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ABSTRACT

A study was conducted of the following aspects of post-secondary occupational education in Florida: the State level administrative structure, program planning and development, program implementation, program evaluation, and the characteristics of students in these programs. Questionnaires were completed by faculty and administrators, and the Career Planning Profile was administered to students. Survey procedures and results are reported for the following: (1) State level administrative structure for post-secondary occupational education--the State Board of Education, the State Department of Education, divisions responsible for occupational education, coordinating procedures for occupational education, budgeting for occupational education, advisory bodies, the Division of Vocational Education, the Division of Community Colleges, and approval of occupational programs for community colleges; (2) perceptions of faculty and administration on post-secondary occupational programs; (3) interviews on perceptions of best practice; (4) perceptions of occupational advisory committees; and (5) characteristics of students in occupational programs. (KM)

POST-SECONDARY OCCUPATIONAL EDUCATION IN FLORIDA-- PLANNING, IMPLEMENTATION, EVALUATION

Florida Community Junior College
Inter-institutional Research Council
College of Education
University of Florida
Gainesville, Florida 32601

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This is one of several major studies carried out under the supervision of the Florida Community Junior College Inter-institutional Research Council, a consortium of more than twenty of the twenty seven community colleges in Florida working with the Institute of Higher Education at the University of Florida. We are most pleased to be able to carry out such research activities.

James L. Wattenbarger
Director
Florida Community Junior College
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CHAPTER I

FOCUS AND DESIGN

The recent growth in sophistication of American technology and the knowledge explosion which accompanied it have generated a need for a new spectrum of occupations in our society. These occupations in both industry and in the service professions require education at the semi-professional and technician level. In Florida this type of education is being offered at the post high school level by the community colleges in occupational education programs, and by area vocational centers.

The recognition of the importance of occupational education to our society has resulted in a need for comprehensive and accurate information which will provide a base for describing occupational education in Florida. The Florida Community Junior College Inter-institutional Research Council in cooperation with the Division of Community Colleges and the Division of Vocational-Technical and Adult Education has conducted a series of studies to obtain this information.

More specifically, information was collected on the following aspects of post-secondary occupational education in Florida:

(a) the state level administrative structure;

(b) program planning and development;

(c) program implementation;

(d) program evaluation;

(e) the characteristics of students in these programs.

Historical Development of the Studies

In December, 1969, at an Inter-institutional Research Council (IRC) meeting, Dr. David Evans, then IRC Representative from Valencia Junior College, spoke of the need for a comprehensive examination of post-secondary occupational education. Assigning top priority to the task, the IRC appointed a subcommittee to develop the study. It was composed of representatives from Palm Beach Junior College, Daytona Beach Community College, Valencia Junior College, the Florida Department of Education, the IRC Associate Director, and two IRC Research Assistants.

In January, 1970, the subcommittee on Vocational-Technical Training, Florida House of Representatives, held three days of public hearings in Tallahassee. Notes taken at these hearing by the IRC Associate Director and Assistants culminated in a list of "Research Questions Related to Occupational Education in Florida," published by the IRC as a topical paper. This publication provided the basis for a series of studies which were ultimately approved for implementation by the IRC.

In April, 1970, Dr. James L. Wattenbarger, IRC Director, arranged a meeting in Gainesville with Dr. Robert Fenske and Dr. James Maxie of the American College Testing Service (ACT). The ACT offered to provide the project with sufficient copies of a new guidance instrument (the Career Planning Profile) to gather comprehensive data on characteristics of first-time-college occupational students in the fall of 1970.

In June, 1970, the Division of Vocational Education of the Florida Department of Education contacted the IRC in reference to a proposed expansion of the study to include area vocational centers. At a meeting

in July, the IRC and the Division of Vocational Education agreed to expand the study to include the eleven area vocational centers with major offerings of post-secondary programs. Costs of this expansion were funded through the Division of Vocational Education.

In July, 1970, Program Inventory forms were distributed to each participating institution to identify the post-secondary occupational programs to be offered in the fall of 1970. In August, 1970, institutions began administering the Career Planning Profile (CPP) to their students.

The first draft of the IRC questionnaire for faculty and administrators in occupational programs was completed in August, 1970, and was reviewed and refined in September by the Survey Research Laboratory at the University of Wisconsin, Madison, Wisconsin. A pilot study using the questionnaire was conducted in October at Lake City Community College and at Lake County Area Vocational Center.

In December, 1970, the questionnaire, revised on the basis of pilot study results, was mailed to all faculty and administrators in the participating institutions. A separate questionnaire for distribution to advisory committee members was mailed to institution project coordinators at the same time.

In January and February, 1971, coding and data analysis of returned questionnaires and CPP data was undertaken. Plans were developed for the administration of interviews with personnel of participating institutions to complete the data gathering process.

Data for this study were obtained from all twenty-seven of Florida's community colleges and from eleven area vocational centers identified as having major post-secondary offerings. Participating community colleges

are listed in Table 1 with their full time equivalent enrollments as of the fall term, 1970. The area vocational centers are listed in Table 2 with their head count enrollments as of June, 1970.

