EFFECTIVENESS OF CAREER ENHANCEMENT OPPORTUNITIES (CEO) PROGRAM

by

Melody M. Tauber

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in

Training and Development

Approved: 4 Semester Credits

_____

David A. Johnson, Ph.D.
Research Advisor

The Graduate College
University of Wisconsin – Stout
August, 2001

The Graduate College
University of Wisconsin – Stout
Menomonie, Wisconsin 54751

ABSTRACT

Tauber Melody M.

Effectiveness of the Career Enhancement Opportunities (CEO) Program

Training and Development, Dr. David A. Johnson, August/2001, 39 pages

American Psychological Association (APA) Publication Manual

The purpose of this study is to determine the effectiveness of the Career Enhancement Opportunities (CEO) program for the students. Chapter I begins with an introduction to the current labor market, explanation of the Career Enhancement Opportunities (CEO) program, the need for the study, and the limitations of the study. Chapter II provides a review of literature related to the learning process, self-assessment, and prior programs similar to the CEO program. Chapter III describes the methodology used in determining the effectiveness of the CEO program to its students. Chapter IV reports the findings and analysis of the research and Chapter V contains a summary, conclusions, and recommendations for the study.

Table of Contents

Chapter I

Introduction

CEO Program Overview

The problem with today's labor market is the shortage of workers and those workers available are not qualified to fill the open jobs. According to the Wisconsin Department of Workforce Development web site, the unemployment rate for the month of April 2001 was 4.2 percent, which is up slightly from 4.1 percent for the month of March. To help curb the ongoing labor shortage problem, communities in the tri-county area (consisting of Sauk, Juneau, and Columbia counties) have banded together to form a group called the Career Enhancement Opportunities (CEO). The CEO program is designed to help individuals in the tri-county area develop the job skills they are lacking. The businesses participating in the program are gaining valuable employees who will be trained on the skills the business is looking for in an employee.

This research will examine the effectiveness of the CEO program in the tri-county area to determine whether the program is beneficial to those students enrolled in the program. The term beneficial will be defined as furthering their knowledge in the following areas: safety, communication, work ethics, quality, teamwork, return on investment, personal development, computer, math, and consortium overview.

After completing the research, the researcher will be able to determine if the students from the program have developed the skills the program has promised. If the students have not furthered their skills, the researcher will be able to communicate with the program developers and revise the structure of the program. The revised

program will consider various alternatives such as program length, courses taught, and placement of individuals into the workplace after the completing the program.

Problem Statement

The tri-county CEO program has been developed and implemented to help individuals find jobs and the businesses to find quality employees. The goal of this research is to examine the effectiveness of the program by determining if the student's skill level has improved as a result of completing the program.

Research Objectives

1. Determine the weaknesses, if any, for the course and what needs to be changed.
2. Determine the successful placement of students after the course.

Needs Statement

Considering that several businesses in the tri-county area have invested a great deal of time and money into starting the CEO program, there needs to be a measurement to determine if the program is beneficial to both the employers and the students. This study will be limited to the benefits of the students, since each employer might be looking for a different type of individual and therefore, would be looking for the students to take something different from the courses.

Definition of Terms

The following definitions are as defined by the Wisconsin Department of Workforce Development (April, 2001).

1. Civilian Labor Force - Generally, civilian labor force includes all persons who are either working or looking for work. Specifically, it is composed of all civilians over 16 years of age who are either employed or unemployed, except:

Persons engaged in housework in their home,

Persons in school,

Persons with a new job not scheduled to begin for more than 30 days,

Persons unable to work because of long-term physical or mental illness,

Persons temporarily unable to work,

Retired persons,

Persons too old to work,

Persons doing less than 15 hours weekly of unpaid family work,

Seasonal workers surveyed in the off-season and not looking for work,

Inmates of institutions,

Persons not looking for work because they believe no jobs are available, and voluntarily idle persons.

Since the labor force includes both employed and unemployed, the unemployment rate is the ratio of unemployed in this category to the total number of individuals in this category. For example, if four million persons in a civilian labor force of 100 million are unemployed, the unemployment rate is four percent.

2. Council on Workforce Excellence (CWE) - Governor designated council whose main responsibilities are to identify the workforce development needs of the state and recommend to the Governor goals for meeting those needs and steps to meet those goals. Other duties include the oversight, coordination, planning,

administration, and implementation of the employment, education, and training programs provided under Federal and State funded programs.

3. Discouraged Workers - Persons, not included in the count of unemployed, who make no active attempt to find a job because they think none is available, or they believe they lack the skills necessary to compete in the labor market. Discouraged workers are considered not to be in the labor force.

4. D.W.D. - Wisconsin Department of Workforce Development (formerly DILHR, Department of Industry, Labor and Human Relations)

5. Employed - Employed persons are all persons who, during the reference week (the week that includes the 12th of the month),

a. did any work as paid employees, or who worked 15 hours or more as unpaid workers in an enterprise operated by a member of their family, and

b. all those who were not working but who had jobs from which they were temporarily absent. Each employed person is counted only once, even if he or she holds more than one job.

Individuals 16 years old and over who worked for pay any time during the week which includes the twelfth day of the month, or who worked unpaid for fifteen hours or more in a family-owned business, and individuals who were temporarily absent from their jobs due to illness, bad weather, vacation, labor dispute or personal reasons. Excluded from the employed group are persons whose only activity consisted of work around the house (such as own home housework, painting or

repairing own homes, or homes of close friends, etc.) and volunteer work for religious, charitable, and similar organizations.

6. Frictional Unemployment - Frictional unemployment is the result of inefficient labor markets. Frictional unemployment occurs when someone leaves one job, but has not yet begun another job.

7. Industry - A generic term for a distinct group of productive or profit-making enterprises. Industries are described and classified by their primary activity or product by the Standard Industrial Classification (SIC) Code.

8. JTPA - Job Training Partnership Act; Federal legislation enacted in 1982 with the stated purpose of (establishing) programs to prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency, thereby improving the quality of the work force and enhancing the productivity and competitiveness of the Nation.

