two major periods. The first period covered the placement activities on campus from the initial year of La Crosse

Normal in 1909 and chronicled events until 1965. The second period covered the years from 1965 to 1985 in four major parts, each part being the tenure of the four directors of the office.

CHAPTER I
INTRODUCTION

An individual completing a four year college degree has been educated for a specific endeavor for the purpose of gaining employment and fulfilling a life's work in that field of study. Making a correct vocational choice is vitally important as a student needs to feel confident in his or her choice of career to fuel the enthusiasm necessary to complete four years of study. The correct choice also allows a student to feel the chosen life's work is worthwhile and rewarding. This idea has remained constant throughout the history of the career services function at the University of Wisconsin-La Crosse and remains so today. The methods, programs and administrative structure have changed but the impetus has remained consistent.

The Career Services Office aids the student not only in finding avenues to employment upon graduation but assists initially in helping students make a career choice through counseling. It is important to note that Career Services emphasizes both of these functions and during the course of this study both of these aspects will be presented.

External influences have greatly effected the structure of the career services function at the University of

Wisconsin-La Crosse campus. Student enrollment, national economic factors, administrator's philosophies, student needs, social change, and even military conflicts have forced Career Services to alter its programs and methods during its development. Sensitivity to these influences is necessary and crucial for a successful career services operation. The philosophies of the various directors have reflected this sensitivity and will be apparent when reading about their contributions to the development of the office.

Purpose of the Study

The primary purpose of this study was to chronicle the historical growth and development of the Career Services Office at the University of Wisconsin-La Crosse from 1965 to 1985. Inherent within the scope of this purpose was the desire to relate the contributions and responsibilities of the directors and staff, explain the variety of programs offered and how they changed depending upon circumstances, how the organizational structure evolved, and provide a glimpse into the philosophical framework that governed the operation of the office.

A secondary purpose was to help lend insight into the history of the University as well as Career Services. The only secondary resource on the history of the University is a work by Dr. George Gilkey (1981) which has virtually no information on placement or career services. This study can

help provide some additional historical perspective.

A tertiary purpose would be the realization that no one has ever traced the history of the Career Services Office and a study would provide an opportunity for some original research.

Need for the Study

The Office of Career Services at the University of Wisconsin-La Crosse has undergone many fundamental changes in its history. The office has continued to expand its scope and involvement on campus, exploring new methods to enhance the effectiveness of its function. To date, there is no recorded history of this development as a reference source.

Many individuals involved with the development of the office were available as resources. Their first-hand knowledge was an invaluable opportunity to gain an accurate accounting for this study. The various philosophies of these people had a primary influence on the present structure of Career Services and a record of their contributions has not been recorded.

Career Services is a fascinating operation as it is constantly in a state of change due to external influences. Tedium does not survive in the career services environment. This paper, and the convenience of a graduate level College Student Personnel program at the University, will allow

students interested in Career Services a reference to utilize and see more fully how this vital campus operation works.

Delimitations of the Study

This study was completed at the University of Wisconsin-La Crosse and all information contained in this study pertains only to the Career Services Office at this campus.

Definition of Terms

Placement - The primary emphasis involves services rendered toward the end of the college experience for the purpose of assisting students in gaining employment. Types of assistance would include letter and resume writing, interview techniques, employer contact files, business profile literature, and job vacancy listings. Career advising receives a secondary emphasis.

Career Services - Performs the placement function within the context of an overall career development agenda. Emphasis is on gaining an understanding of career decision-making and utilizing the services of the office during the entire four years of attendance.

CHAPTER II

METHOD

Procurement of information for the study of the historical development of the Career Services Office was difficult in that no recorded history of this office existed. Consequently, this study reflects a gathering of small pieces of information from diverse sources.

Data was attained through various means. Extensive research was conducted in the Murphy Library Archives at the University of Wisconsin-La Crosse. Unfortunately, only a few second-hand references to placement were discovered in the archives and these shed little light on the specific procedures used in placement activity. Cover letters and attached questionnaires sent to individuals involved in placement/career services provided some information. Response was received from Dr. Harvey S. Ideus (Placement Director, 1965-1973), Dr. Vincent Avallone (Assistant Director of Placement, 1967-1976), Dr. Bernard Young (Director, Campus School and Coordinator of Teacher Placement, 1953-1980), Mr. Leon Miller (Instructor, Placement Advisor for Physical Education (Men), 1927-1967), Mr. Ken Fish (Instructor, Acting Director of Campus School, 1951-1982), and Mr. Ken Wise (Career Counselor, 1977-1979). Some useful information

was received from these individuals but conflicts with names and dates proved troublesome. Hence, there is a reluctance in sections of this paper to cite exact dates as their accuracy cannot be fully tested. Personal interviews were conducted with Dr. Reid F. Horle (Associate Dean of Student Affairs, 1969-Present), Dr. Norene A. Smith (former Director, University Outreach, 1978-1982), Ann J. Korschgen (Director, Career Services, 1979-Present), and Phyllis Combs (Placement Secretary, 1965-1985). These interviews proved very helpful as the recall of philosophies, names, programs, and dates was more recent in memory. Career Services annual reports from 1965 to 1985 were most beneficial as they contained not only statistical data but illustrated the external influences that effected Career Service's philosophical emphasis and trends in student attitudes toward the career decision-making process. Excellent sources for the background information section in Chapter III were found in required papers for the College Student Personnel (CSP) 700 course by three students: Beverly Mach, Ronald R. Gaber, and Richard George. Previous unpublished Masters theses written by University of Wisconsin-La Crosse College Student Personnel graduates Stephen Adams and Carol Basseuner proved very beneficial also.

CHAPTER III

DISCUSSION

Background Information

Since their inception, American colleges have fostered a vocational advising function. Geographic isolation and the religious nature of early universities promoted a paternalistic system of fatherly advice. Due to small student bodies and limited curriculum programs it was convenient for the university president to act as chief personnel officer, placement director and moral leader (Packwood, 1977). Although this traditional role for the university president was in process of change by the turn of the twentieth century it was still rather prevalent when La Crosse Normal opened its doors in 1909.

The first placement personnel at La Crosse Normal were the faculty members and president of the school. The first president, Dr. Fasset Cotton, encouraged faculty members to work closely with each student and know them well. When speaking and recruiting at local high schools in the area, Dr. Cotton would ask about openings for teachers and report this information to the faculty. The teachers, in turn, would then assist students in procuring employment (Basseuner, 1972).

In the 1920s a faculty placement committee, entitled

the Committee on Appointments, was established to provide prospective teachers with a file of their personal academic records and other useful information that would be helpful in gaining employment. During their senior year students filled out file recommendations in the office of this committee. Another purpose of this committee was to keep in touch with school boards in the surrounding territory. These boards and La Crosse Normal faculty were invited to correspond freely with regard to filling teacher positions in the surrounding schools (Annual Bulletin, 1925, May).

