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ABSTRACT

To update and improve the skills and competencies of vocational and technical education administrators in Oklahoma and provide preservice education for those aspiring to administrative responsibilities, a series of activities in a flexible inservice training program for 53 persons were conducted during the year, including a 4-week summer institute and university courses during the fall and spring semesters. Responses to an evaluation questionnaire regarding the accomplishment of program objectives revealed that program goals were generally accomplished and viewed favorably by the participants, although they were not congruent with their personal goals. Eight tables present various data on program evaluation. A wide range of resource materials is included. (AG)

Final Report

A TRAINING PROGRAM

for

VOCATIONAL AND TECHNICAL EDUCATION ADMINISTRATORS

June 1, 1970 - June 30, 1971

Donald S. Phillips, Director

Oklahoma State University

Stillwater, Oklahoma

Submitted to the
Oklahoma State Department of
Vocational and Technical Education

FOREWORD

This report summarizes the activities of a one-year in-service program for vocational and technical education administrators. During the year approximately 100 vocational and technical education administrators and teachers participated in the program. In addition some thirty professionals from several areas and disciplines made important contributions to the program. As with any program of this type, credit for success must go to the participants and consultants.

In addition to recognizing the contributions of these two groups, special appreciation is expressed to the graduate assistants who worked with the program: Joe Kinzer, Donald Mitchell, and Lon Shell. These three were primarily responsible for the smooth operation of the program.

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INTRODUCTION

The rapid expansion of vocational and technical education offerings during the past decade has created a number of significant problems. One of the most important problems relates to the preparation of qualified personnel, especially administrators. Those persons responsible for the administration of vocational and technical education programs need to have in addition to a broad understanding of vocational and technical education, the competencies required to develop and implement an improved program to meet today's needs.

To keep pace with the vital need for adequately prepared vocational and technical education administrators, the Oklahoma State Department of Vocational and Technical Education identified administrative training as one of its priority areas for the 1970-71 academic year. The primary focus of such programs was to develop the competencies necessary to cope with the myriad of tasks and responsibilities associated with the operation of effective vocational and technical education programs. To accomplish this goal the State Department of Vocational and Technical Education and Oklahoma State University combined resources to provide a flexible training program to address some of the most significant needs.

PROGRAM DESIGN

The primary objective of the program was to update and improve the skills and compentencies of vocational and technical education

administrators in Oklahoma. A secondary objective was to provide pre-service experiences for persons aspiring to administrative responsibilities. In addition, the program was planned as part of an in-service training system for the continual improvement of administrative capabilities.

To achieve these objectives, a series of activities were conducted during the period of June 1, 1970 to May 31, 1971. The following sections report these activities.

SUMMER INSTITUTE

A four-week institute was conducted on the Oklahoma State University campus during the summer of 1970. This institute was planned to treat some of the significant aspects relating to vocational and technical education administration.

Thirty fellowships were awarded to administrators and administrative aspirants to support their participation in the summer institute. The participants were permitted to enroll for resident graduate credit. One semester hour of credit could be earned for each week of the institute.

In addition to the thirty fellowship participants a number of other individuals participated in the program. These included high school counselors, industrial coordinators, personnel from the State Department of Vocational and Technical Education, and EPDA 552 participants. A list of the participants is shown in Appendix A.

It was expected that certain advantages could be gained by having the administrators attend the institute on-campus away from the many

on-going problems of school operation. This, however, presents some problems. One of which is the length of time that it is feasible for the administrator to be away from the school. To reduce problems of this type the summer institute was conducted in two sessions: First session June 8 - 19; Second session July 6 - 17.

Program Outline

Each of the four weeks was devoted to a specific topic related to effective administration of vocational and technical education. The first two one-week sessions investigated the sociological and political aspects of our society which related specifically to the occupational needs of American youth. The third week centered around the current issues, problems, and needs relevant to the administration of occupational education in Oklahoma. The program for the final week included the economic aspects of occupational education.

Sociological Implications for Occupational Education

The first week of the institute concentrated upon practical analysis of the sociological processes of our racially and culturally heterogeneous society. The concepts of migration, accommodation, assimilation, amalgamation, segregation, and pluralism and their implications for occupational education were discussed in detail.

This session was conducted by Dr. Richard Teague sociologist from North Carolina State University. Dr. Teague related to a

conceptual framework involving the society, culture, status, and role. He also discussed methods for identifying basic structures within the community. Among these were Hunter's reputational technique, and Dahls' decision analysis technique. Dr. Teague concluded with a summary of his involvement in the Woods County case study project which included the identification of power structures in North Carolina.

Political Implications for Occupational Education

Basic concepts of political science used as a foundation for exploring issues relative to, and political implications of, current and needed legislation and programs for occupational education were covered during this week.

Mr. John Beaumont professional consultant was the resource person responsible for this unit. His major theme was an analysis of political issues at the national, state, and local level which impinge upon vocational and technical education. Mr. Beaumont emphasized that vocational technical educators can no longer carry out their mission with only an expertise in vocational education, but must be aware of the social and economic implications of the political processes. He further inferred that vocational educators must become involved in political activities at all levels.

Local Responsibilities for Reimbursed Programs

The third week of the institute was devoted to identifying and examining some of the current problems and issues in the administration

and supervision of local occupational education programs in Oklahoma. Special emphasis was given to interpreting state and federal policy for occupational education and to such responsibilities as acquisition and accounting of equipment, personnel supervision, record-keeping and reports for local and state requirements, and the latest developments and trends in post-secondary occupational education.

Since this session was devoted to an examination of specific issues and problems, several resource personnel were used as consultants. Each person was asked to treat a specific topic.

Mr. Pat Choate, formerly with the Governors Planning Commission, presented the development of state resources related to recruiting new industries into the state.

Dr. Francis Tuttle, State Director, presented the overall state plan for vocational-technical education and discussed the state vocational technical staff responsibilities.

Mr. Dale Hughey, State Coordinator for the area vocational-technical schools, discussed the role of the vocational-technical school in the state's educational strategy and problems in area school staffing.

Mr. Arch B. Alexander, Assistant State Director, outlined state and federal funding of vocational-technical education.

Mr. R. L. Beaty, Acting Finance Director, discussed funding policies for secondary area schools, community colleges and special programs.

Dr. Charles Hopkins, Research Specialist, Division of Research Planning and Evaluation, discussed local institutional planning.

Mr. Byrle Killian, Assistant Director, presented the discussion on programs, records and reports.

Mr. Leon Lacy, Equipment Specialist, discussed the role and operation of the state equipment pool.

Mr. Ellis McHendry, State Purchasing Agent, discussed purchasing procedures of equipment.

Teacher Education and professional development needs were presented by a panel consisting of Dr. Donald Phillips, Dr. Lloyd Wiggins, Mr. Lloyd Briggs (Oklahoma State University) and Mr. Arch Alexander (State Department of Vocational and Technical Education).

Mr. Hugh Lacy and Mr. Olen Joyner discussed the Manpower Development Training and Special Schools programs.

Mr. Harold Winburn and Mr. Lee Burton identified management and community development programs.

Dr. Donald Phillips, Head of Technical Education, Oklahoma State University, related the development and trends of vocational and technical education in the post-secondary schools within the state.

Economic Implications for Occupational Education

The program for the final week was devoted to developing insights into the situations which result from poverty and economic insecurity and to analyzing problems, programs, and proposals for dealing with these realities in our society.

Dr. Earl Williams, Director of Human Resource Programs, Houston University, conducted this session. His major theme centered around the economics of our cultural heritage, the national impact of technological change, the changing structure of the labor force, insecurity, the development of man power and poverty programs, and the economics of man power training.