9. Labor Force - Defined as all persons 16 years of age or over within a specific geographic area who are either employed or unemployed. Total Labor Force includes the civilian labor force and members of the Armed Forces stationed either in the United States or abroad, counted by their place of residence. Civilian Labor Force comprises the total of all civilians in the labor force. For statistical purposes, the labor force is the sum of persons employed and person's unemployed and looking for work.

10. Labor Market - The economic transactions involving the hiring of people on the one side and the selling of one's labor on the other side. Labor market does not refer to a physical marketplace.

11. Occupation - The name or title of a job that identifies the principal business or activity of a person's life. Occupations have been classified and described in two major documents:

1. Dictionary of Occupational Titles
2. Standard Occupational Classification

12. Unemployment - Occurs when any of the factors of production (labor, land, capital and entrepreneurship) are not employed in production of goods and services. Unemployment occurs when labor, a factor of production, is not being fully utilized to due to the unavailability of suitable jobs. It is strictly defined as a situation where people who are willing and able to work cannot find employment.

13. Unemployment Rate - The unemployment rate represents the number of unemployed as a percent of the labor force. The seasonally adjusted unemployment rate eliminates the influence of regularly recurring seasonal fluctuations which can be ascribed to weather, crop-growing cycles, holidays, vacations, regular industry model changeover periods, and the like, and therefore more clearly shows the underlying basic trend of unemployment. The ratio of unemployed to the civilian labor force is expressed as a percent.

Limitations of the Study

The limitations of this study are:

1. The limited CEO summer of 2001 population. Only seven students participated.
2. Single source of research subjects. Only tri-county area 2001 program.
3. Survey data were collected through self-assessment.

Chapter II

Review of Literature

The development of a tight labor market in the tri-county Wisconsin area, which consists of Sauk, Juneau, and Columbia counties, has brought forth the Career Enhancement Opportunities (CEO) program to help individuals find jobs and the businesses to find quality employees. The goal of this research is to determine the effectiveness of the program by determining if the skills of the students have improved over the course of the program.

Today's economy has caused the government to take a long hard look at the future of employment and industry in this country. Beginning in July 1988, Ann Dore McLaughlin, the U.S. Secretary of Labor, established a committee to examine the job training community to see what improvements could be made. The committee consisted of 38-members and deliberated for seven months and brought forward two thousand pages of suggestions and recommendations. The following consensus was reached after reviewing the information: (1) the nature of jobs and job requirements is changing irreversibly, while the demographics of the present and potential workforce are also changing; (2) there is a lack of qualified workers, but there is also a growing mismatch between jobs and potential workers; (3) the major symptoms of this mismatch are evidenced by massive functional illiteracy (approximately 25 million), long-term dependency (approximately 3 million working age individuals), and failure to complete high school (almost a million youth a year); (4) resources are restricted in all human development systems, and no one system can be effective operating alone (JTPA Advisory Committee, 1989).

The Job Training Partnership Act (JTPA) of 1982, attempted to create an environment where "employers will support a training system that recognizes the need to add workers to the labor force and one that produces added value to those workers by virtue of quality education and training" (JTPA Advisory Committee, 1989). The mission of JTPA is "Training economically disadvantaged and dislocated workers for gainful employment, increasing their earnings and reducing welfare dependency" (JTPA Advisory Committee, 1989). This committee provided the initiative for Wisconsin and the tri-county area to begin the Career Enhancement Opportunities (CEO) program.

According to the Wisconsin Department of Workforce Development, as of April 2001, the unemployment rate in the state of Wisconsin was 4.2 percent, which makes it difficult for employers to locate qualified candidates for the positions that are open. The types of positions open are not necessarily the type of job that requires a great deal of education, but the positions do require the employees to have basic job skills. The other problem that employers are incurring is that applicants are not even applying for the positions available.

According to the Wisconsin Department of Workforce Development web site, several factors are affecting the labor market including: demographic, geographic, and economic factors. The demographic influence can be broken down into three developments: women in the labor force, baby boomers, and cultural-ethnic influences.

Wisconsin's demographic influence in the tri-county area seems to be greatly influenced by cultural-ethnic influences. In 1985, many new immigrant groups came

to America. This caused a problem for Wisconsin and several of the other midwestern states, since these immigrants were not migrating to the Midwest as quickly as they were to other regions of the United States. This influenced the labor market because these immigrants were willing to work for lower wages and tended to have larger families. These traits affect the labor force since businesses are willing to hire the employees who are willing to work for lower wages to improve their profit margins.

The size of the families makes a difference in the future of the available labor market. Many white families are no longer having large families and in the future, this will affect the number of eligible employees in the workforce. The non-white families that have the larger families are giving the area a future labor market by having more children. The chance of those children wanting to work for the company that took care of their parents is quite large. Another problem with Wisconsin's minority population is that they are located primarily in a small number of communities where job growth is not occurring.

The tri-county area suffers from its geographic location when trying to recruit employees. A large portion of today's jobless population is located in the larger communities' inner city areas. Most of the minority population that lives in this area does not have reliable transportation and therefore, cannot get to the available jobs.

The economic status of the state of Wisconsin has a large effect on its workforce population. According to the Wisconsin Department of Workforce Development web site, Wisconsin wages are the lowest in the six state Great Lakes region. This economic situation affects the workforce labor shortage in two ways.

The first, which can be considered positive in some situations, is that new businesses like to locate in the area because the cost of labor is so inexpensive. The second is that many Wisconsinites will travel to neighboring states for their employment.

When looking at today's labor market we also need to take into account why people today are not working. According to a 1998 study by the US Department of Labor, approximately 15.8 million of the labor force were not working in the year 1996 and women made up three out of four people. Women were found not to be working for the following reasons: 70 percent were taking care of home or family, 20 percent were ill or disabled, and five percent were attending school. The men in the study had the following reasons for not working: eight percent were taking care of home or family and 63 percent were ill or disabled.

The 1960s was a time when people wanted to see skills training programs to reduce poverty. Since there was little research regarding program effectiveness, many made the assumption that these programs would raise the employment and earnings of the disadvantaged. The general attitude that a fish feeds a family for one meal, but a fishing rod feeds them for a lifetime, expressed the belief that modest government investments in education and training could produce large increases in employment and earnings. However, the programs did not produce the anticipated results and it has only been in the last few years that a renewed interest in these types of programs has occurred.