Two years later the Annual Bulletin was more thorough in its description of placement procedures for graduates of La Crosse Normal. The selection of candidates for vacancies was made after careful scrutinizing of the credentials on file in the office and frequently after personal conferences with various faculty members concerning the strengths and weaknesses of the candidate. Judgement as to a candidate's acceptability was based upon statements received from the high school principal under whom the candidate graduated, from several faculty members of the La Crosse Normal School, from critic teachers in the training schools, and from the dean of men and dean of women. Every possible effort was made to know the students well before they were recommended for a position (Annual Bulletin, 1927, June).

Department chairmen such as J.F. Rolfe (Elementary

Education), Everett Walters (Secondary Education), Alice Drake (Rural Education), William Laux (Special Division), and Walter Wittich (Physical Education) were vital links of communication for compiling information on teaching vacancies (Basseuner, 1972). In addition, Emma Lou Wilder, who joined the staff in the late 1920s, was placement director for the women enrolled in Physical Education (Mach, 1978).

Faculty minutes from the 1920s and 1930s revealed the following statements: "The work of the Appointments Committee will be to relieve the faculty members the trouble of recommending students. Refer blanks to this committee for reply. Teachers file information with general office" (Faculty minutes, 1924, November 25); "The faculty were asked to fill out carefully and promptly the statements of graduates for the Placement Committee. Many students have few credentials due to the carelessness of the faculty" (Faculty minutes, 1929, March 6); and finally, "Mr. Beath gave a report on teacher placement and urged faculty members to make greater efforts to contact friends in nearby towns where there might be a possibility of placing a graduate" (Faculty minutes, 1923, March 13).

This more simplified approach to placement was convenient because most students had one major - education. There was little interest in other fields so counseling about alternate careers was not considered necessary (Gaber, 1971).

The post World War II years saw an increase in placement activity. Education continued to be the primary major for most graduates and attractive opportunities existed in almost all fields of teaching with the demand for male teachers in elementary schools particularly good. Due to the World War II birth rate bulge beginning to reach the elementary schools, no foreseeable change was predicted for several years into the future (Catalog, 1952, February). The Appointments Committee, composed of faculty members, whose office was located in the Campus School, provided interviewing schedules and listings of vacancies to all graduates (Gilkey, 1981). The College Deans: Dr. Bernard Young (Education), Dr. James Erickson (Secondary Education), Dr. Carl Wimberly (Arts, Letters and Science), Dr. Glen Smith (Physical Education), and key department heads who assisted the directors were all instrumental in placing prospective teachers (Basseuner, 1972).

By 1960 the Appointments Committee was comprised of division directors and placement advisors representing the Division of Arts, Letters and Science and Physical Education as well as Education. The Campus School office served as the placement center, housing all placement files and necessary staff to assemble, package, and mail placement credentials. The Campus School was also the location for prospective teacher-superintendent interviews. Teacher

vacancy bulletins were compiled on a regular basis and distributed to each placement advisor for dissemination to the student candidates (Young, 1960).

The decentralized system, though fragmented and uncoordinated, readily served its purpose as it persisted in the same manner for many years. However, social and economic conditions throughout the United States and within the placement field dictated a need for change. These developments created the need for a centralized office of placement activity (George, 1974). Dr. Bernard Young stated rather prophetically at the conclusion of his 1960 annual report, "As our college enrollment grows, placement responsibility may well become the responsibility of one person and office. Our rapid growth tends to make what was once a fine "placement approach" an outdated one. I believe that we can in the near future better serve our students and satisfy superintendents if we centralize authority and responsibility for teacher placement." An independent Career Services Office, to be entitled Placement Office, would soon become a reality.

Historical Perspective 1965 to 1985

In September, 1965, the newly established, independent Placement Office opened its doors in the Campus School with Dr. Harvey S. Ideus as Director of Placement. He was assisted by Phyllis Combs, Placement Secretary. For the first time the university housed a centralized office

whose sole purpose was placement activity. The office became the clearing house for all job vacancies and for all agencies wishing to interview graduates. Within the University organization plan the Placement Office fell under the jurisdiction of Student Affairs.

Facilities at the Campus School were less than ideal. There were no rooms for interviewing so every vacant room was pressed into service during spring interviews, including closets and the boiler room! The workload was extensive and in the fall of 1967 Mr. Vince Avallone became the Assistant Director of Placement and Mrs. Florence Weig was hired as a part-time clerical assistant.

Perhaps the most difficult task facing Dr. Ideus was gaining recognition for Arts, Letters, and Science (A,L, and S) graduates. Since placement in education was established, A,L and S graduates received the majority of Dr. Ideus' attention. It was an uphill battle as business majors were not known and accreditation was questioned by many recruiters. It took much work to overcome the long established recognition the university had received for being a school for physical education majors (P. Combs, personal communication, May, 1983).

Dr. Ideus' philosophy of placement could be summarized as the desire to enhance freedom of choice, complement the academic process, and focus on life after college. To paraphrase Dr. Ideus (personal communication, September, 1982),

"Making a correct choice can be a difficult task and a person is not completely free to choose unless he or she knows the alternatives. A college experience can be limiting as well as liberating. Any major can be translated into something self-fulfilling if the alternatives are presented. The Placement Office thus becomes an office to investigate primary goals as well as alternative goals or paths. The Placement Office complements the academic function and attends to life after college by giving some realistic appraisal to questions such as 'Who Am I?' and, 'What am I going to do with my life after earning 130 credits?' These questions require philosophical discussion with students by breaking down idealism and myths into a different perspective. What should or could be is quickly translated into, 'Who is or will be interested in your qualifications?'"

The primary goal of placement was to give the graduating senior information and suggestions in regard to searching for a position or attending graduate or professional school. Ideally, the objective of placement was to prepare the student with the necessary skills and information to gain employment for him or herself. Counseling became necessary when students were faced with doubts, fears and/or frustrations that hindered the decision-making process (Ideus, 1966). Although individual counseling was considered the heart of the placement process, group meetings and group counseling

often became necessary due to lack of time and personnel.

Counseling in the placement environment took the view that many problems could be resolved if the individual could define his or her goals and was aware of the positions available after graduation. However, many students faced questions dealing with whether or not their education had any relevance to society's needs, questioned their life's goals, were insecure due to a lack of defined goals, or simply needed reassurance that their choice of a major was a good choice. Other counseling situations included seniors having trouble relating to recruiters or the interview situation, personality problems, identity problems, difficulty handling a competitive situation, and, for a minority of education students, the initial shock of student teaching causing momentary anxiety. These factors were often limiting in choosing a major, career, or decision to apply for graduate school. Counseling was implemented and conducted from a realistic point of view that certain conditions needed to be met for students not only to meet their goals but to function in a career or job for at least forty years. The focus, therefore, was always on life environments after graduation (H.S. Ideus, personal communication, September, 1982).