Program Activities

Program activities conducted by visiting professors and resource personnel were varied and informative. In addition to the lectures, organized panel discussions were conducted by the participants and resource personnel along with informal discussions conducted outside scheduled classes at luncheons and in residence hall lounges. Oral and written committee reports were presented by the participants. In addition periodic written assessments were made.

ACADEMIC YEAR

The in-service portion of the program was conducted during the 1970-71 academic year. During this period all participants were enrolled in three semester hours of resident credit during both the fall and spring semesters. To reduce driving time and consequently make the program available to more people, most of the program activities were conducted at three off-campus locations: Duncan, Tulsa, and Oklahoma City (see Appendix B). A two hour session was conducted each week in each of the three centers. In addition, the participants from all centers came together on campus once each month for a summarizing session.

The weekly sessions at the three centers were conducted by university faculty and personnel from the State Department of Vocational and Technical Education The on-campus meetings each month featured nationally recognized leaders in the field of vocational and technical education.

Sixty fellowships were made available to defray a portion of the costs associated with the in-service program. In addition to the fellowship participants, enrollment was opened to a limited number of interested persons. Some twenty teachers chose to participate at their own expense. The eighty participants were approximately evenly distributed among the three centers (see Appendix A).

Fall Semester Program

Program content for the fall semester was concerned basically with school management and community relations. The semester was divided into four units, each devoted to a specific topic (See Appendix B).

Unit I "Public School Administration"

Session 1 - Oklahoma School Law. September 1, 2, and 3. Mr. E. H. McDonald, Deputy Superintendent, Oklahoma State Department of Education discussed selected legal aspects of public school administration which have implications for vocational-technical education in Oklahoma. Specific items included: the area school district, school elections, laws controlling the area school boards, and administrator responsibilities.

Session 2 - School Finance and Business Management. September 8, 9, and 10. Dr. Richard Salmon, Professor of Education Administration at Oklahoma State University explained the financial structures of public education in various states. Specific states alluded to by Dr. Salmon were Florida, Tennessee, Mississippi, and Oklahoma.

Session 3 - School Personnel Relationships. September 15, 16, and 17. Dr. James Appleberry, Professor of Education Administration, Oklahoma State University presented the topic in which he discussed the existence of various types of formal and informal organizations often found within the school systems and provided reference materials from Ralph Kimbrough's 'Political Power and Educational Decision Making."

Session 4 - School Business Management, September 22, 23, and 24. Dr. Richard Jungers, Professor of Education Administration, Oklahoma State University discussed accepted policy and procedures concerning the selection, requisition and purchase of supplies and equipment for public education.

On Campus Session - September 26. Dr. Chester Swanson, Professor of Education, University of California at Berkley related to common problems of vocational-technical education at the national level.

Unit II "School and Community Relations"

Session 1 - Community Institutions. September 29, 30, and October 1. Dr. Kenneth St. Clair discussed community institutions and their effects on the local school systems.

Session 2 - Community Power Structures. October 6, 7, and 8. Dr. James Appleberry presented several methods which might be used by the school administrator in attempting to identify the different power structures which exist in most communities.

Session 3 - Effective School Community Relations. October 13, 14, and 15. Dr. Richard Jungers presented information useful in establishing acceptable public relations between the school and the community at large. Dr. Jungers included the purchase of supplies from local businessmen, the use of school facilities for non-instructional purposes and general school policy.

Session 4 - Evaluation and Improvement of Education. October 20 and 21. The Tulsa group did not meet because of participation in the state Oklahoma Education Convention. Dr. Kenneth St. Clair discussed the need for the evaluation of teachers, the establishment of measurable goals for the school year, and the involvement of the school personnel in the total program.

On Campus Session - October 24. The honorable Senator Al Terrill from Lawton, Oklahoma discussed the State financing of education and the allocation of funds by the Oklahoma State Legislature.

Unit III "Student Service and Adult Education"

Session 1 - Counseling Services and Cost Benefit Analysis. October 27, 28, 29 and Session 2 - Student Recruitment, Placement, and Follow-up, November 3, 4, and 5 were conducted by Mrs. Lucille Patton, Professor of Business Education, Oklahoma State University. Mrs. Patton discussed the techniques and service of counseling with emphasis given to vocational guidance. Mrs. Patton also analyzed the benefit drawn from career orientation and exploratory activities provided at the lower grades.

Sessions 3 and 4 - Dr. Robert Price of Oklahoma State University presented sessions 3 and 4. Session 3 - Trends and Needs in Adult Education, November 10, 11, and 12. This session was centered around the philosophies of learning as they relate to adult education. The major points of Dr. Price's lecture included the kinds of learning, assumptions of learning as it relates to adult education, research involving adult education systems and its relevance to the trends and needs in adult education. Session 4 - Programs in Adult Education. November 17, 18, and 19. Dr. Price involved the establishment of criteria for on-going adult education programs and also the common problems often encountered in adult instruction in this session.

On Campus Session - November 21. Unit III was capped by the on-campus session which featured Dr. Gene Bottoms, Assistant Director of Vocational-Technical Education for the state of Georgia. Dr. Bottoms presented guidelines for the establishment of effective guidance and counseling services for vocational education. His major points included: needed service areas, investigation of the core curriculum, needs of vocationally bound students, evaluation and follow-up.

Unit IV "Review and Analysis of Research in Occupational Education"

Session 1 - The Value of Research in Occupational Education. November 17, 18, and 19. Dr. James Harris presented this session which concerned history and types of research and their application to vocational-technical education. Dr. Harris also gave an extensive review of the O.T.I.S. (Oklahoma Training Information Service) and the benefits which could be derived from such a system.

Session 2 - Methods of Review, Synthesis, and Interpretation of Research. December 1, 2, and 3. Dr. William D. Frazier, Director of Research Coordinating Unit was the resource person for this session. Dr. Frazier critiqued several research studies as they apply to vocational and technical education.

Session 3 - The Research Coordinating Unit. December 8, 9, and 10. Dr. Bill Stevenson, Assistant State Director of Vocational-Technical Education led this session. Dr. Stevenson explained the structures and various functions of the Oklahoma Research Coordinating Unit and the services available to vocational-technical educators at all levels. Dr. Stevenson also informed the class of several current projects presently conducted by the R.C.U. Other points included were an explanation of the Delphi technique and its value to research

On Campus Session - November 21. Mr. Vernon Burgener of Educational Planning Associates Inc. of Springfield, Illinois, presented the history and development of organized research. This history included the basic organization, legislative involvement, and establishment of organized research limits at the national, state, and local levels.

Student Participation

Student activities involved discussion and question and answer periods for each session led by the presentor. In addition each student submitted a written report for each area of instruction. This report involved a summary of the subject matter, the student's interpretation of the materials and its application to the student's individual situation. Sample reports submitted by the participants are shown in Appendix C.

Evaluation

At the close of each unit the participants were asked to complete an evaluation form. A copy of the form is given in Appendix D.

Data relative to participant evaluation of "content" and "instruction" (taken from items 1 and 2 of the evaluation form) for each of the units are reported in Table I. These data indicate that the participants were generally pleased with both "content" and "instruction". The distributions of responses do, however, show more satisfaction with some units than with others.