TABLE 1

Participating Community Colleges and Full-Time Equivalent Enrollments for Fall, 1970

Community College	Location	F.T.E. Enrollment Fall, 1970*
Brevard	Cocoa	4,594
Broward	Fort Lauderdale	4,969
Central Florida	Ocala	1,634
Chipola	Marianna	1,204
Daytona Beach	Daytona Beach	3,464
Edison	Fort Myers	1,223
Florida at Jacksonville	Jacksonville	7,057
Florida Keys	Key West	504
Gulf Coast	Panama City	1,520
Hillsborough	Tampa	3,124
Indian River	Fort Pierce	1,580
Lake City	Lake City	1,637
Lake-Sumter	Leesburg	763
Manatee	Bradenton	2,135
Miami-Dade	Miami	21,396
North Florida	Madison	1.272
Okaloosa-Walton	Niceville	1,876
Palm Beach	Lake Worth	3,761
Pensacola	Pensacola	5,621
Polk	Winter Haven	2,475
Santa Fe	Gainesville	3,867
Seminole	Sanford	1,897
South Florida	Avon Park	498
St. Johns River	Palatka	1,016
St. Petersburg	St. Petersburg	7,611
Tallahassee	Tallahassee	1,467
Valencia	Orlando	2,356

*There are no standardized means of reporting the number of students attending community colleges and area vocational centers. Figures in Tables 1 and 2 are not comparable.

TABLE 2

Participating Area Vocational Centers and Enrollments for June, 1970

Area Vocational Center	Location	Post-Secondary Enrollment June, 1970*
Brewster	Tampa	858
Lake County	Eustis	420
Lindsey Hopkins	Miami	1,916
Lewis M. Lively	Tallahassee	1,875
Manatee	Bradenton	439
Mid-Florida	Orlando	961
North Technical	Riviera Beach	740
Pinellas	Clearwater	53
Polk	Bartow	90
Sarasota County	Sarasota	588
Sheridan	Hollywood	460

*There are no standardized means of reporting the number of students attending community colleges and area vocational centers. Figures in Tables 1 and 2 are not comparable.

Plans of Organization and Operation for Occupational and General Adult Education in Florida

Occupational and general adult education in a given community may be provided by various components of its school system. Most counties have arrangements for some vocational and adult education within their regular school system. Others have established area vocational centers for these programs. In some instances, both an area vocational center and a community college are present, ten of the eleven treated in the study being located in counties that also have a comprehensive community college. Where a community college is charged with vocational and adult education a clear delineation of responsibilities among the various community educational agencies is particularly necessary.

To assist in defining and clarifying responsibilities the State Board of Education, through the Division of Vocational Education and the Division of Community Colleges, has formulated four general plans for the organization and operation of occupational and general adult education. The concept is based on selection by local institutions involved of one of the plans in light of local conditions.

A brief description of the plans and some important conditions associated with their application is provided below.

PLAN I

If (A) there is real evidence of a philosophical commitment to the value and purpose of general adult and vocational-technical programs existing within the college administration and faculty, and

(B) there are educational needs not being met because of limited existing programs of general adult and/or vocational education; and/or there is good evidence to indicate that by administering these existing programs through the community college they will be expanded and improved to meet more adequately the needs of the community.

then it is recommended that the community college have primary responsibility for education of persons beyond high school age.

PLAN II

If (A) programs of general and/or vocational education as an existing part of the county school system are serving the basic needs in these areas, and

(B) there exist unmet needs for certain types of offerings which it may be desirable to provide, and

(C) there is evidence of a genuine desire on the part of the college to serve the general adult and vocational needs not otherwise being met in the county, and

(D) the college has certain resources (physical plant, staff, organization, etc.) which may be used in serving general adult and vocational-technical needs, and there is reason to believe that such needs can better be met by the community college than by other agencies of the school system,

then it is recommended that the community college have responsibility for associate degree and certificate programs plus certain other offerings for adults not provided in the general adult or vocational-technical education program in the county school system.

PLAN III

If (A) excellent programs of general adult and/or vocational education are existing and serving basic needs in these areas, and

(B) there is widespread feeling in the community and among the college faculty that the college should offer only college level work or work leading to an associate degree, and

(C) there exist unmet needs for certain types of short courses, institutes, etc., similar to college credit courses which the community college by virtue of its physical and faculty resources is uniquely able to fill,

then it is recommended that the community college have the responsibility only for associate degree and certificate programs plus certain short courses, institutes, etc., related to existing programs of the college and similar to college credit courses.

PLAN IV

If (A) there exist strong general adult and vocational education programs, and the school administration and community are satisfied with these existing programs, and

(B) the prevailing philosophy and the expectation of the community is that the community college should offer only college credit programs,

then it is recommended that the community college have the responsibility only for programs for which college credit is awarded.

Community colleges therefore can have varying degrees of responsibility for occupational and general adult education, depending upon the option adopted. Table 3 indicates the plans followed by the various institutions as of June, 1971.