Although by no means a secondary objective, the Placement Office provided career counseling and career planning information to undergraduates who had not chosen a major

area of study. Educating the undergraduates to the future world of work was as important as informing the seniors. Ideally, the Placement Director could attend both freshman orientation and parent orientation to explain the process of career development. Unfortunately, this was a major difficulty as the office was limited by staff. Every effort was made to assist with new students at freshman orientation but a well organized career development program was not in existence.

Dr. Ideus (personal communication, September, 1982) felt that the Placement Office need not be totally responsible for all student career development programs. Placement should be the motivator and initiator of programs designed by academic departments which would periodically inform their students of job opportunities, job trends, and graduate/professional school possibilities. Career development should be a university program replete with career opportunity offerings. On an informal basis, several circumstances did exist that could be described as career development in a limited scope. The business fraternity, Delta Sigma Pi, with the assistance of the Placement Office, initiated Business, Industry, Education, and Federal Government Career Days. This event was well attended. The Math Club, Chemistry Club, and education majors annually requested the Placement Office to present a program on opportunities for their respective majors. The Recreation Department allowed two class hours for the Placement

Director while departments such as Social Work, the Emotionally Disturbed Program, School Psychology, and Audio Visual asked the Placement Office to present programs to their majors.

To further complement a university-wide career development program, Dr. Ideus (personal communication, September, 1982) felt an undergraduate academic class on career development was critical. The Placement Office and the Counseling and Testing Center should assist in planning such a course. This course could be made mandatory for those students who were undecided about their choice of academic program. Required counseling and testing should also be part of the course. The course would focus on career decision-making processes and what types of occupational environments were available. It should emphasize which personality types are found in certain careers, career role-playing, and resource people who could further assist in certain professions and careers. This idea did not come to fruition for several years but the seeds of possibility had been planted.

The national economic situation of the late 1960s and early 1970s effected most colleges and universities and Wisconsin State University-La Crosse (the title of the university at that time) was no exception. Although 1969 showed an increase in graduating seniors, the number of visits by recruiters to campus increased minimally. Recruiters and employers became more demanding and selective

in their hiring procedures. They became more selective in which schools they visited and the types of majors they wished to interview. Many seniors found it necessary to begin extensive letter writing campaigns and give some thought to looking for alternatives in employment. Others felt compelled to change majors or add courses for the sole purpose of employment (Ideus, 1969).

Recruiters for A,L, and S graduates, although still primarily interested in the person rather than the degree, were looking for more specialization and the number of organizations recruiting A,L, and S students leveled off somewhat. Concurrently, there was a slight increase in the number of A,L, and S graduates enrolling in graduate or professional school.

Education majors continued to be actively recruited but at a slower pace. Some majors were experiencing difficulty finding positions of their choosing as large amounts of majors continued to be produced in low demand areas. It was encouraging to note, however, that very few teachers deserted the education field for business and industry.

As the Placement Office looked at the difficult years ahead they were convinced that employers would continue to demand more education and more specialized courses from graduates in the future. Constant education, retraining, and rethinking old ideas would be demanded of future graduates

which would, in turn, demand more college graduates. However, it was felt that students would be skeptical of this notion and urgent efforts would be necessary to sell this idea to them in the coming years.

In the early 1970s more high school counselors requested data and labor market predictions. A large number of parents also called to verify certain employment market statistics. The Placement Office offered the advice that although present students would not be too adversely effected by supply-demand problems, future college students would need to take into consideration more seriously the employment market before making college entrance decisions (Ideus, 1971).

The Placement Office could not predict with accuracy which of the majors would be sought after in the next four or five years. It was determined, however, that motivated, committed, and energetic college graduates would find desirable opportunities because they had a degree. In the 1972-1973 Placement Office Annual Report Vincent Avallone (1973) stated that business, industry and government would continue to look for their future leaders, managers, and professional people from those individuals with a college education.

In 1971 Mr. Hal Kumbier was added to the staff as a career counselor on a half-time basis. A government-funded project had been accepted by the University of Wisconsin-La Crosse and Western Wisconsin Technical Institute to

receive an additional staff member for the respective Placement Offices for a one year period. Mr. Kumbier worked half-time at each institution, assisting students in their career decisions. At the end of one year he accepted a full-time position as career counselor at Western Wisconsin Technical Institute.

From June, 1972 to June, 1973, Mr. Avallone took a leave of absence to complete his doctorate. Dr. Ideus wanted to "test the system" and proposed a unique concept: a personnel loan from the world of industry for the time Mr. Avallone was to be temporarily absent. Dow Chemical loaned the University the services of Richard Gettings, a recruiting and personnel specialist with fifteen years of experience.

Mr. Gettings was responsible for assisting 400 A,L, and S seniors in placement and career planning, although a large portion of his time was devoted to business, computer science, and chemistry majors. He participated in the customary placement activities including supervising interns, representing the office at student affairs staff meetings, furthering the development of a career information system, and advising undergraduate students concerned about career choices (Ideus, 1974).

From the university standpoint there were many benefits. Mr. Gettings suggested several changes in entry-level job title descriptions, helped in the planning of a career information system, and initiated several alternatives for communicating

job vacancies. Further, Mr. Gettings, characterized as the "Man from Dow", provided students with an opportunity to be exposed to a counselor with direct experience in hiring college graduates who was well-versed in industrial personnel practices. The image of business was enhanced as students came into contact with a representative from an outside establishment who showed genuine concern for their future. The communication between higher education and industry, often a problem, was enhanced considerably.

After his year on campus, Mr. Gettings found students to be mature as individuals, were freer in their approach to life's problems, and faced situations directly with as much logic as emotion. On the other hand, he did not find an equivalent maturity on student's views on the world of work. Students did not seem to have a realistic understanding of what to expect from their first job. He did find, however, that students with field or intern experience had a better grasp of the reality of the work place (Ideus, 1974).

Mr. Gettings summarized his suggestions for education as follows:

1. Keep current on how educational programs relate to business and industry needs.
2. Continue the exchange of personnel between the campus and the business world.
3. Provide postgraduate information to students prior

to their senior year. Counsel sophomores in order to influence them in wisely selecting their major field of study.

4. Let the world know about your graduates and what they can contribute.

Mr. Gettings' suggestions for industry included:

1. Put forth a concerted effort to maintain communication channels with education. Let them know your interests and needs.
2. Whenever possible, accept the opportunity to participate in career days, guest speaking, internships, and student club activities.
3. Invite seniors to your place of business and let them see how day to day activities are conducted.
4. Don't expect overnight changes in the educational process as it takes a little longer for change than in business and industry.