TABLE I

PARTICIPANTS RATING OF "CONTENT" AND "INSTRUCTION"

Rating	FALL SEMESTER							
	Unit I		Unit II		Unit III		Unit IV	
	Subject Content	Instr.	Subject Content	Instr.	Subject Content	Instr.	Subject Content	Instr.
Excellent	36%	22%	34%	33%	33%	33%	4%	2%
Very Good	34%	49%	48%	48%	60%	48%	37%	30%
Good	21%	27%	13%	16%	7%	19%	41%	38%
Fair	9%	1%	5%	3%	-	-	14%	26%
Poor	-	1%	-	-	-	-	4%	4%

Responses to item 3 on the evaluation form, "Did you get from this unit what you wanted?" are summarized in Table II. These data indicate that a majority of the participants got from the units what they wanted.

TABLE II

SUMMARY OF RESPONSES TO THE UNIT EVALUATION QUESTION

"DID YOU GET FROM THIS UNIT WHAT YOU WANTED?"

	FALL SEMESTER			
Response	Unit I	Unit II	Unit III	Unit IV
Very Much So	17%	28%	19%	4%
Generally Yes	64%	57%	67%	41%
To Some Extent	16%	15%	14%	54%
No	3%	-	-	1%

Item 4 of the unit evaluation form asked the respondents to indicate, "What was most helpful to you?" The participants were instructed to respond to this in terms of the topics within each unit. These responses are summarized in Table III. These data show considerable variation among the various sessions. The session of "Community Power Structures" was rated as the most helpful of all sessions.

TABLE III

PARTICIPANTS INDICATION OF MOST HELPFUL TOPICS

FALL SEMESTER

Topic	Percent Indicating Most Helpful
Unit I - Public School Administration	
Sessions	
a. Oklahoma School Law	30
b. School finance and economics of education	17
c. School personnel relationships	32
d. School business management	31
Unit II - School and Community Relations	
Sessions	
a. Community institutions	4
b. Community power structures	58
c. Effective school community relations	38
d. Evaluation and improvement of education	--
Unit III - Student Services and Adult Education	
Sessions	
a. Counseling services and cost-benefit analysis	42
b. Student recruitment, placement, and follow-up	16
c. Trends and needs in adult education	26
d. Programs in adult education	16
Unit IV - Review and Analysis of Research in Occupational Education	
Sessions	
a. The value of research in occupational education	3
b. Methods of review, synthesis, and interpretation of research	23
c. The research coordinating unit in Oklahoma	37
d. Applications of research findings to specific programs	37

Spring Semester

Program content for the spring semester was primarily related to issues and problems of curriculum and program planning. The semester was divided into four units, each devoted to a specific aspect of the general theme (See Appendix E).

Unit I "Manpower Analysis"

Session 1 - was presented on January 19, 20, 21 by Dr. John Shearer, Manpower Analyst and Economist at Oklahoma State. His primary concern was employment trends and employment needs at the national level and their effect upon economic conditions. Sessions 2, 3, 4 were conducted by Dr. Paul Braden, Acting Chairman of Occupational and Adult Education at Oklahoma State. His main thrust was a discussion of information concerning; relationships among occupational levels, occupational analysis, and industrial surveys relative to program development in education. These sessions were conducted on 26, 27, 28; February 2, 3, 4; and February 9, 10, 11.

On-Campus Session 1 - February 13 featured Dr. Mary Ellis, Director of Washington Office of the Technical Education Research Center. Dr. Ellis related Federal Legislation and proposed legiala-tion to the current manpower needs of the nation.

Unit II "Curriculum Development for Vocational and Technical Education"

All four sessions related to this topic were directed by Dr. Elaine Jorgenson, Head of Home Economics Teacher Education at Oklahoma State University. Dr. Jorgenson's topics of instruction included (a) basic curriculum concepts (b) curriculum influences and constraints,

(c) integration of general and specialized content, and (d) practical considerations in curriculum design. The sessions were held on February 16, 17, 18; 23, 24, 25; March 2, 3, 4; and 9, 10, 11.

On-Campus Session 2 - March 13 was conducted by the curriculum staff of the Oklahoma State Department of Vocational and Technical Education. Mr. Ron Meek and his staff organized and directed various work sessions involving the construction of behavioral objectives for vocational instruction.

Unit III "Program Planning for Vocational Education"

Session 1 - Staff Development, March 16, 17, 18. During this session Mr. Arch B. Alexander, Assistant Director of Vocational and Technical Education for the State of Oklahoma discussed the importance of professional responsibility for staff development.

Session 2 - Plant and Instructional Facilities, March 30, 31, Apr. 11. Mr. R.W. Tinnell, Associate Professor, Technical Education at Oklahoma State University, presented information concerning effective instruction and specifically the development of laboratory facilities, equipment, and software.

Session 3 - Financial Planning, April 1, 6, 7, 8

Mr. Larry Hanson, Assistant Director State Department of Vocational and Technical Education directed a discussion relative to financial planning at state and local levels which included revenue sources, budgeting, and the tax structure as it pertains to education.

Session 4 - Institutional and Industrial Relations, April 13, 14, 15. Dr. Charles Hopkins from the division of research, planning, and evaluation at the State Department of Vocation and Technical Education directed this discussion. His primary thrust was an introduction of important concepts dealing with management by objective.

On-Campus Session - April 17 featured Dr. Leslie R. Fisher, Superintendent of Public Instruction for the State of Oklahoma. Dr. Fisher discussed accountability, pending legislation and vocational education as a part of the total education program in Oklahoma.

Unit IV "Current Trends and Developments in Occupational Education"

Session 1 - Business and Distributive Education - April 20, 21, and 22. Dr. Robert Griffith, Associate Professor of Business Education at Oklahoma State University. Dr. Griffith who is in charge of training programs for Vocational Business Teachers in secondary schools at Oklahoma State University discussed the COE (Cooperative Occupational Education) and DE (Distributive Education) programs in the state.

Session 2 - Health Occupations Education, April 27, 28, and 29. Mrs. Pat Jamison, State Supervisor for Health Occupation and Mrs. Mildred Pittman, Assistant State Supervisor were the resource personnel who conducted these sessions relevant to health occupation. Both of these ladies discussed the new emerging Health occupations in Oklahoma and the projected needs in this field as shown by OTIS.

Session 3 - Trends and Developments in Higher Education, May 4, 5, and 6. Dr. Norman N. Durham, Dean of the Graduate College at Oklahoma State University, reviewed the intern report on education released by the Carnegie Foundation and its implications to Vocational Technical Education

at Oklahoma State University and institutions of higher learning throughout the United States.

Session 4 - Vocational Education in other states, May 11, 12, and 13. The progress and development of vocational education in other states was presented by a panel of EPDA participants currently on campus. Each participant reviewed the similarities and differences of vocational education within his home state to the Oklahoma system. The state vocational education programs discussed included: Nebraska, Texas, Tennessee, and New Mexico. The panel members included Leo Schreiner, Joe Vicars, Fred Ingram, Jim Osborn, and Richard Zimpel.

On Campus Session - May 15. The on-campus session was presented by Dr. John Baird. Dr. Baird discussed Federal legislation related to Occupational Education. He also explained funding procedures and current legislation being considered by congress relative to Vocational Technical Education.

Evaluation

Upon completion of each unit, the participants were given an opportunity to evaluate the unit. Samples of the evaluation forms are shown in Appendix D.

Data relative to participant evaluation of "content" and "instruction" (derived from items 1 and 2 of the evaluation form) for each of the units are reported in Table IV. These data indicate that a majority of the participants rated both "content" and "instruction" as "very good" or "excellent" for each of the four units.