In 1981, President Reagan and Congress authorized states to develop and implement tougher employment and training requirements. Two states, California and Maryland developed extensive skills programs. Maryland implemented a

program that gave its participants skills training. The California effort focused on San Diego. San Diego also chose to teach its participant's skills but they implemented a job search program. San Diego did see a slight improvement in their caseloads of welfare recipients; however for Maryland, the reduction in welfare caseloads was not worth the money that was spent on training. (Nightingale & Haveman, 1995).

Because typical high school graduates lack job-related skills, they must wait up to seven years before forming a stable attachment to the labor market (Bishop 1987; Lerman 1994). Inequality of earnings increased in the 1980s, as employers hired workers with more education in spite of their higher costs and hired fewer less-educated workers even though the wages they would have had to pay them declined (Danziger and Gottschalk 1995). A lesson learned in the past few decades is that education and training programs, which are much more popular with the public than cash assistance, are very expensive. However, one must consider the lack of employer-provided training, otherwise known as the poaching problem. The poaching problem considers that employers are afraid that if they provide expensive, high-skill training, other firms will "poach" those workers and avoid training costs (Howard, 1991).

Individualized Learning:

Career-related continuous learning (CRCL) is defined as an individual-level process characterized by a self-initiated, discretionary, planned and proactive pattern of formal or informal activities that are sustained over time for the purpose of applying or transporting knowledge for career development. Central components of

the CRCL model are prelearning (recognizing the need for CRCL), learning (acquiring new skills and knowledge and monitoring learning), and application of learning (using, evaluating, and reaping the benefits of learning) (Ferris, 1999).

As Ferris pointed out above, a person must be interested in their own Career Related Continuous Learning, which Sandusky County Economic Development Corporation in Fremont, OH has found exists for even those people who might not have a career. Sandusky County began a program with the name of Employee Xccelerated Training (EXT) to help those individuals gain meaningful employment. The mission of EXT is "People and organizations dedicated to dynamic training that expands and enhances our future workforce."

Licking County in Newark, Ohio also has a similar program with the name Pre-Employment Training (PET). This county has broken their program into four areas: Manufacturing and Production PET, Customer Service PET, Healthcare Services PET, and Construction PET. Depending on the program, the curriculum changes. An individual interested in the Healthcare Services Curriculum will be trained in the following areas: introduction to healthcare, patient/customer service overview, working together/teams, positive image/self esteem, positive work ethics, wellness (boundaries), quality (outcomes), communication skills, healthcare coding, managing challenging situations, patient relationships, legal and ethical issues, career development, medical terminology & documentation, and CPR. The evening course schedule is designed with an eight-week time schedule for four hours a night, Monday through Friday. The day classes are scheduled for eight hours a day, Monday through Friday, with a four-week time schedule.

The Manufacturing and Production Curriculum deals with the following topics: quality, safety, high performance teamwork, communications, math and measurements, computer and keyboarding, ergonomics and lift clinic, company tours, metrology, ISO 9000, S.P.C., and blueprint reading. The evening time schedule for this program is Monday through Friday, for four hours a night, for six weeks. A summer day schedule is available for six hours a day, Monday through Friday, for a total of four weeks.

The Customer Service Curriculum involves the following topics: customer service overview, working together/teams, positive image/self esteem, positive work ethic, setting your path, quality, critical thinking, communication skills, telephone service skills, managing challenging situations, sales, legal and ethical issues, career development, computer skills, and company presentations. Evening classes are Monday through Friday, for four hours a night, for three weeks. Day classes are available Monday through Friday, for eight hours a day, for a total of eight days.

No matter what program the students might be interested in, they must first complete an application and pay a non-refundable fee, which does not guarantee their acceptance into the program. If the student is accepted into the program, they then have to pass a personal interview and drug screen. Depending on the course they are interested in, the applicant might also have to pass work simulation or a background check. If these items are completed successfully, then the students must pay tuition to attend the course. Financial assistance is offered for those students who qualify. None of the students are guaranteed a position when they graduate or are they obligated to work for one of the companies that sponsor the program. Members of

the businesses that participate in the program teach some of the courses and the community college instructors teach the remaining courses. This ensures that everyone in the program has a vested interest and also lowers the cost of producing the program.

The Manufacturing PET program in Ohio trained 985 workers and was able to place 850 of them. Of those workers, 87% were placed in one of the participating companies. The workers were able to earn an average salary of $11.50 per hour. The Customer Service PET program in Ohio trained 145 workers and was able to place 100 of them, with 70% being placed in a participating company. The average wage for the customer service workers was $8.50 per hour.

The Wisconsin Job Center became aware of the programs taking place in Ohio and was interested in learning more about the programs. To receive additional information on the program, the consultant that began the programs in Ohio was brought to the tri-county area. At the time of the meeting, there were seven of the programs still in operation. The group of companies, which consisted of nine employers, who were interested in the program in the tri-county area, were given some information from the consultant that started the PET programs in Ohio. However, each county had to determine what was going to work best for their area. The companies then wrote letters to the U.S. Department of Labor and requested a grant to initiate the job training program. The companies involved in the program divided the duties of program development into several groups, so no one company would be buried in the development. The group division included a legal, marketing and curriculum area. The companies set up meeting schedules and agendas for each

division and then brought the results of their division meetings to the group meetings to get everyone's approval.

One of the first goals of the group was to determine the vision and mission statements. The CEO group determined the following vision statement: A cooperative tri-county partnership of industry leaders and educators dedicated to implementing a training program resulting in a motivated workforce committed to long term employment, continuous learning and career advancement, improving the quality of life for employees and employers, and meeting our staffing needs cost effectively. The mission statement for the CEO group was as follows: A tri-county partnership of industry leaders and educators dedicated to developing a knowledgeable and motivated workforce committed to long-term employment, continuous learning and career advancement.

The companies decided on the following three short-term measures of success: (1) students – prefer 25, though as many as we can get is acceptable; (2) students to finish class; (3) companies to be able to hire the graduates. They decided the long-term measures of success would be: (1) having company's internal group decide what's successful to each company; (2) more than 50% of the students are hired and retained; (3) promotability; (4) lower cost per hire; (5) increase in earnings vs. employees not going through process; (6) capture more grant money; and (7) open membership. The companies decided not to charge the students an application fee and to have a tuition fee of $80 per student. If a company hires a student from the program, that company will then pay the CEO program a $350 placement fee.