Mr. Gettings concluded, "The time and money spent on this loan project have been a good investment...From one employees point of view, it was a most enjoyable, educational, and worthwhile experience" (Ideus, 1974).

In January, 1974, Dr. Reid Horle, Associate Dean of Students, assumed the additional duties of Director of Placement and Career Advising (a change in the title of the office) on a half-time basis as Dr. Ideus departed to assume

the position of Director of Career Planning and Placement at Southern Illinois University. Dr. Horle worked primarily with education majors while Dr. Avallone continued as Assistant Director of Placement, handling the placement of A,L and S majors and recreation majors.

In the summer of 1974, Kip Zirkel was hired to work half-time as a Placement Counselor and half-time in the Counseling and Testing Center. Mr. Zirkel worked with business majors and undecided students. With the departure of Richard Gettings the Placement and Career Advising Office staff was reduced from three positions to one and a half. The addition of Kip Zirkel, required to relieve some of the heavy placement duties required by the office, brought the number of positions on a full-time basis to two (R.F. Horle, personal communication, October, 1982).

The summer of 1975 saw some significant personnel changes. Kip Zirkel moved to the Counseling and Testing Center on a full-time basis which left a critical void in the Placement and Career Advising Office. The demands of the placement workload called for an additional full-time person and Mr. Ken Wise was hired. Mr. Wise (personal communication, July, 1982) related that his primary responsibilities were the Recreation and Health and Human Services graduates. In addition, he was charged with the further development of the Career Resource Center, a self-help

resource room offering materials ranging from career exploration to specific job information.

The following summer, 1976, an unusual occurrence presented itself with the employment of Pat Mertens on a half-time basis as an Education Placement Counselor. However, the "half-time" meant Ms. Mertens spent the fall semester in Admissions as an Admissions Counselor and in Placement and Career Advising during the spring semester when the heavy schedule of interviews were conducted.

October, 1976, marked the departure of Dr. Avallone. The position of Assistant Director of Placement and Career Advising was not filled and in November of 1976 Dr. Daphne Stassin was hired as a Placement Counselor. Her responsibilities included working primarily with A,L and S and business majors.

The four years of Dr. Horle's tenure as Director of Placement and Career Advising showed a competitive job market for college graduates. Recruiters and employers were more demanding and selective in their hiring practices. Overall, fewer colleges and universities were visited by recruiters and employers and the types of majors requested were limited. Only "top candidates" were placed on interview schedules (Horle, 1974). Conferences with seniors indicated a trend that many undergraduates were changing majors or adding courses to make themselves more employable. In addition, many students sought employment in areas not related to their

undergraduate degrees. Education students with majors in social studies and social services were counseled to explore other career goals while business majors held their own fairly well (R.F. Horle, personal communication, October, 1985).

Perhaps due to the large numbers of college graduates tipping the scale in favor of the supply side of the supply-demand balance, the Placement and Career Advising Office received an increase of requests for data and labor market predictions from high school counselors. Once again, it was emphasized by the office that future college students would probably have to take more seriously the employment market when making career decisions early in their undergraduate years (Horle, 1974).

For many students, the decreased employment opportunities for college graduates in the face of an oversupply of applicants meant a reexamination of career goals. As previously stated, many took alternative routes. However, a small handful discarded the quest for a degree completely. The Placement and Career Advising Office felt that the exploration and application of majors in terms of career paths should be a primary concern of department heads, admissions officers, faculty, and student personnel units. A higher priority to "student development" in terms of counseling on the merits of remaining in college was required. Information on careers and the value of a college degree should receive more

attention from all university programs to help students understand the importance of their degree and help maintain, or increase, the university's enrollment (Horle, 1975).

The Placement and Career Advising Office was still convinced that employers would continue to demand college-educated personnel. Business, industry, and government agencies would continue to look for their future leaders, managers, and professional staff from people with college degrees. This could entail more education, more specialized courses, retraining, or rethinking old ideas and programs for future graduates. Certain majors would have more opportunities than others, but that would be reason enough to instill in students the need to be better than average if they wished to succeed in entering a more specialized job market.

Philosophically, the Office of Placement and Career Advising's primary function continued to be to serve the graduating senior. The graduate received information and suggestions in regard to searching for an initial position or attending graduate or professional school.

The Placement and Career Advising Office provided counseling and career planning information to any undergraduate who was undecided about his or her major. Group meetings and group counseling sessions were utilized to meet the needs of these students.

The Placement and Career Advising Office saw its major service as education, focusing on providing graduates and alumni with knowledge, counseling, and facilities to implement their acquired knowledge while in school. Graduates often needed a vehicle to transmit their ideals and values to the market place (R.F. Horle, personal communication, October, 1982). Placement and Career Advising provided this for them.

The Placement and Career Advising Office reached out to the students as much as possible. Placement personnel spoke to classes and student organizations about recruiting techniques, interviewing procedures, employment problems and placement procedures. New and updated video tape presentations relating to interview techniques were also brought into classrooms. In-service programs on placement and career advising services were offered to head residents and the housing office.

Dr. Horle (personal communication, October, 1982) stated that attempts to communicate with undergraduates was a difficult task. The Placement and Career Advising Office staff worked with the faculty as much as possible but the major contact with undergraduates came through freshman orientation. Undergraduates expressing confusion or frustration in their vocational decisions were often referred to the Counseling and Testing Center to explore interest inventories and re-evaluate their goals. The Placement and Career

Advising Office's primary function remained advising rather than counseling.

Meeting with large numbers of students outside of the classroom was accomplished by co-sponsoring with Delta Sigma Pi, the professional business fraternity, and Phi Gamma Nu, the business sorority, a Business and Industry Career Day, an Education Career Day, and an All-University Interview Day, scheduled each spring with representatives from all fields of employment represented.

The Office of Placement and Career Advising provided pertinent material for graduating seniors. All A,L and S seniors were provided a free copy of the College Placement Annual and a directory of job opportunities in business, industry and government. Education seniors received free copies of the Association for College and University Staffing Annual of Teaching Opportunities. In addition, the Placement and Career Advising Office maintained files with school brochures, salary schedules, employer contact files, typed vacancy listings which were posted in the office, and application forms for schools in Wisconsin and surrounding states. Literature files and company brochures were available for A,L and S students.

Expansion and further development of the Career Resource Center was given a high priority. Ken Wise and Vince Avallone did much work in making this area a viable and worthwhile

function of the Placement and Career Advising Office. The world of work was offered through audio cassettes, audio-visual cassettes, film strips, and written literature which provided assistance in career exploration. Additional materials were added, more room was provided, and the center became better organized. The Career Resource Center became an area where students were able to find some answers to what society needed which aided in their career decisions (K. Wise, personal communication, July, 1982).