TABLE IV

PARTICIPANTS RATING OF "CONTENT" AND "INSTRUCTION"

	SPRING SEMESTER							
	Unit I		Unit II		Unit III		Unit IV	
	Subject Content	Instr.	Subject Content	Instr.	Subject Content	Instr.	Subject Content	Instr.
Excellent	12%	13%	15%	10%	31%	30%	18%	12%
Very Good	46%	39%	49%	38%	47%	57%	44%	50%
Good	29%	35%	32%	21%	18%	11%	35%	31%
Fair	4%	9%	2%	15%	3%	1%	3%	7%
Poor	9%	4%	2%	16%	1%	1%	-	-

Responses to item 3, "Did you get from the unit what you wanted?" are summarized in Table V. These data indicate that a substantial majority were generally satisfied with the four units. Unit III "Program Planning for Vocational-Technical Education" received the highest rating of the four units.

TABLE V

SUMMARY OF RESPONSES TO THE UNIT EVALUATION QUESTION
"DID YOU GET FROM THIS UNIT WHAT YOU WANTED?"

	SPRING SEMESTER			
Response	Unit I	Unit II	Unit III	Unit IV
Very Much So	16%	11%	20%	14%
Generally Yes	53%	63%	65%	70%
To Some Extent	23%	26%	14%	14%
No	9%	-	1%	3%

The participants were asked to indicate which of the four sessions within each unit which was most helpful to them. These data (taken from item 4 of the evaluation form) are summarized in Table VI. The session on "Staff Requirements" received the highest rating of the 16 units. There was, however, considerable variations among the several units.

TABLE VI

PARTICIPANTS INDICATIONS OF MOST HELPFUL TOPICS

SPRING SEMESTER

Topic	Percent Indicating Most Helpful
Unit V - Manpower Analysis	
Sessions	
a. Employment trends and manpower needs	43
b. Relationships among occupation levels	2
c. Occupational analysis	44
d. Industrial surveys	11
Unit VI - Curriculum Development	
Sessions	
a. Basic curriculum concepts	26
b. Curriculum influences and constraints	14
c. Integration of general and specialized content	14
d. Practical considerations in curriculum design	46
Unit VII - Program Development	
Sessions	
a. Plant and instructional facilities	5
b. Staff requirements: Staff selection and orientation	51
c. Financial planning	26
d. Institutional-industrial relations	18
Unit VIII - Trends and Developments in Occupational Education	
Sessions	
a. Business and distributive education	2
b. Health occupations education	33
c. Trends and Developments in higher education	21
d. Vocational & Technical Education in Other States	44

PROGRAM EVALUATION

Assessment of the participant's views regarding the accomplishment of program objectives was accomplished by administering an evaluation instrument during the last week of the program. This instrument designed to elicit the participant's responses relative to several facets of the program including both objective and open-ended items. A copy is shown in Appendix F.

A summary of the responses to the objective items is reported in Table VII. In analyzing these data it is important to note that some items are stated in a positive sense while others are stated negatively. Consequently, a "strongly disagree" response may indicate a favorable reaction to the program.

A majority of the respondents indicated that the program goals were clearly stated and realistic. On item 3, however, a majority indicated that the program goals were not congruent with their personal goals. This may possibly be explained by the hetergenoiety of the group. Individuals with such diverse backgrounds and professional assignments would be expected to have different needs.

Items 4, 5, 6, 7, 13, 14, 15, 16, and 20 are related to program content. Responses to these items indicate that the selection and presentation of program content was appropriate for a majority of the group.

Perceptions relative to program organization and instructional techniques are assessed by items 8-11. Responses to these items show that a majority of the respondents were satisfied with these aspects of the program.

Items 12 and 17 indicates that the participants developed a group spirit and that potentially useful acquaintances were developed as a result of program participation. Since communication among various groups and individuals is extremely important, this may prove to be an important outcome of the program.

Responses to items 18 and 19 indicate that a majority of the participants feel that they have a better understanding of the states vocational offerings and administrative processes as a result of having participated in this program. This indicates that a major goal of the program was achieved.

TABLE VII

SUMMARY OF RESPONSES TO EVALUATION ITEMS

	Percent Indicating				
	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
I FEEL THAT:					
1. The goals of this program were clear to me	22	63	5	9	0
2. The goals of this program were realistic	20	64	13	3	0
3. The goals of this program were not the same as my goals	7	28	10	46	9
4. The content and concepts presented were valuable to me	25	63	5	7	0
5. I didn't learn anything new	0	3	3	55	39
6. I could have learned as much by reading a book	1	5	7	46	41
7. The information presented was too elementary	3	7	9	65	16
8. I was stimulated to think about the concepts presented	11	76	7	5	1
9. We did not relate theory to practice	1	14	8	67	10
10. The sessions followed a logical pattern	7	62	14	16	1
11. I did not have an opportunity to express my ideas	0	1	3	54	42
12. I really felt a part of this group	32	57	8	3	0
13. My time was well spent	22	53	13	7	5
14. Too much time was devoted to trivial matters	4	11	9	63	13
15. The information presented was too advanced	1	5	3	58	33
16. The content presented was applicable	12	68	12	7	1
17. I have become acquainted with someone to turn to in problem situations	18	53	13	15	1
18. I have a better understanding of the total vocational technical education program offerings in Oklahoma	36	56	4	3	1
19. This program has given me a broader understanding of administrative processes and techniques in vocational, technical education	33	58	1	8	0
20. I feel that the presentations were too general	5	26	7	55	7

The participants were asked to indicate which of the units was "most beneficial to them." These responses are summarized in Table VIII. The unit relative to "Political Implications" was the most popular of the four presented during the summer program.

During the fall semester the unit on "Public School Administration" was rated as the most beneficial by 44 percent of the group. The unit relative to research received the lowest rating of the four units.

Three of the spring semester units were rated approximately equal. These units were "Program Development", "Trends and Developments" and "Curriculum Development." Eighty-seven percent of the respondents chose one of these three as being the most beneficial unit.

These data indicate that most of the units of instruction were beneficial to a sizeable percentage of the group. Eight of the 12 units were marked as being most beneficial by at least 25 percent of the respondents.

While it is difficult to quantify responses to open-ended questions, a great deal of information can be obtained from these questions. Some of the most important points made by the program participants were in response to the open-ended questions on the evaluation form.

Approximately one-third of the participants indicated specific ways in which they had used or planned to use information and concepts gained from the program. Some indicated that they had generated proposals for research, program development and curriculum development projects as a result of ideas initiated during the program.

TABLE VII I

Participants Indication of Most Helpful Units

Unit		Percent Indicating Most Helpful
Unit	Summer	
I.	Social Implication for Vocational Technical Education	29
II.	Political Implications for Vocational Technical Education	45
III.	Local Responsibilities for Reimbursed Programs	14
I IV.	Economic Implications for Vocational Technical Education	11
	Fall	
I.	Public School Administration	44
II.	School and Community Relations	27
III.	Student Services and Adult Education	23
IV.	Review and Analysis of Research in Occupational Education	6
	Spring	
I.	Manpower Analysis	13
II.	Curriculum Development	26
III.	Program Development	33
IV.	Trends and Developments in Occupational Education	28

Approximately one-third of the respondents indicated that more time should have been devoted to educational administration. This tends to confirm the need for this type of program as identified by the State Department of Vocational and Technical Education.

Responses to the question relative to the "Strong Points of the Program" provided relatively little information. Most of the remarks were very general and tended to say that the instruction was good and that the opportunities for peer group interaction were worthwhile.

The question relative to "Weak Points of the Program" evoked some strong responses. Approximately two-thirds of the group offered comments relating to this question. In general their concerns were related to "instruction", "guest speakers", and "program content". Some participants recommended that more practicing administrators be involved as instructors and guest speakers. The general theme of the comments relative to program content was that the program was too general.