Part of the curriculum area was to determine an expectation of the students that would be enrolled in the program. The students were required to attend all scheduled courses and complete the graduation ceremony. If there was an unforeseen emergency, such as hospitalization or death in a family, a student may use one absence for this purpose only. No other absences would be accepted from the program. The students must possess a GED or High School Diploma. The students must be able to read, possess general mathematic skills, understand applied technology and display the physical capabilities to do the positions that are available for the students. Requirements for the program are as follows: complete a skill assessment, an interview, and a drug screen. Applicants to the program must be age 18 by the completion of the program. Applicants also need to provide some type of photo ID. The training schedule for the people enrolled in the program is Monday through Thursday, for three hours a night for a five-week time period.

The instruction areas of curriculum that were decided upon were: safety, communications, quality, teamwork, return on investment, personal development, computer, work ethics, math, and a consortium overview. The consortium overview allowed each company to cover their human resource requirements, their offerings to the employees, a tour of the facility, and a general overview of how a business operates.

The marketing department placed ads in local newspapers, provided information to the local colleges and high schools, and posted information at all job centers. A mass mailing was sent to the homes of individuals in the age bracket of 18

through 35, with each company providing a list of their employees in the area so not to be pulling from their current labor force.

Self Assessment

To define self-assessment the researcher refers to Kinney and Witman (1997) who state "Self Assessment is a parallel set of criteria for the individual. It allows each person, whether student, practitioner, or educator to quantify a measure of individual competence on the same guidelines for professional competence." According to Kinney and Witman (1997), self assessment can be used many different ways including the following: to determine further educational needs; to match personal competence with employment requirements; to provide direction for clinical supervision; to measure the change of competencies important to the employment setting. The effectiveness of the CEO program relates to the Kinney and Witman statement because the program hopes to change an individual's concept of what an employer finds beneficial in an employee and that employees work ethic.

Alter and Evens (1990) stated that self-assessment research can be broken down into two approaches: nomothetic (group designs) and idiographic (single-system design). Nomothetic research requires the researcher to gather data at the same time from a group of individuals. This gathering of information allows the researcher to generalize about how a population reacts to a particular event.

However, idiographic research requires that research be done on one individual over several different time frames to notice the differences that have taken place. Most researchers use idiographic research when they want to study one

individual's case and make a recommendation from that one individual. This research tends to be more quantitative in nature.

Alter and Evens (1990) developed a chart to determine the requirements of self-assessment guidelines and if they fall into qualitative or quantitative research. Based on this information, the researcher found that the best approach to determine the effectiveness of the CEO program is a quasi-experimental design. The definition of the quasi-experimental design is that there is a baseline from which to start the researcher and at the end of the instruction a second measurement is taken to determine if the instruction has had any effect. This approach is used with quantitative research, which is connected with nomothetic design.

Alter and Evens (1990) suggest several different ways available to gather information: observation protocols, logs and journals, protocols, survey questionnaires, and behavioral measures. The researcher felt the survey method would be the best to measure the effectiveness of the CEO program. This method would be the best since the students could be asked the questions prior to receiving instruction and reevaluate themselves after receiving the instruction.

Summary

Today's labor market has left many employers looking for qualified candidates and few places to find them. The government has offered various skills training program grants to states that are willing to work with those people considered unemployable. The tri-county area was able to obtain one of these grants and created the CEO program. The focus of this project is to examine program effectiveness and to make recommendations for its continuance.

Chapter III

Methodology

Introduction

This study concerns an analysis of the Career Enhancement Opportunities (CEO) program in the tri-county area. The development of the new program in the tri-county area to help individuals find jobs and the businesses to find quality employees has brought forth the Career Enhancement Opportunities (CEO) program. The goal of the research is to determine the effectiveness of the program by determining if the skills of the students have improved over the course of the program.

This chapter will discuss the research design used for the study, why the researcher chose this design, and how the study was conducted. After discussing the design of the study, the researcher will then discuss the population and the sample used. The final information covered in this chapter will discuss data analysis.

Research Design

The quasi-experimental design process looked at the beginning of the program to determine a baseline for the research. Once the baseline was determined, the researcher was able to look at the student's self-assessments at the end of the program and determine if the student's had increased their knowledge. The researcher determined that the best way to gather information from the students was to do a pre-survey and post-survey. The researcher distributed the survey to the students halfway through their program and the questions that were related to the issues covered prior to distributing the survey were based on the honesty of the

students. The students completed those answers based on how they felt their knowledge was prior to the course and what they felt their knowledge was after taking the course. The program coordinator was the one who distributed the survey to the students and asked them to be honest.

Population and Sampling

The population of the study consisted of the entire population of the CEO summer program from the year 2001. This class consisted of seven students between the ages of 18 and 65. The work backgrounds varied from farmers, manufacturing companies and one of the students was a recent high school graduate who did not have any prior work experience. The population consisted of some students who had recently lost their jobs due to a manufacturing plant in the area closing, so the program not only helps the unemployable but also the unemployed. The researcher used this population since it was the only group available at the time of the research. The survey was handed out at the beginning of the class for the day and the students completed their portion. To maintain the validity of the survey each survey was given a number to match them up at the end of the program, which allowed the researcher to study the progress of the students.

Data Analysis

The data the researcher used to develop the survey was related to the topics covered in the program coursework. These topics included: safety, communications, quality, teamwork, return on investment, personal development, computer, work ethics, math, and a consortium overview. The topics were pulled from the CEO curriculum. The researcher recorded the information regarding the student's

knowledge level through a paper survey. At the end of the study, the papers were collected and the data was pulled from the survey. The appropriateness of the survey was based on the survey given to two of the curriculum instructors prior to distributing the survey to the students. The curriculum instructors agreed that the survey was consistent with the information given to the students. The data collected in the study was used to determine program effectiveness.