The guidelines for credentials went through a period of transformation between 1974 and 1978. On November 19, 1974, the Federal Family Educational Rights and Privacy Act, also referred to as the Buckley Amendment, provided, in part, that, "Each educational agency or institution...shall permit...an eligible student...to inspect or review the educational records of the student" (Final Regulations, 1976). Whereas almost all credential files were confidential in 1974, the following four years saw many students exercising the option of having open files. As with many changes, this was met with reluctance on the part of many employers, both the persons writing the recommendations and the persons receiving the credential files. By 1978 the idea of open credential files was gaining wide acceptance on a national scale.

The Placement and Career Advising Office served the administration and department chairpeople by relating staff

needs of schools, government and business to the faculty for the purpose of implementing new materials in the curriculum, providing statistics for use in applying for government grants, and allow the justification for introducing new majors to the curriculum. Due to contacts by school superintendents and government and business recruiters, the Placement and Career Advising Director was able to interpret new programs, initiate workshops, present staff resources and provide information for new graduate programs. Faculty members in education and A,L and S received written notices of teaching vacancies and notices of opportunities for specific fields of study.

The staff in the Placement and Career Advising Office was expected to be actively involved in professional growth and development. Active involvement in the Wisconsin Placement Directors Association, Wisconsin College Personnel Association, Association for School, College and University Staffing, the Midwest College Placement Association, and the American College Personnel Association allowed staff members to maintain current information on events occurring in the field of placement. The staff also committed itself to teaching courses in the Student Personnel Master's program and supervising interns in the office (Horle, 1977).

A university reorganization plan was established on August 1, 1978 that moved Placement and Career Advising

from the jurisdiction of Student Affairs to the newly formed University Outreach Division. The new director for University Outreach, Dr. Norene A. Smith, who returned to La Crosse after a year's leave of absence as a system intern in Madison, assumed the responsibilities of Director of Placement and Career Advising as Dr. Horle returned full-time as Associate Dean of Student Affairs. Pat Mertens became the full-time Coordinator of Education Placement while Dr. Stassin remained as Coordinator of Business and A,L and S Placement and Ken Wise also remained as Career Counselor. The staff was expanded as Cooperative Education became a new function within Placement and Career Advising with Karla Evenson Stanek and Shannon Cash serving as coordinators of the program.

The major goals, functions and philosophies of Placement and Career Advising continued intact with emphasis continuing to be placed on reaching out to the student population and assisting them in their career decisions. It was strongly felt that students who began early to explore career or graduate school opportunities had an advantage over those who did not (Smith, 1979).

Certain trends appeared prominently during the 1978-1979 school year. There were a greater number of graduates of physical education than available job openings. More education graduates were employed in positions other than their education major than other graduates. Graduates with cooperative

education or internship experience appeared to be more employable and received higher salaries. Graduates with some majors had less difficulty in securing employment due to a continued trend of high demand. These majors included computer science, chemistry, physical therapy, business administration, and teaching fields of mathematics, English, science, reading, and special education (Smith, 1979).

The prevailing philosophy attempting to bring the career services agenda to a wide range of students gained further momentum one year later. In September, 1979, the Career Services Office was formed. The office was assigned the responsibilities for placement, career advising, and cooperative education. Ann J. Korschgen was appointed the new director. The term placement, traditionally implying a service rendered near the end of the college experience for the purpose of helping find employment, was dropped from the title of the office. The new title of Career Services would hopefully give the impression that the career services operation would be actively involved with students not only toward the end of their college tenure but during the entire four years of college as well (A.J. Korschgen, personal communication, August, 1983).

Several personnel changes occurred between 1980 and 1985, mostly involving the duties of Career Counselor for Business and A,L and S. Dr. Stassin was replaced in 1980

by Mr. Joe McCormick, a College of Business faculty member, who resigned within five months. Mr. Dale Speetzen assumed the responsibilities for Business and A,L and S from 1980 to 1984 and was replaced by Mr. Tom Tritch. The other personnel change came about when Shannon Cash resigned as Cooperative Education Coordinator. Ms. Allyn Talg became the new Employment Development Specialist as the title was changed due to the expanded scope of the position.

The philosophical commitment of Career Services became even more comprehensive with the advent of the new name and structure. This evolutionary shift of a more pronounced emphasis on reaching a wide range of clients throughout their four years of college gained further impetus. The essence of this philosophy empowered students and alumni by providing information for individual decision-making and fostering career development, thus encouraging growth and maturity in its clients (Korschgen, 1982).

The emerging Career Services philosophy coincided with economic forces that, perhaps, helped speed up the implementation process. The national economy in the years 1979 and 1980 experienced a strong trend of uneven growth with high economic expectations that were never realized. For instance, the number of employers making on-campus visits in 1979-1980 increased by 30% over the previous year despite a lower than average placement record of the graduating

seniors (Korschgen, 1980). Unfortunately, an economic downturn occurred in March, 1979, when many employers were conducting second interviews with students. Consequently, few job offers were extended and many graduates had a more difficult time than usual procuring employment.

The recession moved into 1981 and continued to produce a grim job market. Employer recruiting on campus decreased significantly with the number of job offers correspondingly dropping. Even employers who traditionally took on students for cooperative education and internship positions had reduced or completely eliminated their involvement in the program. Many students faced with this dismal situation began to assume a defeated attitude.

In order to help combat this decline in optimism Career Services had to assume a very proactive posture. Every academic department was asked if Career Services could meet with all their juniors and seniors to discuss career options and job search strategies. The twofold purpose was to make students aware of the services offered by Career Services and to demonstrate to students the wide array of career options available to them. The departments were cooperative and students in most majors were advised.

In addition to regular services, the additional programs and services offered during the 1981-1982 school year showed clearly the attempt to reach a wide and varied population.

Career Services co-sponsored with Viterbo College and Western Wisconsin Technical Institute the Allied Health Career Day which was well attended as was the Career Day on the campus in October, 1981. Career Services personnel spoke to approximately 45 classes and made special departmental presentations. Over 100 workshops were conducted with approximately 1200 people attending, including two workshops during Women's Energy Week and a workshop for 200 teachers at the Wisconsin Teachers Convention on alternative careers. Seminars included an education job search seminar and co-sponsorship of two College of Business student seminars on interviewing and resume writing (Korschgen, 1982).

The economy improved slightly in 1983. Although employers began to contact Career Services more often than the previous year, University of Wisconsin-La Crosse showed a 28% reduction in employers recruiting on campus. Furthermore, a College Placement Council statistic showed a 34% reduction in job offers on campuses across the nation (Korschgen, 1983). Although special efforts were made to identify new employers to invite for interviews on campus most employers were cancelling at many colleges which made raising the level of recruitment a slow process. Part of this trend could be attributable to a restructuring of the job market as much as it was to the economic slump. Many middle level management positions were being eliminated while relatively new career

fields such as computer science were gaining greater acceptance. In addition, a continuing problem faced by many students was their inability to structure and implement career goals and become aware of career options. Career Services had to continue intensive efforts to address these critical problems.