TABLE 3

Plans of Organization and Operation for Occupational and General Adult Education in Florida's Community Colleges

Institution	Plan	Area Center*
Brevard Community College	I	X
Broward Community College	III	
Central Florida Junior College	I	X
Chipola Junior College	I	X
Daytona Beach Community College	I	X
Edison Junior College	II	
Florida Junior College at Jacksonville	I	X
Florida Keys Community College	I	X
Gulf Coast Community College	III	
Hillsborough Community College	II	
Indian River Community College	I	X
Lake City Community College	I	X
Lake-Sumter Community College	II	
Manatee Junior College	II	
Miami-Dade Junior College	II	
North Florida Junior College	I	X
Okaloosa-Walton Junior College	I	X
Palm Beach Junior College	III	
Pensacola Junior College	I	
Polk Community College	II	
Santa Fe Junior College	I	X
Seminole Junior College	I	X
South Florida Junior College	I	X
St. Johns River Junior College	III	
St. Petersburg Junior College	III	
Tallahassee Community College	II	
Valencia Community College	II	

*X = Community College serving as an Area Vocational Center.

Procedures and Implementation

Purpose and Scope

The purpose of the inquiry was to develop information which would provide a base for describing post-secondary occupational education in Florida. Five specific areas were investigated: (1) state level administrative structure for post-secondary occupational education; (2) program planning and development; (3) program implementation; (4) program evaluation; (5) characteristics of students in occupational programs.

Results of the several investigations were collected in five studies: (1) state level administrative structure; (2) perceptions of faculty and administration on program planning, implementation, and evaluation; (3) interviews on perceptions of best practice; (4) perceptions of occupational advisory committees, and (5) characteristics of students in occupational programs.

State Level Administrative Structure

Material on the responsibilities and relationships of state agencies involved in post-secondary occupational education was gathered by review of publications and interviews with officials of the several agencies. Special attention was given to the respective roles of the State Board of Education, the State Department of Education, the Division of Vocational Education, and the Division of Community Colleges. The information developed by this study is presented in descriptive form in Chapter II.

Perceptions of Faculty and Administration

A pretested instrument, Objective: Occupations Questionnaire (Appendix A), was administered to 225 administrators and 747 faculty members of the 27 participating community colleges and to 33 administrators and 287 faculty

members of the eleven area vocational centers. The questionnaire, consisting of 281 items and with separate sections on program planning, implementation, and evaluation was specifically designed to provide an accurate picture of the perceptions of respondents toward post-secondary occupational programs in their institutions. Data were analyzed with a comprehensive statistical computer program. Results are presented and discussed in Chapter III, together with further information on the instrument used.

Interviews on Perceptions of Best Practice

Structured interviews based on the Interview Guide of Appendix B were held at each participating institution with an administrative officer, a program director or instructor, and a member of a lay advisory committee or the governing board. Responses from 112 subjects were obtained. Questions were designed to provide information on areas not adequately covered by the questionnaire previously administered. Data from these interviews are analyzed in Chapter IV, which also includes additional clarification of the interview procedure.

Perceptions of Occupational Advisory Committees

A brief questionnaire (Appendix C) was prepared for members of occupational advisory committes to secure opinions on the value of a number of functions ascribed to such committees in the literature. Respondents, all selected by participating institutions, were asked to indicate the degree of importance of each function as their committees actually operate and as they should operate. The 383 replies, including some from all colleges and area vocational centers and considered representativ of the programs offered, are discussed in Chapter V.

Characteristics of Students in Occupational Programs

A Career Planning Profile (CPP), developed by the American College Testing Program, was administered to 3,905 occupational students in the community colleges and the area vocational centers. The total was almost equally divided between men (1,991) and women (1,914). The instrument produced data, in general, on abilities, interests, vocational preferences, and personal needs and background.

A number of community colleges, however, found themselves unable to distinguish occupational from other students and so selected some test subjects at random. Since it has not been possible to determine which test results are attributable to occupational students in community colleges, only the data for the 975 men and 650 women engaged in these programs in the area vocational centers is included in this section of the report. Analysis, together with additional information on the instrument used, is contained in Chapter VI.

CHAPTER II

STATE LEVEL ADMINISTRATIVE STRUCTURE FOR POST-SECONDARY OCCUPATIONAL EDUCATION

This chapter provides a description of the state level structure for administering post-secondary occupational education in Florida. It gives special attention to the roles and relationships of the State Board of Education and the State Department of Education. Two agencies of the State Department, the Division of Vocational Education and the Division of Community Colleges, are examined in detail not only because they both have major responsibilities in the field of post-secondary education but also because their concepts of organization differ considerably.