Throughout the program, participants were provided opportunities to make informal comments about the program. One of the most frequent comments from practicing administrators was in regard to the summer program. Several of them felt that the summer sessions were the highlights of the program.

Another comment that was heard several times came from those persons who are not yet actively involved in administration. These people expressed appreciation for the opportunity to be involved in the program along with the practicing administrators. The opportunity to learn of on-going administrative problems made the sessions much more practical and meaningful to these people.

APPENDIX A

Institute Participants

Duncan In-Service Center Participants

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	x	x	Gerald Simpson, Instructor Duncan Area Vo-Tech School Duncan, Oklahoma 73533 Office Phone (405) 255-2903
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Summer	Fall	Spring	
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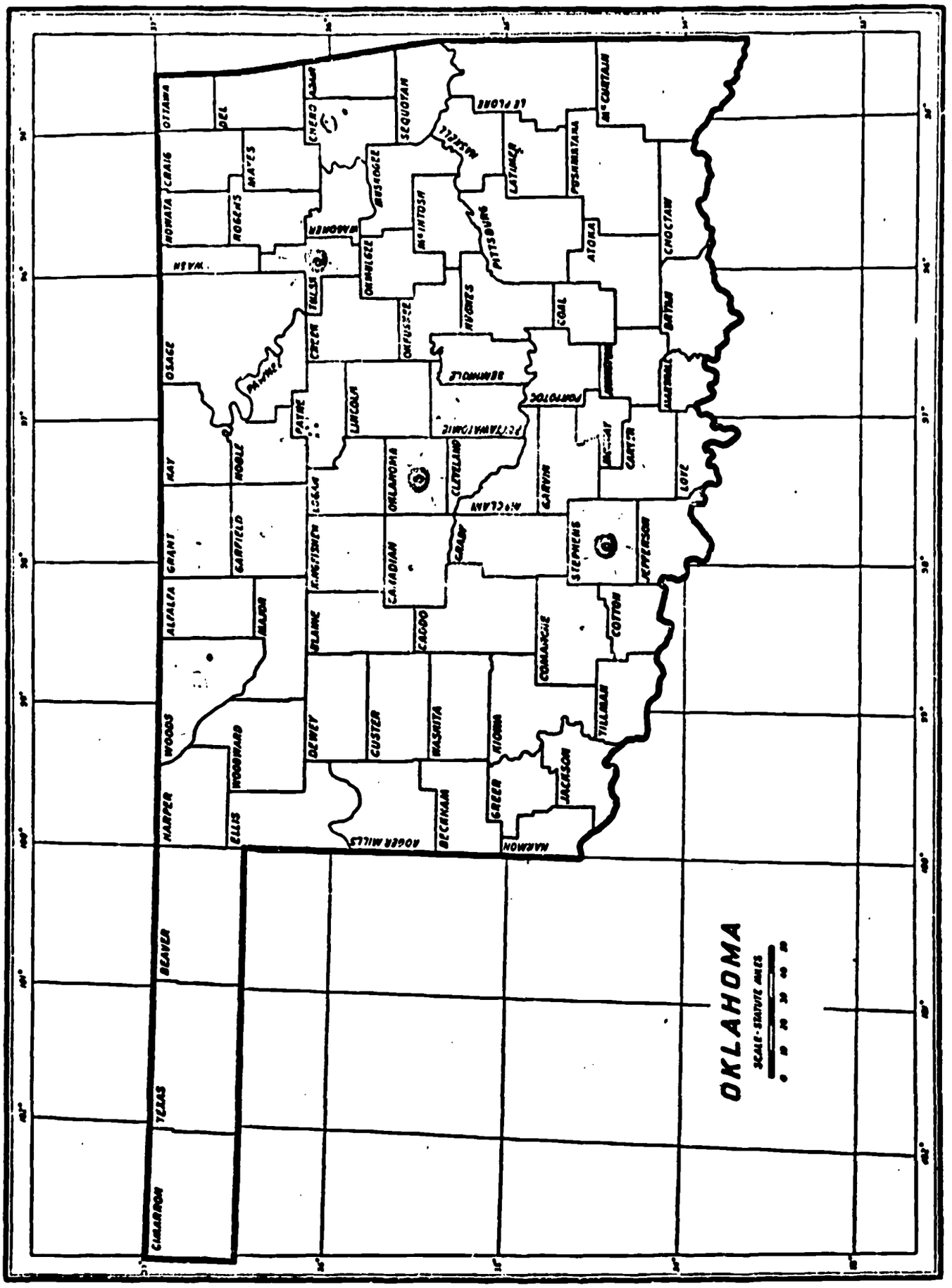
APPENDIX B

Locations of Inservice Training Centers


OKLAHOMA
SCALE - STATUTE MILES
0 10 20 30 40 50
OTTAWA
DELAWARE
CHEROKEE
ADAIR
SEQUOYAH
LE FLORE
MCCURTAIN
CRAIG
MAYES
ROGERS
MUSKOGEE
MCINTOSH
LATIMER
PUSHMATAHA
NOWATA
WASHINGTON
OSAGE
TULSA
CREEK
OKMULGEE
PITTSBURG
ATOKA
CHOCTAW
HUGHES
COAL
PAWNEE
SEMINOLE
PONTOTOC
JOHNSTON
BRYAN
PAYNE
LINCOLN
POTTAWATOMIE
KAY
NOBLE
LOGAN
OKLAHOMA
CLEVELAND
MCCLAIN
GARVIN
MURRAY
CARTER
LOVE
GRANT
GARFIELD
KINGFISHER
CANADIAN
GRADY
STEPHENS
JEFFERSON
ALFALFA
MAJOR
BLAINE
CADDO
COMANCHE
COTTON
WOODS
WOODWARD
DEWEY
CUSTER
WASHITA
KIOWA
TILLMAN
HARPER
ELLIS
ROGER MILLS
BECKHAM
GREER
JACKSON
HARMON
BEAVER
TEXAS
CIMARRON

APPENDIX C

Selected Participant Papers

School Finance and Business Management

OAED 5340

Marshall G. Holman

September 15, 1970

Financing Technical Education in the Junior College

There are about as many different ways of financing technical education in the United States as there are different kinds of programs of technical education. Some operate directly under a public school board, others operate under a special board for higher education, still others are conducted by trustees who in turn report through a board of higher education or a board of regents. These are but a few of the organizational patterns making programs of a citywide, countrywide, or statewide nature being conducted throughout the nation.

Each has its merits when considered from the standpoint of the needs of the area, the community, or the state; each also has its own set of financing problems and peculiarities.

As has been pointed out many times to lawmakers and to citizens where an institution is offering technical education, the investment of funds for these programs often is double that which would have to be invested for similar facilities, staff, and ongoing expenses for other kinds of institutions. Investment in the technical future of the nation is stressed, but individuals often refer to the investment as an expense. The revelation of costs verses return often provides an excellent basis for making the taxpaying public aware of the advantages of investing in the preparation of highly skilled personnel for technical employment. This point must be effectively communicated to the public, for the investment in technical education is frequently as much as $1,500 - $2,000 per student per year. By contrast, public-school education extended to individuals of the same age but in the liberal elements of education usually costs in the neighborhood of $600 or less per year.

Most educators are knowledgeable of the availability of local tax funds as well as state or county funds for the underwriting of technical education, but there seem to be significant gaps in their awareness of sources of federal funds which might be available for this purpose. For example, many do not realize that funds from the Vocational Education Acts of 1963 and 1968 are available not only for reimbursing the salaries of teachers, supervisors, administrators, and others directly connected with the program of technical education, but also for the construction of buildings and/or for the renovation of facilities for inaugurating a program of technical education. The 1963 legislation had raised the authorized annual appropriation for vocational-technical education grants to the states to $225 million. The 1968 legislation raised this to $575 million for the 1970 fiscal year, $675 million in each of the next two fiscal years, and then $565 million for the 1972 fiscal year and each year after that.