Career Services workshops showed continued success and served 1417 students, an increase of 18% over the 1981-1982 school year, with twenty-five topics being offered 395 times. New topics were developed to help meet the changing employment picture such as "Majors and Minors to Enhance Employability" (Korschgen, 1983).

Extending Career Services to the academic departments was expanded significantly. Annual meetings with academic advisors were utilized to inform them of services available and to identify student needs. Approximately 70 hours were spent in classrooms during spring 1984 semester which was a 40% increase over the previous year (Korschgen, 1985). Initially, Ann Korschgen taught a one credit course with Cathy Miller and Cal Helming from the Academic Skills Center entitled Clinic in Career Planning (JSED 110). This course continues to be offered for one credit. Helping foster a good working relationship with the faculty was furthered by on-going special seminars and events, often at the request of the academic departments. Co-planned with faculty and

students, some of these events included Speech Career Night, Biology Career Night, the MBA Forum, and Career Options for Physical Education students. Finally, special seminars, again co-sponsored with departments, were conducted on careers in biology, human services, psychology, the job search for education majors, and resume and interview techniques for business majors.

Pat Mertens founded, and co-chairs annually, the Wisconsin Education Recruitment Fair in summer, 1983. This event has gained wide acceptance throughout the state with 23 Wisconsin colleges participating by sending close to 900 candidates each year (University of Wisconsin-La Crosse sent 66 candidates in 1983 with this number increasing to 89 in 1985) to attend the three day event in Madison (Korschgen, 1985). Employers from education throughout the country interview and hire. As a result, many University of Wisconsin-La Crosse students have gained employment.

The Business and Industry Career Day, organized in a joint effort with students in the fraternities of Phi Gamma Nu and Delta Sigma Pi, continued to be labeled a huge success by employers and students alike as an excellent means to gain information on career decisions and options. Many people consider it to be the best event of its kind in the state. Future plans call for broadening its scope to include students in areas such as mass communications and other liberal arts

studies to converse with representatives in their disciplines.

School year 1984-1985 saw the introduction of Majors Expo, an event designed to assist undecided students in acquiring easily accessible information for their academic and career planning. This was a joint effort with the academic advisors and was deemed a success. However, improvements for the future would include some preliminary workshops on career decision-making so the event would become more meaningful for the students.

Each semester a Job Search Seminar for students in education, health, and physical education was conducted. School district representatives from around the state met with students to discuss their perspectives on the job search in education. An additionally significant opportunity was available as the faculty and deans of these disciplines were afforded the chance to converse with these representatives on topics such as shifts in teacher training patterns and other relevant topics.

Attempts to reach the diverse population of students and non-students alike off-campus was significant. Career Services co-sponsored "Listening Post on Unemployment" with Western Wisconsin Technical Institute and Viterbo College, Adult Advising taught Hmong people career topics, a directory of women available to provide career advice to other women was developed, and numerous interviews were granted with

radio, television and newspapers throughout the local area and state. Adult Advising assistance was offered to employers attempting to meet the career development needs of its employees. During 1985 alone the entire Career Services staff was on television at one time or another and spoke to a wide variety of local organizations. In the future it is hoped that a weekly newspaper column or radio broadcast on career decision-making would be developed (Korschgen, 1985).

Although the Career Center is rather overcrowded and rather dour in appearance, it is very comprehensive. Use of the center increased steadily not only by University of Wisconsin-La Crosse students but by community organizations and individuals as well. In an attempt to streamline the materials for easier access an intern from Ed Media helped organize the center.

Credential services to alumni and the Career Currents job listing became cost-prohibitive and fees had to be levied in January, 1980, to help defray the costs. In addition, students wishing to receive Career Currents were asked to furnish stamped, self-addressed envelopes. Approximately 26,000 credentials were processed annually since 1980 (Korschgen, 1985). A significant number of hours were required to complete the mailings and a more efficient manner was desired that would not drain so much staff labor or hours. Unfortunately, by 1985 costs were not being fully recovered

and another fee charge was an option to be entertained. The procedure of self-addressed, stamped envelopes had proven awkward, also.

Students at the University of Wisconsin-La Crosse were being encouraged by the Career Services Office to have open credential files. The state of Minnesota had gone so far as to declare closed files illegal and Career Services, with the consent of the University of Wisconsin-La Crosse legal counsel, was looking to develop a strategy of implementing a policy of allowing only open files.

Employer contacts remained an essential segment of the Career Services operation. Serving employers could leave the office in a rather ambiguous state as employer's needs required the best service available while students' needs required fairness and objectivity. To ensure fairness in the system of nominating students for vacancies a computer candidate referral system was developed. Nominations were based upon information provided by the student rather than an opinion of Career Services personnel. Within 24 hours an employer was provided nominations for their vacancies. In progress was an employer job bank which will enable Career Services to monitor the on-going relationship of the employer and university.

Professional development for staff personnel was a high priority and in the spring of 1985 a two-part evaluation process for Career Services personnel was initiated. The

first part involved the input of clients, peers, faculty, and a supervisor for professional development purposes. The second part included feedback from staff, Ms. Korschgen, and a supervisor for merit recognition. This bi-purpose evaluation was characterized as valuable and will continue with the professional development evaluation being separate from merit evaluation.

Even regular staff meetings involved professional growth. Due to the need for a broad knowledge of many disciplines, a guest was invited to each meeting to work with the staff on a wide variety of topics relating to Career Services. Bob Horton discussed reality therapy as applied to career counseling, Willie Niecharz helped keep the staff abreast of the latest developments in nuclear medicine technology, Anita Barta discussed recreation therapy, and Gordon Sanford informed the staff about La Crosse economic development, to mention a few (Korschgen, 1985).

Cooperative internship programs demonstrated great success with an increase in student placements. Many employers were hiring their employees based solely on the internship performance. New to the Career Services program in 1985 was an internship opportunity developed with the assistance of the Foreign Language Department. Many students have shown an interest in foreign employment and two internship opportunities were arranged in France with the Trane Company. It was hoped

this unique opportunity would help further a more realistic understanding of international employment.

The Career Services Office has tried to meet a wide range of needs and provide both advisement and information to educate their clients to assist them in their decision-making. The overriding philosophy behind the office's efforts continued to state that because of the diversity of needs by the clients, the services of the office must be multi-focused and entail close faculty interaction to ensure the widest possible impact (Korschgen, 1985).