The State Board of Education

The State Board of Education (Figure 1) has the constitutional responsibility for administering all public educational programs in the state. Its membership, all of whom are elected officials, consists of the Governor and the members of the State Cabinet[1], i e the Secretary of State, the Attorney General, the State Treasurer, the Commissioner of Education, the Comptroller, and the Commissioner of Agriculture.[2] The Governor is the chairman of the Board and the Commissioner of Education acts as the Board's Secretary and executive officer In the absence of the Governor, the Commissioner of Education serves as chairman of the Board.[3]

The State Board of Education is the chief policy-making and coordinating body for public education in Florida. It has the general powers "to determine, adopt, or prescribe such policies, rules, regulations or standards as are required by law or as it may find necessary for the improvement of the state system of public education."[4] All such rules,

regulations, or standards so determined, adopted or prescribed, if not in conflict with the school code, have the full force and effect of law.[5]

Among other powers, the Board is authorized "to constitute the State Board for Vocational Education,..."[6] Acting as the State Board for Vocational Education, the State Board of Education is the "sole agency responsible for the administration of the State Plan" (i.e., the Florida State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968).[7] Except for certain statutory duties, the Board may delegate its general powers to the Commissioner of Education or to the Directors of the Divisions within the Department of Education

Thus, there is a group of elected state officials known as "The Cabinet" which, for the purposes of the administration of public education programs, assumes the role of "The State Board of Education." A staff is provided to assist the State Board, the two together being designated the "Department of Education."

The State Department of Education

The organization designated as the "Department of Education": is by law "located in the offices of the Commissioner of Education."[9] The Commissioner of Education, as the chief educational officer of the state,[10] is the official link between the staff and its division in the Department of Education and the Cabinet acting in its role as the State Board of Education.

In the Governmental Reorganization Act of 1969, it was specified that the Department of Education be divided into four divisions: (a) the Division of Elementary and Secondary Education; (b) the Division of Vocational Education; (c) the Division of Community Colleges; and (d) the Division of Universities.[11] This study focuses on (b) and (c), the Division of Vocational Education and the Division of Community Colleges.

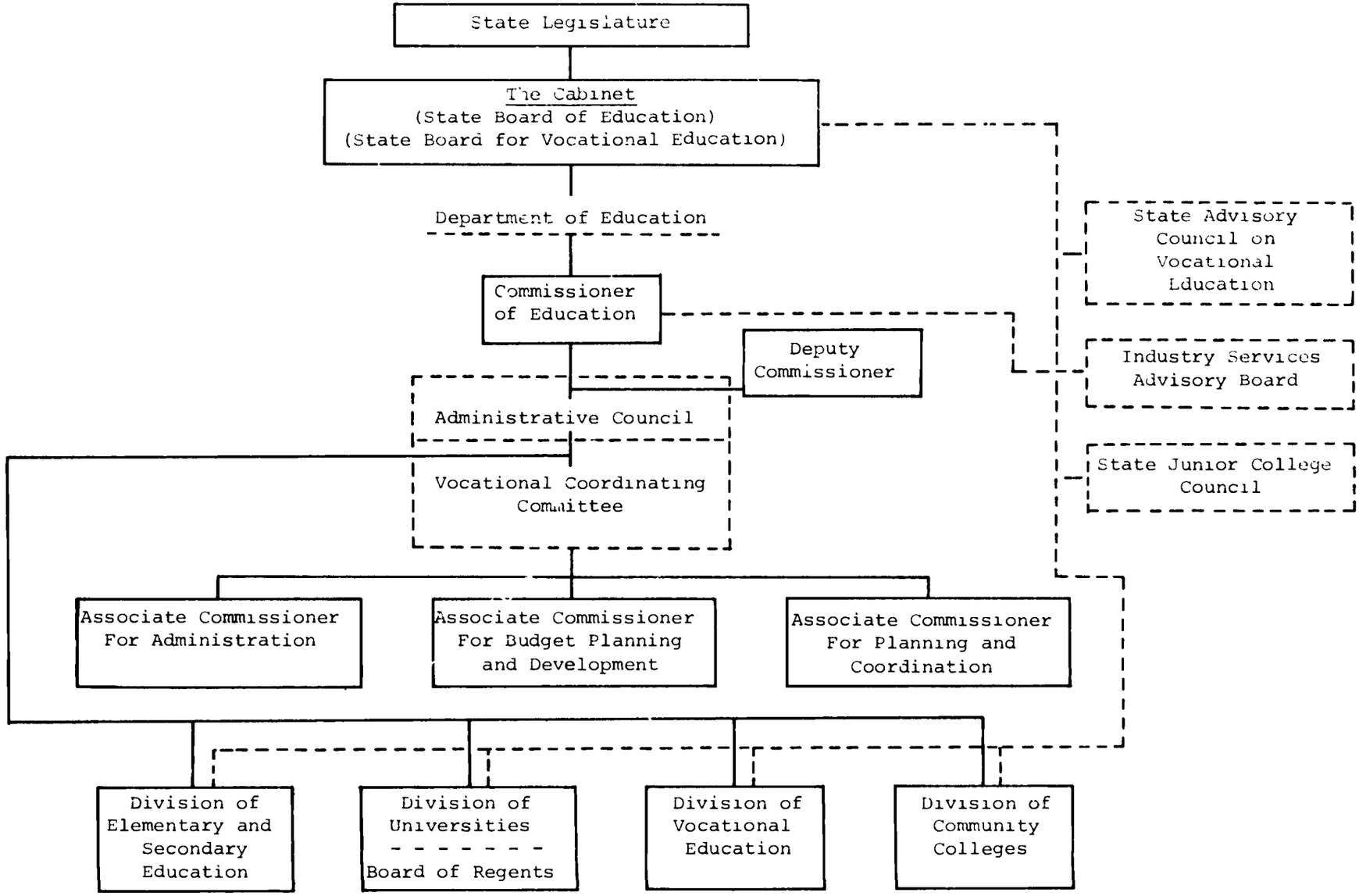


Figure 1. State-level organizational structure for the administration of post-secondary occupational education programs.