Other federal acts also provide possibilities. Under Title II of the George-Barden Act, in which health and other paramedical areas of health instruction are considered, strong support for the development of technical programs is provided in a wide array of health-oriented occupations. Title III of the same act placed special emphasis on the highly technical occupations in the interest of national defense and provided extensive funds for equipment as well as reimbursement of salaries of a variety of kinds.

Many other kinds of federal legislation provide opportunities to obtain funds for the further development and improvement of programs in technical education. These acts include the Higher Education Facilities Act, the Manpower Development

and Training Act, the Nurse Training Act of 1964, the Allied Health Professions Personnel Training Act, etc.

Although the patterns of finance for technical education will vary, there is becoming a trend toward regionalization of services, and the merging of forces and intelligence to provide the kinds of support and guidance needed for technical education. As the need for technical education continues to manifest itself throughout the nation, it is contingent on each educational agency, at its appropriate and chosen level, to assume the responsibility for providing adequate technical-educational services and facilities for the preparation of youth and adults for the fields materializing from our great technological growth.

Weekly Assignment
EPDA 553

October 1, 1970

NAME SIX PRESSURE GROUPS THAT HAVE AN IMPACT ON AREA VOCATIONAL-TECHNICAL EDUCATION IN OKLAHOMA AND DISCUSS THREE OF THEM BRIEFLY

By:
Garvin A. Isaacs

EPDA 553
October 1, 1970

Dr. Kenneth St. Clair

Name six pressure groups that have an impact on Area Vocational-Technical Education in Oklahoma and discuss three of them briefly.

1. Superintendents of Schools
2. Boards of Education
3. Public Utilities
4. Newspapers
5. City Governing Boards
6. Business and Industry

I could name many more groups that could and sometimes do use their pressure impact to help or harm vocational education in Oklahoma; however, I will treat only the first three on the list since only three have been requested for a short discussion.

In the establishment of Area Vocational-Technical Schools in Oklahoma relative to the 1963 Vocational Education Act, we have found that since our Area schools in Oklahoma are for high school pupils, post high school students and adults, that we must have the support of the local school superintendents to be successful in the formation of an area school district. The local superintendents are sometimes selfish because they are afraid if they ask their people to vote, perhaps a three mill operation levy with a limit of five mills, that some of their 35 mills to support the local school might be defeated. As a result, they deny their pupils vocational-technical education. To buy the land, building, and equipment for the school from capital outlay expenses, the district cannot undebt itself over 5% as compared to 10% for the local district.

As you can see, the superintendent must influence their boards that vocational-

technical education is important to the student, state and nation if the schools are constructed.

If the boards of education are not willing to sign resolutions and then support them, the districts will not become a part of an area district.

Public Utilities such as railroads and electric power companies have used their impact to defeat local districts from joining area vocational-technical schools.

Local newspapers have helped many districts vote to join an area vocational-technical school district; however, we have had newspapers to be the prime reason for their defeat.

City Councils of various towns have been instrumental in telling the story of vocational education and by doing so they have enabled districts to join in the formation of area districts. Area districts in Oklahoma must have $40,000,000.00 valuation and 1500 scholastics (6-17 years) or a 50 mile radius.

In a district that we are attempting to form at the present time, we are waiting on a resolution from the County Commissioners. The County Commissioners are waiting on a large oil refinery to give them the green light. We hope the light turns green.

County Commissioners can sign resolutions for the entire county to vote to join an area district and school boards can sign for their districts. Both must have the minimum criteria of $40,000,000.00 and 1500 scholastics or a 50 mile radius.

OKLAHOMA STATE UNIVERSITY

STUDENT RECRUITMENT, PLACEMENT AND FOLLOW-UP

EPDA 553

November 10, 1970

Marvin A. Wittrock

1. APPRAISAL OF STUDENTS

Accurate prediction of success or failure in technical education is a goal which all technical educators would like to accomplish. This goal, of course, will never be completely realized because of the complex nature of students. A student may possess all of the desired measurable qualities, but because of lack of interest, insufficient motivation, or personal problems, he will not be successful in a certain technical field.

Since certain qualities are measurable, educators must put forth an effort to analyze these qualities in predicting success or failure in certain fields. Prognosis is an "estimate" and is not intended as an infallible prediction.

Most technical curriculums are limited in enrollment by the number of work stations available. It is soon apparent after a technical school opens its doors that some standardized test must be used to supplement the first selection procedures - that of selecting students on the basis of high school grades and personal interviews. In many cases a high drop out rate can be attributed to inadequate selection procedures. The "drop out" perhaps had the intelligence and interest necessary for success, but he did not possess the aptitudes needed in the field for which he was studying.

The Differential Aptitude Test Battery will give an idea of general intelligence and various aptitudes believed necessary to succeed in the student's occupational choice. Ease of administration and scoring is a factor in choosing the DAT. Tentative Norms can be

established and a record and profile chart devised for each individual student, each technical curriculum, and each freshman class. These profiles should be available to qualified school personnel. The technical school should have as part of its entrance requirements that all students take the DAT tests before being admitted, or scores must be available from a test taken in the year of enrollment into a technical program.

The real measure of the effectiveness of the test would be a follow-up comparing job placement and on-the-job achievement with test scores. Until a study of this type can be started, the degree of success of the battery can be dependent on the following basic assumptions:

1. The DAT can measure aptitudes
2. People in similar occupations tend to have similar aptitudes
3. Aptitudes tend to form patterns which differ for each occupation
4. Persons who demonstrate aptitudes similar to those who have succeeded in a given occupation curriculum will probably succeed in that curriculum

This test battery is subject to the same limitations as all test batteries. Its success is dependent upon careful administration, including accurate timing, clear directions, proper physical setting, cooperation of persons being tested and wise interpretation. As in any aptitude test, its limitations are in characteristics such as; drive, energy, health, and personality.

3. CONDUCTING INDIVIDUAL VOCATIONAL COUNSELING

One of the most important aspects of the student selection process is the personal interview with the student. This interview may

be conducted in two parts; first, the applicant meeting with the guidance counselor, and then with the department head. Prior to the interview, both the guidance counselor and the department head should examine the applicants' highschool transcripts and test results. Any of several achievement and interest tests may be given. At the time of the interview, the interviewer will discuss these test results and the applicants' highschool record. Close observation of the applicants' personal qualities, level of maturity and personal ambitions should be made by each of the two interviewers.

After the two part interview has been completed, the guidance counselor and department head will get together and discuss their impressions of the student and form a mutual opinion as to whether he will be successful in the program, is likely to fail, or should be accepted on a probationary basis. Once the decision has been made, the applicant should be informed as to why he was rejected or accepted on a trial basis. This will probably be handled by the guidance counselors. At this time, the counselor will suggest other areas of study if the student appears to have a little chance of success in this chosen field.

It is quite obvious that the guidance counselor needs to have a good deal of knowledge of the technical education program if his judgement is to contain any validity at all. He must know the objectives of the program and characteristics a student must possess in order to be successful in it. The counselor must also maintain good raport with local industry to be able to determine what type of person is hirable. It also seems quite important that the guidance counselor "sells" the programs to the local highschool guidance men, science and math teachers.

4. PLACEMENT AND FOLLOW-UP OF STUDENTS

The problems in technical education and technical programs are many and complex. The following discussion will relate to only one of these problems: Types of follow-up studies needed in Engineering Technology programs.