Chapter 4

Results

The purpose of this study is to determine the effectiveness of the Career Enhancement Opportunities (CEO) program for the students enrolled in the program. The researcher determined the best way to evaluate the self-assessment of the students at each level was to create a chart, which showed the students level at the beginning of the class in each area of the curriculum and then their level at the end of the program. Once this information was charted, the researcher was to see where the student's level had improved over the course of the program. This information determined where the curriculum might need improvement.

Table 1 displays the results from the survey. The top row of the chart lists the students by the alphabetical letter assigned to their survey. If a number one is listed under the letter of the alphabet, this means those are the results of the survey prior to the students taking the program. If a number two is listed under the letter of the alphabet, this means those are the results of the survey after the students had taken the program. The numbers that are located under the first row represent the student's responses to the questionnaire. If a number one is listed, it means that a student had no knowledge of the topic. A number two means that a student had some knowledge of the topic. The number three means that a student had total knowledge of that topic.

Table 1

Survey Results

Question asked of Student	Students Surveyed													
	A 1	A 2	B 1	B 2	C 1	C 2	D 1	D 2	E 1	E 2	F 1	F 2	G 1	G 2
What is a vision statement	2	3	1	3	2	3	3	3	1	3	2	2	2	3
What is a mission statement	3	3	1	3	2	3	3	3	1	3	2	2	3	3
What is a goal statement	3	3	1	3	2	3	3	3	2	3	3	3	2	3
What are ethics	2	3	3	3	2	3	2	3	2	3	2	3	2	2
What is a budget	3	3	3	3	3	2	2	3	2	3	1	2	2	2
What is a profit/loss statement	3	3	2	2	3	2	2	3	2	3	1	2	1	2
What is effective listening	3	3	2	3	2	3	2	3	2	3	2	2	2	3
Ability to complete an application	3	3	3	3	3	2	2	3	2	3	3	3	3	3
Ability to read documentation	2	2	2	2	2	3	2	3	2	3	2	2	2	2
Ability to interpret documentation	2	2	2	2	2	3	2	3	2	2	2	2	2	2
What is the team concept	3	3	2	3	2	3	3	3	2	3	2	2	2	3
When to use the team concept	3	3	2	3	2	3	3	3	2	3	2	2	2	3
What is addition	3	3	3	3	1	3	2	2	3	3	3	3	3	3
What is subtraction	3	3	3	3	1	3	2	2	3	3	3	3	3	3
What is multiplication	3	3	3	3	1	3	2	2	3	3	3	3	3	3
What is division	3	3	3	3	1	3	2	2	3	3	3	3	3	3
How to fill out a time card	3	3	3	3	3	2	3	3	1	2	2	3	3	3
How to read a blueprint	1	2	3	3	2	3	1	2	2	3	1	2	1	2
What is OSHA	3	3	1	3	2	3	3	3	2	3	1	2	3	3
What is Haz-Com	2	3	1	2	2	3	3	3	1	2	1	2	1	2
What is a respirator	2	3	2	3	2	3	3	3	2	2	1	2	2	3
What is hearing conservation	3	3	2	3	2	3	3	3	2	3	2	3	3	3
What is lock out tag out	3	3	1	2	2	3	3	3	2	3	1	2	1	3
What is protective equipment	2	3	3	3	2	3	3	3	2	3	2	3	1	2
What is a confined space	3	2	3	3	2	3	3	3	2	3	1	2	2	2
What is ergonomics	3	3	1	2	2	3	3	3	1	2	1	2	3	3
What is blood borne pathogens	3	3	2	3	2	3	3	3	1	3	1	2	1	2
What is an emergency action plan	3	3	2	3	2	3	3	3	1	2	1	2	2	2
How to report an injury/accident	3	3	3	3	3	2	3	3	1	2	1	2	3	3
What are the names of the computer components	2	2	3	3	1	3	3	3	1	3	2	2	2	2
How to shut down a computer	3	3	3	3	1	3	3	3	1	2	3	3	1	1
How to start a computer	3	3	3	3	1	3	3	3	1	3	3	3	1	1
How to measure quality	2	2	2	3	2	3	2	3	1	3	1	2	1	2
How to measure the cost of quality	2	2	2	3	2	3	2	3	1	2	1	2	1	2
What is balanced nutrition	3	3	2	2	2	3	2	3	2	2	2	2	3	3
What is a good exercise program	3	3	3	3	2	3	2	3	2	2	2	2	3	3
What is a personality type	1	2	2	3	2	3	2	3	2	3	2	2	2	3
How to give feedback	2	3	2	3	2	3	2	3	2	3	2	2	2	2
How to receive feedback	2	3	2	3	2	3	2	2	2	3	2	2	2	2
How to solve problems	2	3	2	3	2	3	2	3	2	3	2	2	2	2
How to make a decision	2	2	2	3	2	3	2	3	3	3	2	2	2	2
How to resolve conflict	2	2	2	3	2	3	2	3	2	3	2	2	2	3

Alpha 1=Before the program Alpha 2=After the program

1= No knowledge 2=Some knowledge 3=Total knowledge

After reviewing Table 1, this researcher found the following changes in knowledge to the questions that were on the survey. The first question was about a vision statement. A majority of the students (five of the seven) found that their knowledge of a vision statement had increased. However, when it came to the knowledge of a mission statement, only three of the seven students increased their knowledge. The knowledge of a goal statement increased for four of the seven students. Two students learned more about completing a time card. However, six of the students gained knowledge in reading a blueprint.

The following figures will summarize the results found in the various curriculum areas of the survey.

Figure 1 represents the increased knowledge level for each of the students in the consortium overview portion of the curriculum.

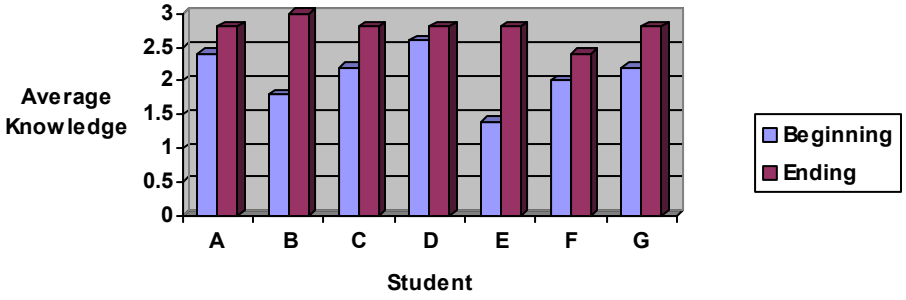

Figure 1. Students average knowledge level in consortium overview

When the topic of ethics was discussed, five of the seven students increased their knowledge level. A budget was something that three of the seven students increased their knowledge, while one of the seven students showed a decreased knowledge level. The same student had a loss of knowledge when it came to

understanding a profit/loss statement. Of the remaining six students, four of the six students increased their knowledge in a profit/loss statement.