Summary

This chapter has traced the chronological events that have shaped the progression of the Career Services Office at the University of Wisconsin-La Crosse from 1965 to 1985. Background information on the manner in which placement activities were conducted prior to 1965 was included to gain an overall perspective of the evolution of the office since the university's inception in 1909. The discussion has included personnel shifts, specific programs to meet student's needs, philosophical guidelines, external influences, and service of the office to the university faculty, staff, administration, and surrounding community, all designed to relate the vital role the Career Services Office performs on the campus.

CHAPTER IV

SUMMARY

The overriding philosophy of Career Services from its inception as an independent office in 1965 has been to serve as wide a range of students as possible in two specific areas: assisting graduates in gaining employment in their chosen career upon graduation and helping students solidify their career ambitions during their four years of academic preparation. Implementation of this philosophical commitment has expanded significantly as the success of the various programs have proven that this twofold challenge can become a reality. The Career Services Office has grown not only in program implementation but in number of staff to ensure continued success.

The job market has taken many turns since 1965. The early to mid-1960s showed great promise for college graduates and employment prospects were good. However, the later 1960s and early 1970s changed as recruiters became more demanding and students needed to shift their attitudes. Many students changed majors or added classes based solely on reasons of employment. Specialization was becoming a key phrase. Many more students were attending graduate school which was partly

attributable to avoiding the draft. Uneven economic trends continued through the 1970s and early 1980s which forced students to re-evaluate old concepts of the job search. Though college graduates were still in demand, graduates had to be more aggressive in their job search and be flexible enough to adapt to an ever-changing job market. Career Services Office adjusted appropriately to these economic swings and provided programs, advice, counseling, and workshops to inform students as to what to expect when they graduated.

The task of Career Services at the University of Wisconsin-La Crosse has expanded significantly since 1965. The placement function remains viable, assisting each graduate that seeks assistance. The career development function has evolved to make the Career Services philosophy of a twofold purpose a reality. The office has shown flexibility in the face of external circumstances and has provided the students of the University of Wisconsin-La Crosse with outstanding service.

The Future

The future shows continued expansion for the Career Services Office at the University of Wisconsin-La Crosse. Three specific program proposals illustrate the direction the office wants to take in regard to service to the university.

A career development program is being developed in conjunction with the counseling and testing staff which

will be co-directed by Career Services and the Counseling and Testing Center. The rationale for this new program will be to service a target population of undecided university freshmen and high school seniors. This service would also be available to community businesses. The university marketing committee will assist in promoting the concept and the Admissions Office will be involved in helping reach undecided high school students. Computer equipment will be available to assist career advisors. An additional emphasis will be placed on international education for awareness of careers in a global economy. A grant proposal to the state of Wisconsin has been proposed for funding. This idea has been enthusiastically received and will aid greatly in assisting students with their career decision-making.

Career Services is currently expanding a program aimed at assisting the faculty with curriculum decisions. A questionnaire was devised and mailed to 6000 alumni. Salary level is a key component of the questionnaire. As responses from graduates are returned the data will be compiled and broken down by academic major for each department on campus. This information will be useful not only to academic departments but accreditation teams as well.

Computerizing the Career Services Office has taken a quantum leap forward with the development of the Employment Status Report software, designed by John Beck and Dan Abts

of the computer center at the University of Wisconsin-La Crosse. This is prototype software which assists in tracking graduates and compiling annual report data. Several state agencies and the Career Development offices at the University of Wisconsin (Madison) have shown keen interest in the software. The Career Services Office has shown leadership in computer software and will continue to expand this aspect of the office in the future.

Recommendations

As mentioned in Chapter III, Mr. Richard Gettings from Dow Chemical was loaned to the University of Wisconsin-La Crosse for one year from June, 1972 to June, 1973 serving as the Assistant Director of Placement. The intention behind this loan agreement was to expose students to someone with many years of experience in industry. The program was successful. However, this arrangement has never been repeated and I think consideration should be given for not only a repeat performance, but establishment as a permanent procedure. Who better to relate the realities of the world of work than someone with actual experience? Personnel loans could be arranged from the business, educational, health, recreational, science, or computer fields. Beside helping students, I think this arrangement could also go a long way toward developing a better understanding between the university and the world of work and how each occupational

area functions.

I think it would be worth every effort to attempt to bring alumni back to campus to help students learn more about the realities of the work place and assist Career Services in publicizing the office. An observation by Mr. Gettings after working in the Placement Office for one year was that students didn't seem to have a firm grasp on what actually went on in the work place. Though he wrote that in 1973, it remains true in 1986 to a large degree. Alumni could assist by speaking to individual classes within the alumni's respective major or speak at seminars, workshops, or Career Days on campus. The Career Services Office continues to be underpublicized even though efforts are made through ads on TV, radio and printed media. Responses from a recent formal study by Career Services showed that most students weren't aware of all the services available in the office. Alumni could also be utilized to help publicize the services of the office through the TV, radio or printed media ads, emphasizing their alumni status and fine service they received from Career Services. Perhaps as a monetary enticement, fees for Career Currents (the job listing newsletter) and credential mailings could be waived in return for a day of work on campus.

My final recommendation would be the addition of staff to the office. Due to the expanded scope of the office,

discussed in Chapter III, more staff is required not only for management of existing programs but to allow room to initiate new ones.

Based on past performance, Career Services will continue to perform efficiently with continued emphasis on better ways to serve the university, student population, and surrounding community. The future looks exciting.

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APPENDIX A

Sample Cover Letter Sent to Each Participant

July 12, 1982

Dear Dr. Ideus:

I am currently completing my Masters degree in College Student Personnel at the University of Wisconsin-La Crosse. The final requirement for this degree is a thesis paper. The topic I have chosen is the Historical Development of Career Services at the University of Wisconsin-La Crosse.

Since there is a lack of written material on the history of this segment of the institution, I am relying heavily on information provided by individuals associated with placement and career services. Data gathered to date indicates you were the first director of the centralized placement office. Your input into my paper would be greatly valued and appreciated.

I anticipate finishing my thesis by the end of this summer. I realize you are busy but if you could complete the enclosed questionnaire and return it to me by August 1, 1982 it would be most convenient.

Thank you very much for your time and effort.

Respectively,

Douglas E. Hauser
Graduate Student
University of Wisconsin-La Crosse

Please forward questionnaire to:

909 Division Street
La Crosse, Wisconsin 54601

APPENDIX B

DOUG HAUSER

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THESIS TITLE: THE HISTORICAL DEVELOPMENT OF CAREER SERVICES AT THE
UNIVERSITY OF WISCONSIN-LACROSSE

QUESTIONNAIRE

1. FOR HOW LONG WERE YOU ASSOCIATED WITH THIS UNIVERSITY? (PLEASE
INCLUDE DATES)

2. WHAT DUTIES DID YOU PERFORM WHILE ON THE STAFF?

3. HOW WOULD YOU BEST DESCRIBE THE GOALS AND OBJECTIVES OF CAREER SERVICES
WHILE YOU WERE ASSOCIATED WITH THE UNIVERSITY?