Divisions Responsible for Occupational Education

The Directors of these Divisions are employed by the Board of Education upon recommendation by the Commissioner of Education.[12] Each Division Director is responsible for organizing "the personnel and activities of the Division in order to perform the powers, duties, responsibilities, and functions assigned to it in the most effective and efficient manner, creating such subordinate units as may be needed and as may be approved by the Commissioner of Education.[13] The Directors have authority to: (a) fill vacancies among the personnel of their Divisions; (b) direct all the work of their Divisions in order to insure the greatest possible coordination, efficiency, and effectiveness of their Divisions; and (c) cooperate with other divisions in carrying out the mission of the Department of Education. Division Directors are responsible to the Board of Education through the Commissioner of Education.

In addition to recommending the appointment of Division Directors, the Commissioner has the authority to appoint the additional staff necessary for him to carry out his duties. However, it is provided in the Florida Statutes that "at least one member of his staff shall be responsible for the coordination of all vocational education under the supervision of the State Board of Education."[14]

Coordinating Procedures for Occupational Education

The Division Directors meet weekly with the Commissioner's immediate staff consisting of a deputy commissioner and three associate commissioners,[15] the total group being known as the Administrative Council. The Commissioner's representatives are concerned with policy coordination and general administrative services. They are involved with providing legal services,

administering the State Board Regulations, and the capital outlay responsibilities of the State Board. In addition, they offer supportive services to all components of the Department of Education including, but not limited to, fiscal and budgetary services, mail and communication services, personnel services, library services, data processing services, procurement services, supply services, and so forth.[16]

A Vocational Coordinating Committee which includes the Deputy Commissioner, the Associate Commissioner for Planning and Development, and the Directors of the Divisions concerned with vocational education has been appointed by the Commissioner. This committee meets weekly and prepares recommendations and regulations concerning vocational education which the Commissioner submits to the State Board. If a consensus cannot be reached on a matter, the disagreement is submitted to the Commissioner for decision. If the Divisions concerned are not satisfied with the Commissioner's ruling, they inform the Commissioner and he places the subject on the agenda for discussion at a meeting of the State Board of Education.

Operationally, before the recommendations are submitted to the Commissioner (or, in case of disagreements, while the Commissioner is reviewing the matter) invited committees of Community College presidents, Area Vocational Center directors and County Superintendents review the proposed recommendations and provide their opinions. However, it is the legal responsibility of the Commissioner to decide on recommendations to the Board by the staff of the Department of Education.

After the Commissioner has reviewed and made decisions on the recommendations, the Commissioner's staff meets with the educational aides of the Board of Education, these being persons employed by Cabinet members

to assist them in their role as the Board of Education. The Commissioner's staff informs the educational aides about the recommendations coming from the Commissioner and attempts to satisfy their information needs. The aides have at least two weeks to research the proposed recommendations before they are officially voted on by the Board of Education. When the Board has acted on a recommendation, it is filed with the office of the Secretary of State.

Proposed regulations are published in a Directory and distributed state-wide. Forty-five days after publication, the regulation becomes official and is entered into one of three parts of the State Board of Education Regulations. One compilation consists of regulations for community colleges. Another contains regulations for programs operated by county school boards, to include both secondary and post-secondary occupational levels. A third compilation contains regulations relating to the accreditation of adult high schools, vocational and technical schools and area vocational-technical centers.[17]

These arrangements and procedures produce problems in coordination since the operation of vocational programs at the local level can be under the direction of the community college board of trustees and/or the local school board. Also, at the state level not only are there the divisions related to the two local groups -- the Division of Community Colleges and the Division of Elementary and Secondary Education -- but there is a third Division which works with both local groups -- the Division of Vocational-Technical Education. It is the function of the Vocational Coordinating Committee to coordinate the activities of these three Divisions as they relate to vocational-technical education. Nevertheless, problems in

coordination exist as exemplified by the different funding formulas applying to occupational programs for community colleges and for boards of public instruction.[18]

Budgeting for Occupational Education

The Board of Education and the Commissioner issue guidelines to the Divisions for developing their budgets and provide forms for the purpose. Budgets prepared by the Divisions are reviewed jointly by the Commissioner's staff and the Division Directors after which the recommendations are submitted to the Commissioner. In event of disagreement, Division Directors may present their own views to the Commissioner. After reviewing the budget proposals, the Commissioner compiles his recommendations for the Board.[19] If disagreement still exists, a Division Director is empowered to present his own recommendations to the Board along with those of the Commissioner.