Figure 2 represents the average knowledge level for each of the students in the work ethics portion of the curriculum.

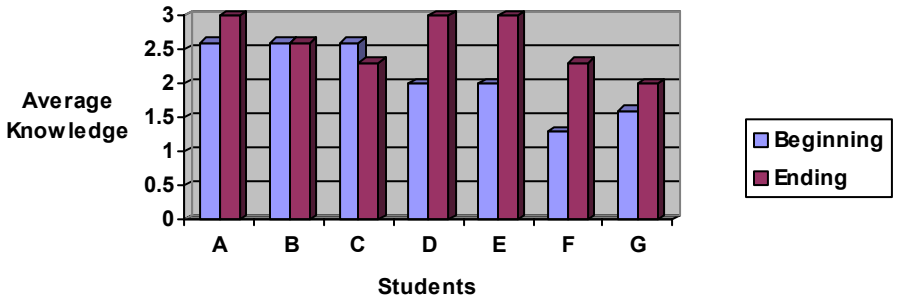

Figure 2. Students average knowledge level in work ethics

Five of the seven students increased their knowledge of effective listening. Only two of the seven students increased their knowledge in completing an application, and reading and interpreting documentation.

Figure 3 represents the average knowledge level for each of the students in the communication portion of the curriculum.

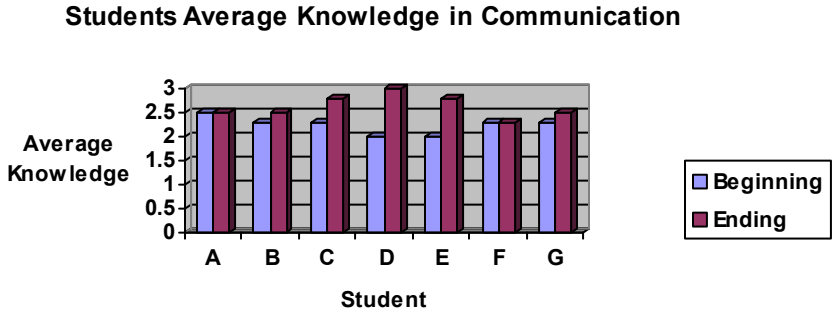

Figure 3. Students average knowledge level in communication

Four of the students learned more about the team concept and how to use the team concept.

Figure 4 represents the average knowledge level for each of the students in the teamwork portion of the curriculum.

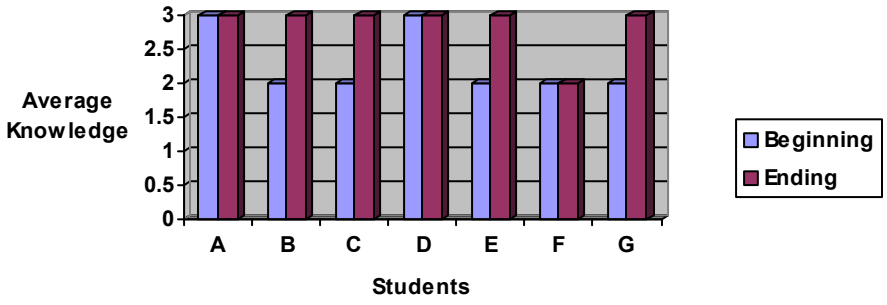

Figure 4. Students average knowledge level in teamwork

Only one student was able to gain knowledge in addition, multiplication, division, and subtraction.

Figure 5 represents the knowledge level for each of the students in the math portion of the curriculum.

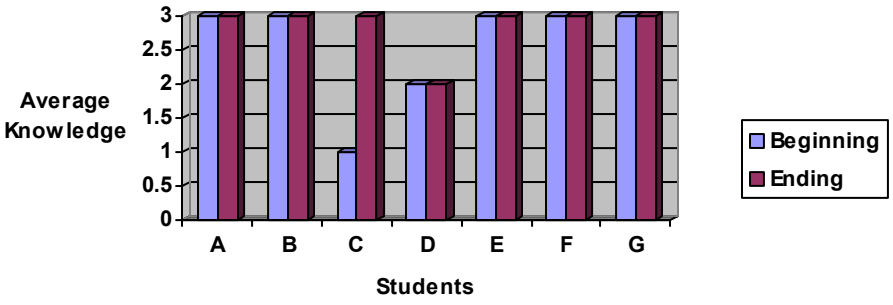

Figure 5. Students average knowledge level in math

Four of the students learned what OSHA was and six of the students gained knowledge of Haz-Com. Five of the students learned about respirators, while only

four of the students increased their knowledge of hearing conservation. Five of the students gained knowledge of lock out tag out and what protective equipment is. Only three of the students gained knowledge of confined spaces. Four of the students increased their knowledge of ergonomics. Blood borne pathogens was a knowledgeable topic for five of the students. Over half of the students, four of them, gained knowledge of an emergency action plan. However, only two of the students increased their knowledge in reporting an injury/accident.

Figure 6 represents the increased knowledge level for each of the students in the safety portion of the curriculum.

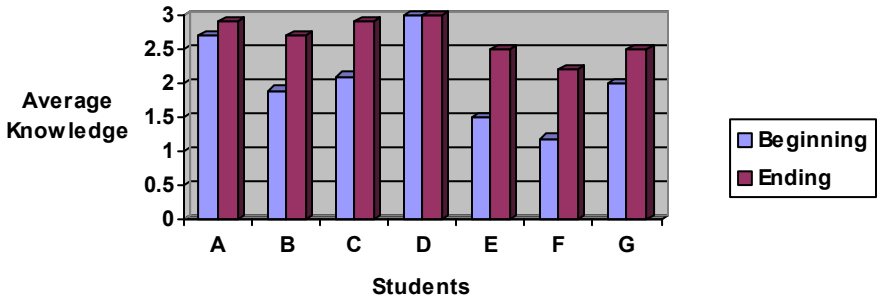

Figure 6. Students average knowledge level in safety

However, only two of the students increased their knowledge in the following areas: the names of the computer components, shutting down and starting a computer.