4. COULD YOU PROVIDE NAMES AND TITLES OF STAFF MEMBERS AND THE DATES THEY
SERVED IN CAREER SERVICES DURING YOUR TENURE AT THE UNIVERSITY?

5. WHAT WERE THE SPECIFIC DUTIES OF THE STAFF MEMBERS IN THE OFFICE DURING
YOUR TENURE AT THE UNIVERSITY?

6. WHAT CHANGES OCCURRED IN CAREER SERVICES WHILE YOU WERE A MEMBER OF THE UNIVERSITY STAFF?

7. COULD YOU GIVE ME INFORMATION CONCERNING PLACEMENT PROCEDURES PRIOR TO THE ESTABLISHMENT OF A CENTRALIZED OFFICE FOR CAREER SERVICES?

IF NOT, COULD YOU PROVIDE THE NAME OF A PERSON OR OTHER RESOURCE THAT MAY BE HELPFUL IN SECURING THIS INFORMATION?

8. WHAT DO YOU SEE AS THE ROLE OF CAREER SERVICES IN THE FUTURE?

9. PLEASE RELATE ANY OTHER PERTINENT INFORMATION OR HISTORICAL FACTS WHICH COULD ADD TO THIS STUDY OF CAREER SERVICES AT THE UNIVERSITY OF WISCONSIN-LACROSSE.

APPENDIX C

CAREER SERVICES HIERARCHAL PERSONNEL CHART 1965-1985

- 1965-67 Dr. Harvey S. Ideus, Director of Placement
Phyllis Combs, Placement Secretary
- 1967-68 Dr. Harvey S. Ideus, Director of Placement
Vincent L. Avallone, Assistant Director
Phyllis Combs, Placement Secretary
Florence Weig, Part-time Clerical
- 1968-69 Dr. Harvey S. Ideus, Director of Placement
Vincent L. Avallone, Assistant Director
Phyllis Combs, Placement Secretary
Diane Johnson, Placement Secretary
Barbara Conk, Student Help
- 1969-70 Dr. Harvey S. Ideus, Director of Placement
Vincent L. Avallone, Assistant Director
Phyllis Combs, Placement Secretary
Cheryl Paar, Placement Secretary
Barbara Conk, Student Help
- 1970-71 Dr. Harvey S. Ideus, Director of Placement
Vincent L. Avallone, Assistant Director
Phyllis Combs, Placement Secretary
Vickie Bernot, Student Help
- 1971-72 Dr. Harvey S. Ideus, Director of Placement
Vincent L. Avallone, Assistant Director
Hal Kumbier, Career Advisor
Phyllis Combs, Placement Secretary
Susan Salek, Placement Secretary
Vicki Bernot, Student Help
- 1972-73 Dr. Harvey S. Ideus, Director of Placement
Richard Gettings, Assistant Director
Phyllis Combs, Placement Secretary
Cheryl Paar, Placement Secretary
Vickie Lyons, Student Help
Dianne LeFeber, Student Help
- 1973-74 Dr. Reid F. Horle, Associate Dean of Students and
Director of Placement and Career Advising
Dr. Vincent L. Avallone, Assistant Director of Placement
and Career Advising
Phyllis Combs, Placement Secretary
Ellen Freisinger, Placement Secretary
Marlys Rittman, Placement Secretary
Dianne LeFeber, Student Help
Ellen Tjoflat, Student Help

- 1974-75 Dr. Reid F. Horle, Associate Dean of Students and
Director of Placement and Career Advising
Dr. Vincent L. Avallone, Assistant Director of Placement
and Career Advising
Patricia Mertens, Career Advisor
Phyllis Combs, Placement Secretary
Ellen Freisinger, Placement Secretary
Marlys Rittman, Placement Secretary
Ellen Tjoflat, Student Help
- 1975-76 Dr. Reid F. Horle, Associate Dean of Students and
Director of Placement and Career Advising
Dr. Daphne Stassin, Placement and Career Counselor
Dr. Clifford Zirkel, Placement and Career Counselor
Patricia Mertens, Career Advisor
Phyllis Combs, Placement Secretary
Ellen Freisinger, Placement Secretary
Marlys Rittman, Placement Secretary
Kathy Cutler, Student Help
- 1976-77 Dr. Reid F. Horle, Associate Dean of Students and
Director of Placement and Career Advising
Dr. Daphne Stassin, Placement and Career Counselor
Patricia Mertens, Placement and Career Advising
Kenneth Wise, Placement and Career Counselor
Phyllis Combs, Placement Secretary
Ellen Freisinger, Placement Secretary
Marlys Rittman, Placement Secretary
- 1977-78 Dr. Reid F. Horle, Associate Dean of Students and
Director of Placement and Career Advising
Dr. Daphne Stassin, Coordinator of Business and
A, L and S Placement
Kenneth Wise, Career Counselor
Phyllis Combs, Administrative Secretary
Melba Knox, Unit Secretary
Susan Nickel, Unit Secretary
Janet Dellenbach, Student Assistant
Marsha Yanske, Student Assistant
Stephen J. Koller, Graduate Assistant
- 1978-79 Dr. Norene A. Smith, Director, University Outreach
Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Shannon Cash, Coordinator of Cooperative Education
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Bette Brady, Secretary
Mary Burke, Secretary

- 1979-80 Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Shannon Cash, Coordinator of Cooperative Education
Joe McCormick, Coordinator of Placement for Business
and A, L and S
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Bette Brady, Secretary
- 1980-81 Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Shannon Cash, Coordinator of Cooperative Education
Dale Speetzen, Coordinator of Placement for Business
and A, L and S
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Joyce Henderson, Secretary
Sue Riley, Secretary
- 1981-82 Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Shannon Cash, Coordinator of Cooperative Education
Dale Speetzen, Coordinator of Placement for Business
and A, L and S
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Joyce Henderson, Secretary
Sue Riley, Secretary
- 1982-83 Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Shannon Cash, Coordinator of Cooperative Education
Dale Speetzen, Coordinator of Placement for Business
and A, L and S
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Joyce Henderson, Secretary
Sue Riley, Secretary
- 1983-84 Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Allyn Talg, Employment Development Specialist
Dale Speetzen, Coordinator of Placement for Business
and A, L and S
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Joyce Henderson, Secretary
Sue Riley, Secretary

1984-85 Ann J. Korschgen, Director of Career Services
Patricia Mertens, Coordinator of Education Placement
Karla Evenson Stanek, Coordinator of Cooperative Education
Allyn Talg, Employment Development Specialist
Tim Tritch, Career Advisor for Business and A, L and S
Phyllis Combs, Program Assistant
Melba Knox, Program Assistant
Joyce Henderson, Secretary
Sue Riley, Secretary