In practice, it is the Division Directors who actually present the Commissioner's recommendations to the Board. Normally, the Commissioner makes a general presentation and then the Division Directors present the budget proposals with which the Commissioner concurs. Where there are differences, the Directors are free to point out and document to the Board their disagreements with the Commissioner's recommendations. Extensive hearings are conducted with the Board's aides on such matters. After completion of Board action, recommendations are sent to the Secretary of Administration and to the Governor who uses them as the basis for his own recommendations to the legislature.

Concurrently with the Governor's review, the Department of Education staff (the Commissioner's staff and the Division Directors and their staffs) is meeting with the Appropriations Committees of the Legislature explaining

the program which the Board of Education has adopted. This program constitutes the official recommendation of the Board of Education to the Legislature. However, the Governor's proposals to the Legislature on education may be different and the Legislature must resolve any differences. Since the Governor and his staff and the Board of Educations and its staff are both represented at deliberations of the Legislature the situation may become complex at times due to overlapping of personnel between the two agencies.

Advisory Bodies for Occupational Education

The Board of Education is also authorized "to create such subordinate and advisory bodies as may be required by law or as it may find necessary for the improvement of education."[20] The members of these advisory bodies are appointed by the Board of Education from a list of two or more names nominated for each position by the Commissioner of Education.[21] The Commissioner solicits recommendations for these positions from a wide variety of sources including members of the Board of Education, the Division Directors, and personnel from local institutions and county school systems. All recommendations are discussed in the Administrative Council of the Department of Education before being presented to the Board of Education.

There are three advisory bodies concerned primarily with occupational education: the State Advisory Council on Vocational Education; the Industry Services Advisory Council; and the State Junior College Council. All ccuncils render their services to the Board of Education through the Commissioner of Education. However, for purposes of administration and for the provision of clerical and other supportive services, they are attached to two Divisions. Support of the State Advisory Council on Vocational Education and the Industry

Services Advisory Council is provided by the Division of Vocational Education,[22] while that for the Junior College Council is furnished by the Division of Community Colleges.[23]

The State Advisory Council on Vocational Education, also called the State Advisory Council for Vocational and Technical Education, is composed of twenty-one members from private business, industry, public education, and the general public serving staggered terms of one to three years.[24] The body meets at least four times a year

This council is responsible for advising the State Board of Education on all matters pertaining to the preparation of annual and long range plans for vocational education as reflected in the State Plan for Vocational Education.[25] As previously indicated, the Board of Education is also the State Board for Vocational Education, an arrangement designed to fulfill the requirements of federal law in order that the State can participate in the benefits of the Vocational Education Act of 1963, as amended by the Vocational Education Amendments of 1968.[26] In addition to this function, this advisory council prepares and submits an annual evaluation report on the state's vocational and technical education programs to the U. S. Commissioner of Education and the National Advisory Council in Vocational Education.[27] Relationships with the Division of Vocational Education will be discussed later when the organization of that Division is described.

The Industry Services Advisory Council consists of the Director of the Division of Commercial Development of the State Department of Commerce serving as chairman, the Director of the Division of Labor and Employment Opportunities of the State Department of Commerce, and five other members appointed in the manner discussed previously. The members, who serve for four years, represent the leadership of Florida's industrial community.

It is the responsibility of this council to advise the Board of Education on policies, procedures, budgets and evaluations relating to the Industry Services Training Program.[28]

"Seven prominent and representative citizens of the state" form the Junior College Council, which is charged with advising the Board of Education on policies relating to the State system of community colleges. Appointed in the same manner as for other advisory councils, the members serve four-year overlapping terms. Relationships with the Division of Community Colleges will be discussed when the organization of that division is described.

The Division of Vocational Education

Figure 2 outlines the organization of the Division of Vocational Education. As shown, there are six "function" areas: administration; program administration and supervision; program services, research and evaluation; planning; and the advisory councils assigned to this Division.[31]

The function area of administration is headed by the Division Director who, as previously described, is employed by the Board of Education upon recommendation by the Commissioner of Education and has the authority to create such subordinate units "as may be needed and as may be approved by the Commissioner of Education."[32] His detailed duties are listed in Appendix D. An Assistant Division Director "assists the Division Director in the discharge of his duties and acts for him in his absence."[32] In addition to these two administrators, there is an Assistant for Administration and two other staff members (the Coordinator of Projects and Grants and the Consultant for Community Relations) who constitute the Office of Administrative Services. Primary responsibilities of this office fall into three