Figure 7 represents the average knowledge level for each of the students in the computer portion of the curriculum.

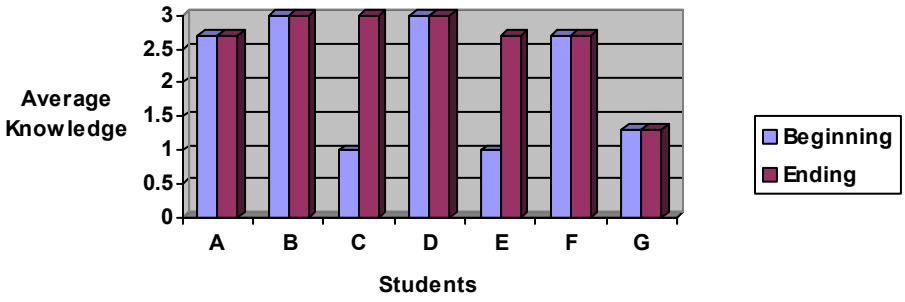

Figure 7. Students average knowledge level in computers

Almost all of the students found an increased knowledge of measuring quality and measuring the cost of quality.

Figure 8 represents the average knowledge level for each of the students in the quality portion of the curriculum.

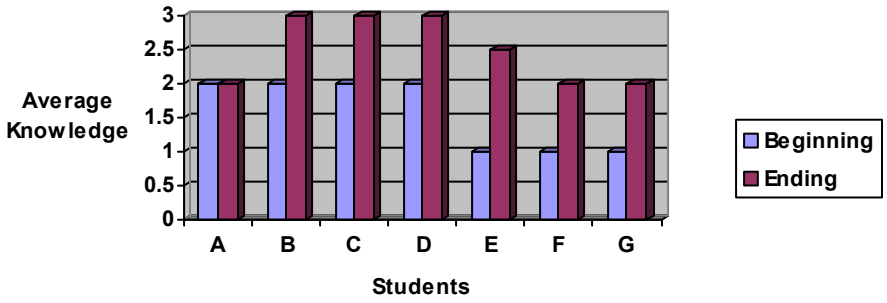

Figure 8. Students average knowledge level in quality

Balanced nutrition and a good exercise program were something that all but two of the students found repetitive.

Figure 9 represents the average knowledge level for each of the students in the wellness portion of the curriculum.

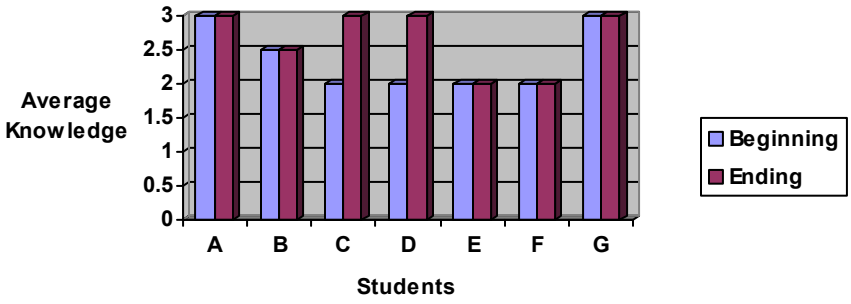

Figure 9. Students average knowledge level in wellness

Most of the students, six of them, found that they gained knowledge in personality types. Five of the students found they increased their knowledge of giving feedback, solving problems, and resolving conflict. While only four of the students were able to increase their knowledge of receiving feedback. Three of the students gained knowledge in how to make a decision.

Figure 10 represents the average knowledge level for each of the students in the personal development portion of the curriculum.

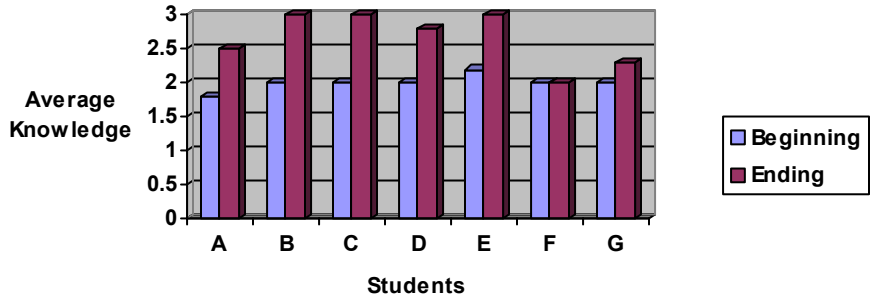

Figure 10. Students average knowledge level in personal development

After reviewing the information listed above, it appears that the program was beneficial to most of the students. All of the students gained some knowledge in one

way or another. Chapter V will cover the recommendations and conclusions that were reached.

Chapter V

Summary, Conclusions, and Recommendations

Introduction

Chapter I discussed how today's labor market has caused many businesses to scramble to recruit employees and to retain those employees. Part of the problem is finding employees that have the skills these businesses are looking for, so in the tri-county area, comprised of Sauk, Juneau, and Columbia counties, the businesses worked together to create a skills training program. The businesses chose to call this program the Career Enhancement Opportunities (CEO) program. The goal of the program is to recruit those unemployed and unemployable individuals in their area and to train these individuals with the skills they are looking for in their employees. The researcher conducted a survey to determine the effectiveness of the CEO program for the students enrolled in the program. This chapter will summarize and discuss the conclusions and recommendations found during the research.

Summary

The population used for this study was taken from the summer 2001 CEO program that was conducted in the tri-county area. The student population consisted of seven students. These seven students ranged in the age from 18 through 65. The work experiences of these individuals ranged from farmers, manufacturing employees, to a high school graduate with no work experience.

The researcher chose to survey the students on various topics that were covered in the CEO program curriculum. The students used a self-assessment process to complete a survey at the beginning of the program. After program

completion, each student completed a similar survey. The surveys were then compared to determine skill level improvement.