There are numerous follow-up studies relating to vocational and to Junior College transfer programs, but there are few available in two-year post-high school Engineering Technology programs. In reviewing the results of several studies, it becomes apparent that the studies seem to be justifying the existing programs rather than a critical analysis of the program with suggestions to improve the curriculum. The committee suggests that the following questions could serve as a general criteria for implementing a follow-up study with hopes of yielding a variety of improvements.

1. Does the graduate exhibit the responses which would indicate that the objectives of the program have been fulfilled?

2. What changes are needed in the program to improve the chances of success of the graduate?

3. Which experiences in the Engineering Technology Curriculum are directly related to vocational success?

4. Are the graduates receiving a broad fundamental education to meet the demands of a changing technology after job-entry?

5. Has the graduate developed problem-solving skills as related to a particular Engineering Technology curriculum.

Federal funds could be used to provide research study in obtaining methods that might be valid in ascertaining answers to these questions.

The committee also suggests that federal funds might be helpful in supporting studies in the areas of job position and occupational titles.

We are aware that occupational dictionaries and other published books exist, but some evidence must be presented as to the extent which industry conforms and accepts these definitions. When meeting with an advisory committee, it becomes apparent that members differ with each other on the job-entry position and the potential of an Engineering Technology graduate.

We recommend that a study to take a new and critical look at present occupational titles be undertaken at the national level. This could provide some workable guidelines in the future follow-up studies.

6. FACULTY AND PARENT INFORMATION

One of the most significant of getting information to the parents is to involve them in the problems and decisions that arise concerning transportation, clubs and a host of other matters in which parents have a strong interest. By calling them together to discuss these problems and by making them parties of decisions reached real bands of friendships and appreciation can be cemented.

The following list of suggestions to help make joint planning conferences successful.

1. An atmosphere of willingness to share ideas and suggestions.
2. An understanding of the problem and its ramifications.
3. Reaching a concensus before a decision is made.
4. Having parents share in carrying out the decision whenever this is feasible.
5. Using enthusiastic members to help influence those who are less interested.
6. Rotating honors and priviledges among members of the group.

7. Sensing the needs and temperaments of the parents and trying to avoid a feeling on the part of some that they are being excluded.

8. Keeping communication simple so that parents are not confused by too many facts at one time.

VOCATIONAL-TECHNICAL EDUCATION

Discussion Area - Leadership Development

By
CLEO A. DUPY

Submitted to
Dr. Robert Price
in EDPA 553

VOCATIONAL-TECHNICAL EDUCATION

Discussion Area - Leadership Development

1. What do we really mean by the term leadership?

   The dictionary states that leadership is the action or behavior among individuals and groups which assist them in moving toward goals that are increasingly mutually acceptable. I agree with this definition but believe that true leadership is directed toward changing and guiding the behavior of people. It is a function and interaction that takes place among groups and individuals that should lead toward the completion or accomplishment of common goals. I think leadership can be measured in terms of productivity, (achievement of accepted goals), maintenance of group solidarity, and a deep concern that group members are growing more proficient both individually and collectively.

2. Does acquisition of leadership skills by the individual imply moral, immoral or amoral involvement? Explain.

   When one acquires leadership it should be moral involvement because he is in a position to influence people and there is no place for the other two amoral or immoral.

3. What leadership roles are demanded of: (1) administrator of vocational-technical schools; (2) teachers in these schools; (3) state and national officials and leaders.

   (a) The administrator of an area school should assume the leadership role so that he can build an effective instructional staff. The effective teacher is the key to a productive unit in any school system. He should provide a climate for professional growth within the system and he can help do this by trying to supply adequate resources, services, and compassion for his fellow man in the school in which he operates.

   (b) The teachers can assume leadership roles by helping set up effective ways for evaluating instruction. They can become involved in experimentation, exploration, and creativity that

will lead to new and better ways of training students. The leadership of teachers can be exhibited in acquiring new teaching skills and learning how students perform under demands and pressures of our fast changing society today.

(c) State and national leaders can exhibit leadership by just staying ahead of a fast changing world. They need to be in tune with society in general and never fall into the trap of giving out rhetoric language that will soon fall upon deaf ears and they maintain their so called position of leadership just because they happened to secure a specific appointment.

4. How effective do you view present efforts to provide leadership development training for Oklahoma Vo-Tech personnel? Please consider both formal and informal training activities.

I view the state wide effort as fairly good. We have too much driving involved for the amount of training received but nothing can be perfect. We are still trying to do on a statewide scale what was done in small groups number of years ago.

5. How do you view democratic vs. autocratic leadership and administration?

I view a leader's style as something that is a part of the man himself. Some people are more comfortable in the leadership role when they are making decisions for the group, talking more than listening, and in general takes over the job for which they are hired. This way of leadership can be called autocratic and is followed by many people because it is easy to follow.

The democratic style of leadership is usually demonstrated by a person who wants to become part of a group working behind the scenes to get a job done.

Both styles have their good and bad points and can only be as effective as the man putting them into practice.

6. Do you feel that the concepts of self-perceptual psychology are useful in developing and maintaining desirable leadership within the structure of vocational-technical education?

Definitely! The leader that perceives himself as a suc-

cessful leader will probably be one that is leading rather than following and can be counted on to make a contribution to Vocational-Technical education.

APPENDIX D

Unit Evaluation Forms

OKLAHOMA STATE UNIVERSITY

UNIT I EVALUATION SHEET

September 26, 1970

EPDA LEADERSHIP DEVELOPMENT PROGRAM

I Public school administration encompassing
- (a) Oklahoma school law
- (b) School finance and economics of education
- (c) School personnel relationships
- (d) School business management

1. How would you rate the subject content?
   Excellent_____Very Good_____Good_____Fair_____Poor_____
   Comment:

2. How would you rate the instruction?
   Excellent_____Very Good_____Good_____Fair_____Poor_____
   Comments:

3. Did you get from this unit what you wanted?
   Very much so_____Generally yes_____To some extent_____No_____
   Comment:

4. What was most helpful to you?

5. What suggestions do you have for future improvements?

OKLAHOMA STATE UNIVERSITY

UNIT II EVALUATION SHEET

OCTOBER 22, 1970

EPDA LEADERSHIP DEVELOPMENT PROGRAM

II. School and Community Relations

(a) Community Institutions

(b) Community Power Structures

(c) Effective School Community Relations

(d) Evaluation and Improvement of Education

1. How would you rate the subject content?

Excellent_____Very Good_____Good_____Fair_____Poor_____

Comment:

2. How would you rate the instruction?

Excellent_____Very Good_____Good____Fair_____Poor____

Comments:

3. Did you get from this unit what you wanted?

Very much so_____Generally yes_____To some extent____No_____

Comment:

4. What was most helpful to you?

5. What suggestions do you have for future improvements?

OKLAHOMA STATE UNIVERSITY

UNIT III EVALUATION SHEET

NOVEMBER 21, 1970

EPDA LEADERSHIP DEVELOPMENT PROGRAM

III. Student Services and Adult Education

(a) Counseling services and cost-benefit analysis

(b) Student recruitment, placement and follow-up

(c) Trends and needs in adult education

(d) Programs in adult education

1. How would you rate the subject content?

Excellent_____Very Good_____Good_____Fair_____Poor_____

Comments:

2. How would you rate the instruction?

Excellent_____Very Good_____Good_____Fair_____Poor_____

Comments:

3. Did you get from this unit what you wanted?

Very much so_____Generally yes_____To some extent_____No_____

Comments:

4. What was most helpful to you?

5. What suggestions do you have for future improvements?

OKLAHOMA STATE UNIVERSITY

UNIT IV EVALUATION SHEET

December 19, 1970

EPDA LEADERSHIP DEVELOPMENT PROGRAM

IV. Review and Analysis of Research in Occupational Education

(a) The value of research in occupational education

(b) Methods of review, synthesis, and interpretation of research

(c) The research coordinating unit in Oklahoma

(d) Applications of research findings to specific programs

1. How would you rate the subject content?

Excellent_____Very Good_____Good_____Fair_____Poor_____

Comments:

2. How would you rate the instruction?

Excellent_____Very Good_____Good_____Fair_____Poor_____

Comments:

3. Did you get from this unit what you wanted?

Very much so_____Generally yes_____To some extent_____No_____

Comments:

4. What was most helpful to you?

5. What suggestions do you have for future improvements?

APPENDIX E

Academic Year
Program Outline
and Schedule

FALL SEMESTER PROGRAM CONTENT

1. Public School Administration - 4 sessions

   a. Oklahoma School Law
   b. School Finance and Business Management
   c. School Personnel Relationships
   d. Evaluation and Improvement of Education

2. School and Community Relations - 4 sessions

   a. Importance of Effective School-Community Relations
   b. Community Power Structures
   c. Community Institutions
   d. School Public Relations

3. Student Services and Adult Education - 4 sessions

   a. Counseling Services and Cost-benefit Analysis
   b. Student Recruitment, Placement, and Follow-up
   c. Trends and Needs in Adult Education
   d. Programs in Adult Education

4. Review and Analysis of Research in Occupational Education - 4 sessions

   a. The Value of Research in Occupational Education
   b. Methods of Review, Synthesis, and Interpretation of Research
   c. The Research Coordinating Unit in Oklahoma
   d. Applications of Research Findings to Specific Programs

SPRING SEMESTER PROGRAM CONTENT

1. Manpower Analysis - 4 sessions

   a. Employment Trends and Manpower Needs
   b. Relationships Among Occupational Levels
   c. Occupational Analysis
   d. Industrial Surveys

2. Curriculum Development - 4 sessions

   a. Basic Curriculum Concepts
   b. Curriculum Influences and Constraints
   c. Integration of General and Specialized Content
   d. Practical Considerations in Curriculum Design

3. Program Development - 4 sessions

   a. Plant and Instructional Facilities
   b. Staff Requirements: Staff Selection and Orientation
   c. Financial Planning
   d. Institutional-Industrial Relations

4. Trends and Developments in Occupational Education - 4 sessions

   a. Business and Distributive Education
   b. Health Occupations Education
   c. Trends and Developments in Higher Education
   d. Vocational Education in Other States

TRAINING FOR VOCATIONAL-TECHNICAL ADMINISTRATORS
EPDA 553

Fall Schedule

1. Oklahoma City Area Vocational-Technical School - 4901 South Bryant Street
   Tuesday, 7:00 p.m. - September 1, 8, 15, 22, 29
   October 6, 13, 20, 27
   November 3, 10, 17
   December 1, 8, 15

2. Duncan Area Vocational-Technical School
   Wednesday, 7:00 p.m. - September 2, 9, 16, 23
   October 7, 14, 21, 28
   November 4, 11, 18
   December 2, 9, 16

3. Tulsa Area Vocational-Technical School - 3420 South Memorial Drive
   Thursday, 7:00 p.m. - September 3, 10, 17, 24
   October 1, 8, 15, 22, 29
   November 5, 12, 19
   December 3, 10, 17

4. Oklahoma State University - Stillwater - Math-Science Building, Room 101
   Saturday, 9:00 a.m. - September 26
   October 24
   November 21
   December 19

Spring Schedule

1. Oklahoma City Area Vocational-Technical School - 4901 South Bryant Street
   Tuesday, 7:00 p.m. - January 19, 26
   February 2, 9, 16, 23
   March 2, 9, 16, 30
   April 6, 13, 20, 27
   May 4, 11

2. Duncan Area Vocational-Technical School
   Wednesday, 7:00 p.m. - January 20, 27
   February 3, 10, 17, 24
   March 3, 10, 17, 31
   April 7, 14, 21, 28
   May 5, 12

3. Tulsa Area Vocational-Technical School - 3420 South Memorial Drive
   Thursday, 7:00 p.m. - January 21, 28
   February 4, 11, 18, 25
   March 4, 11, 18
   April 1, 8, 15, 22, 29
   May 6, 13

4. Oklahoma State University - Stillwater - Math-Science Building, Room 101
   Saturday, 9:00 a.m. - February 13
   March 13
   April 17
   May 15

APPENDIX F

Final Evaluation Form

EVALUATION FORM
EPDA 553 PROGRAM

I have participated in the EPDA 553 Program ☐ Summer Term ☐ Fall Term ☐ Spring Term

My major responsibility is in the area of: ☐ Instruction ☐ Administration ☐ Counseling ☐ Other (Check Only One).

Centers attended:

Duncan		Oklahoma City		Tulsa	
Fall	☐	Fall	☐	Fall	☐
Spring	☐	Spring	☐	Spring	☐

Estimated time required for program participation. (include travel time)

Summer_____ Fall_____ Spring_____

DIRECTIONS:

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one number following each statement. PLEASE ANSWER ALL STATEMENTS.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
I FEEL THAT:					
1. The goals of this program were clear to me.	5	4	3	2	1
2. The goals of this program were realistic . . .	5	4	3	2	1
3. The goals of this program were not the same as my goals	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4. The content and concepts presented were valuable to me.	5	4	3	2	1
5. I didn't learn anything new.	5	4	3	2	1
6. I could have learned as much by reading a book . . .	5	4	3	2	1
7. The information presented was too elementary	5	4	3	2	1
8. I was stimulated to think about the concepts presented	5	4	3	2	1
9. We did not relate theory to practice.	5	4	3	2	1
10. The sessions followed a logical pattern.	5	4	3	2	1
11. I did not have an opportunity to express my ideas.	5	4	3	2	1
12. I really felt a part of this group	5	4	3	2	1
13. My time was well spent . . .	5	4	3	2	1
14. Too much time was devoted to trivial matters	5	4	3	2	1
15. The information presented was too advanced	5	4	3	2	1
16. The content presented was applicable	5	4	3	2	1
17. I have become acquainted with someone to turn to in problem situations	5	4	3	2	1
18. I have a better understanding of the total vocational technical education program offerings in Oklahoma	5	4	3	2	1
19. This program has given me a broader understanding of administrative processes and techniques in vocational, technical education	5	4	3	2	1
20. I feel that the presentations were too general	5	4	3	2	1

Please indicate which unit of each term you feel was the most beneficial to you.

SUMMER

- ☐ I. Social Implication for Vocational Technical Education
- ☐ II. Political Implications for Vocational Technical Education
- ☐ III. Local Responsibilities for Reimbursed Programs
- ☐ IV. Economical Implications for Vocational Technical Education

FALL

- ☐ I. Public School Administration
- ☐ II. School and Community Relations
- ☐ III. Student Services and Adult Education
- ☐ IV. Review and Analysis of Research in Occupational Education

SPRING

- ☐ I. Manpower Analysis
- ☐ II. Curriculum Development
- ☐ III. Program Development
- ☐ IV. Trends and Developments in Occupational Education

A. How do you plan to apply the outcomes you have obtained from attending this program (include any proposal ideas, curriculum plans, innovations etc.).

B. Indicate below the areas of subject-matter content which you feel should be included in future programs.

C. What were the strong points of this program as you see it?

D. What were the weak points of this program as you see it?

E. Other Comments (Use the back of this sheet if necessary).