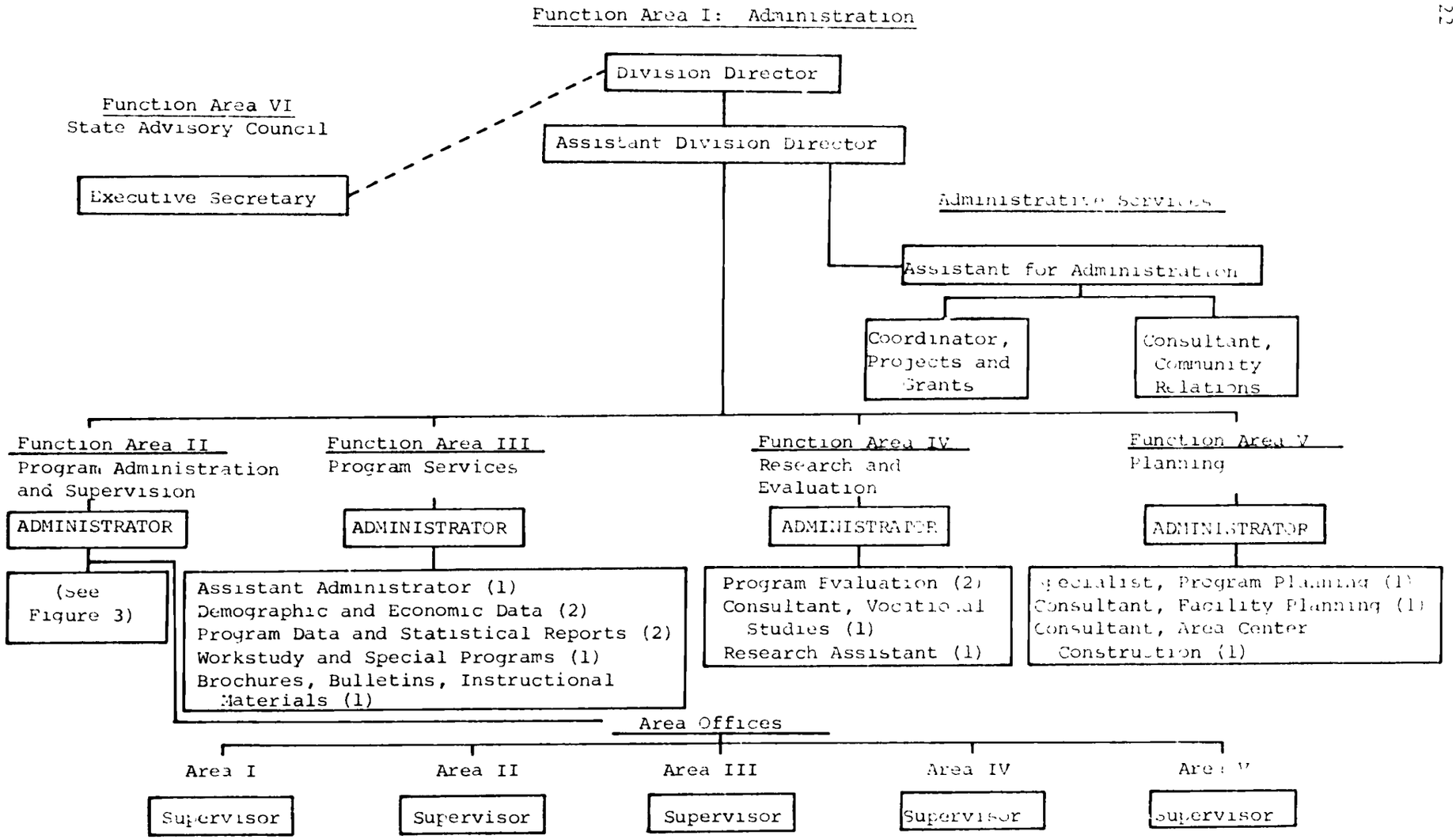


Figure 2. Organizational structure of the Division of Vocational Education.

Note: The number in parenthesis represents staff members.

categories: (1) fiscal management; (2) public relations; and (3) personnel management for the Division.

In the fiscal area the office is charged with: preparation of the annual operating budget; providing area supervisory personnel and program administrators with a budget breakdown of federal funds by categories; and reviewing, auditing, and approving all projects for federal or state funding submitted by county school boards or junior college governing boards. In the area of community relations, the office is responsible for developing programs and publications to inform "students, parents, teachers, businessmen, industrialists, and the public at large about vocational, technical, and adult education." In doing so it works closely with program supervisors in the function area of Program Administration and Supervision. The third major field involves serving as personnel manager for the division.[34]

The largest function area of the Division, in terms of staff and scope of responsibility, is that of Program Administration and Supervision which supervises all phases of all programs "which are operational at the local educational level."[35] As shown by Figure 3, this area is organized into: administration (of this function area); vocational and technical education programs; special vocational program; adult general education programs; and area offices for local program supervision.