The program coordinator distributed the survey to the students at the beginning of the course and collected the surveys at the end of the course. Since the course population was small, the program coordinator ensured that all surveys were collected.

Conclusions

Based on the information collected from the students' surveys, the researcher determined that all students increased their knowledge in at least one area. In fact, out of the forty-two areas that were surveyed the lowest knowledge increase was in ten areas. Survey analysis revealed that one student increased their knowledge in 36 of the 42 areas. The average student increased their knowledge level in 22 of the 42 areas. Only one student increased their knowledge in the math area.

Recommendations

Based on the research findings, the following recommendations are made: (1) remove the math area from the curriculum; (2) increase the amount of time spent teaching specialized topics, such as blueprint reading and haz-com; and (3) pre-test the students enrolling in the program. Because the purpose of the program is to improve the student's skill level, it would be beneficial to the program to allow the students to attend only the classes that they do not pass the pre-test. This would allow someone to learn about blueprint reading without having to go through the repetitiveness of basic math skills or OSHA training. This might also allow the program to increase the number of students that enroll in the program. Based on the

response rate of the students, in the future I would increase the amount of time spent on the following topics: reading a blueprint, haz-com, measuring quality, measuring the cost of quality, and what personality types are. The researcher makes these recommendations because six of the seven students were able to increase their knowledge in these areas. The researcher would also look at a way to have the students complete a pre-and post-test regarding the curriculum topics.

Overall, the researcher would recommend the program continue having made the above recommended changes. However, if the above changes are not implemented the CEO program is still operational, but it might not attract the number of students it has the potential to attract.

Bibliography

Alter, C., & Evens, W. (1990). Evaluating your practice: A guide to self-assessment. New York: Springer Publishing Company.

Bishop, John H. (1987). "Why High School Students Learn So Little and What Can be Done about It." In Competitiveness and the Quality of the American Workforce. Hearings before the Subcommittee on Education and Health of the Joint Economic Committee, 100th Cong., 1st sess., October.

Brockmiller, B. (2001, April). Wisconsin Department Of Workforce Development. Wisconsin Labor Market Information – Glossary of LMI Terms and Acronyms. (On-line serial) http://www.dwd.state.wi.us/dwelmi/lmi_glossary.htm

Danziger, S., & Gottschalk, P. (1995). America unequal. New York: Russell Sage Foundation.

Ferris, G. R., (Ed.). (1999). Research in personnel and human resources management. (Vol. 17, p. 81 - 121). Stamford: JAI Press Inc.

Graham, D. Inflation and unemployment: Causes, consequences and Cures (Brookfield, VA: Edward Elgar, 1992), Chapter 7; the International Monetary Fund (IMF) has also pointed out that "the long-run economic cost, measured as a percent of GDP, is of the same order of magnitude as the unemployment rate itself," in World Economic Outlook (Washington, DC: IMF, May 1994), p. 35.

Howard, R. (1991). " New Training Strategies for a High Performance Metalworking Industry." Technical report. Cambridge, Mass.: Jobs for the Future.

King, C. (Ed.). (1989, March). Working Capital: JTPA Investments for the 90's. (Special issue).

Kinney, T. (Ed.) & Witman, J. (Ed.). (1997). Guidelines for competency assessment and curriculum planning in therapeutic recreation: A tool for self evaluation. Hattiesburg, MS: American Therapeutic Recreation Association.

Lerman, R. (1994). "Building Hope, Skills, and Careers: Making a U.S. Youth Apprenticeship System." Report prepared for Social Policies for Children Conference. Princeton, N.J.: Woodrow Wilson School of Public and International Affairs, April.

LMI Webmaster. (2001, April). Wisconsin Department of Workforce Development. Wisconsin Labor Market Information – Wisconsin's Changing Labor Market – The Challenge. (On-line serial) http://www.dwd.state.wi.us/dwelmi/again.htm

Nightingale, D. S., Haveman, R. H. (Ed.). (1995). The work alternative: Welfare reform and the realities of the job market. Washington: The Urban Institute Press.

Ottosen, G. K., Thompson, D. N. (1996). Reducing unemployment: A case for government deregulation. Westport: Praeger.

U.S. Department of Labor. Bureau of Labor Statistics. (1998, May). Summary 98-4. Washington, DC.

Appendix A

Survey

If you would please take the next five minutes to complete the following questions regarding your current knowledge of the following subjects. Any information that you put on this survey is kept totally confidential and no one but myself will see the answers.

At the end of the program we will ask you to complete the same survey again to determine if the program was beneficial for you. Please put an "X" through the number where your understanding level is at the beginning of the course. At the end of the program please circle the number of where your understanding is at the end of the program.

1 = No understanding 2 = Some understanding 3 = Total understanding

What is a vision statement	1……2……3
What is a mission statement	1……2……3
What is a goal statement	1……2……3
What are ethics	1……2……3
What is a budget	1……2……3
What is a profit/loss statement	1……2……3
What is effective listening	1……2……3
Ability to complete an application	1……2……3
Ability to read documentation	1……2……3
Ability to interpret documentation	1……2……3
What is the team concept	1……2……3
When to use the team concept	1……2……3
What is addition	1……2……3
What is subtraction	1……2……3
What is multiplication	1……2……3
What is division	1……2……3
How to fill out a time card	1……2……3
How to read a blueprint	1……2……3
What is OSHA	1……2……3
What is Haz-Com	1……2……3
What is a respirator	1……2……3
What is hearing conservation	1……2……3
What is lock out tag out	1……2……3
What is protective equipment	1……2……3
What is a confined space	1……2……3
What is ergonomics	1……2……3

What is bloodborne pathogens	1……2……3
What is an emergency action plan	1……2……3
How to report an injury/accident	1……2……3
What are the names of the computer components	1……2……3
How to shut down a computer	1……2……3
How to start a computer	1……2……3
How to measure quality	1……2……3
How to measure the cost of quality	1……2……3
What is balanced nutrition	1……2……3
What is a good exercise program	1……2……3
What is a personality type	1……2……3
How to give feedback	1……2……3
How to receive feedback	1……2……3
How to solve problems	1……2……3
How to make a decision	1……2……3
How to resolve conflict	1……2……3

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Thank you for your participation.