The administrator of this function area coordinates the various sections, performs the customary administrative tasks, and serves as the normal channel for relating to the other function areas including the Division's administration. His detailed duties are listed in Appendix E. With the help of his staff, he recommends policies and procedures for administering programs, provides data for reports to the Program Services function, refers planning

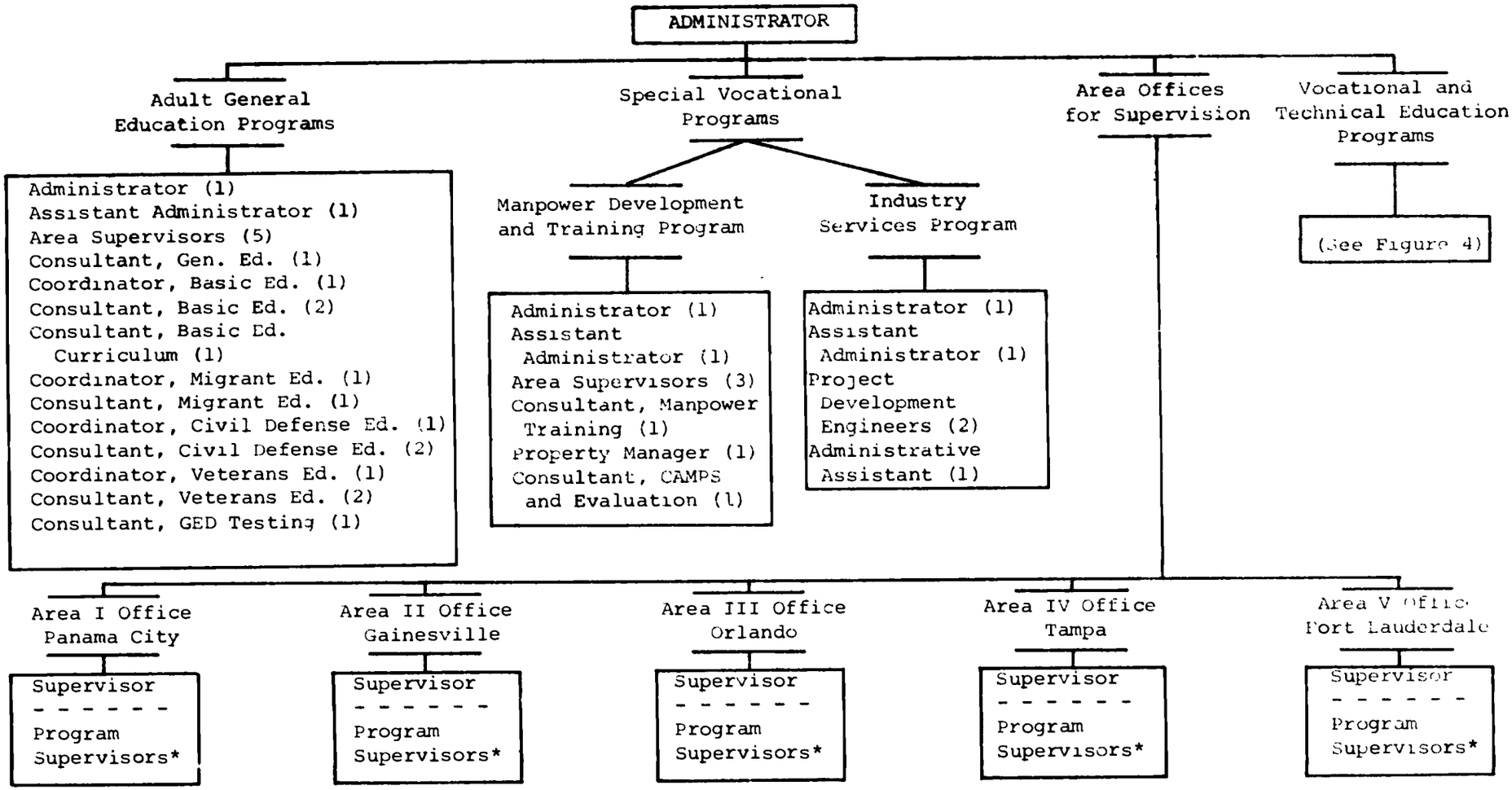


Figure 3. Organizational structure for function area II—Program Administration and Supervision.

Note: The number in parenthesis represents staff members.

*In addition to the area office supervisor, the staff of each area office includes an area supervisor from each of the program areas of function Area II insofar as staff is available to cover all five areas.

needs to Program Planning, and provides information to Research and Evaluation regarding research and evaluation needs of the specific program areas.[36] He accomplishes many of these tasks through a Coordinating Council composed of the administrators of the various program sections of Program Administration and Supervision.

The supervision of most of the programs generally considered as vocational falls under "Vocational and Technical Education Programs."[37] This subfunction (Figure 4) is divided for administrative purposes into seven sections: agricultural education; business education; distributive education; home economics education; industrial education; technical and health occupations education; and diversified occupations education. Each of these sections provides expertise for the supervision of occupational programs in its category. However, the specific programs at the local level are under the administration of the school boards and/or the community college governing boards. The expertise of this staff and almost all the other divisional resources are made available to local educational personnel primarily through the local area supervisory organization.[39]

Although technically "Area Offices for Program Supervision" is another sub-area of Program Administration and Supervision, it appears logical to introduce it at this point in the description because of its close working relationship with the program sections of "Vocational and Technical Education Programs." The division is seeking to make available its resources to the personnel of local institutions for developing, implementing, maintaining, improving, and evaluating occupational education programs, has divided the state into five geographical regions in recognition of the five major labor markets in the state.[40] The single supervisor established in

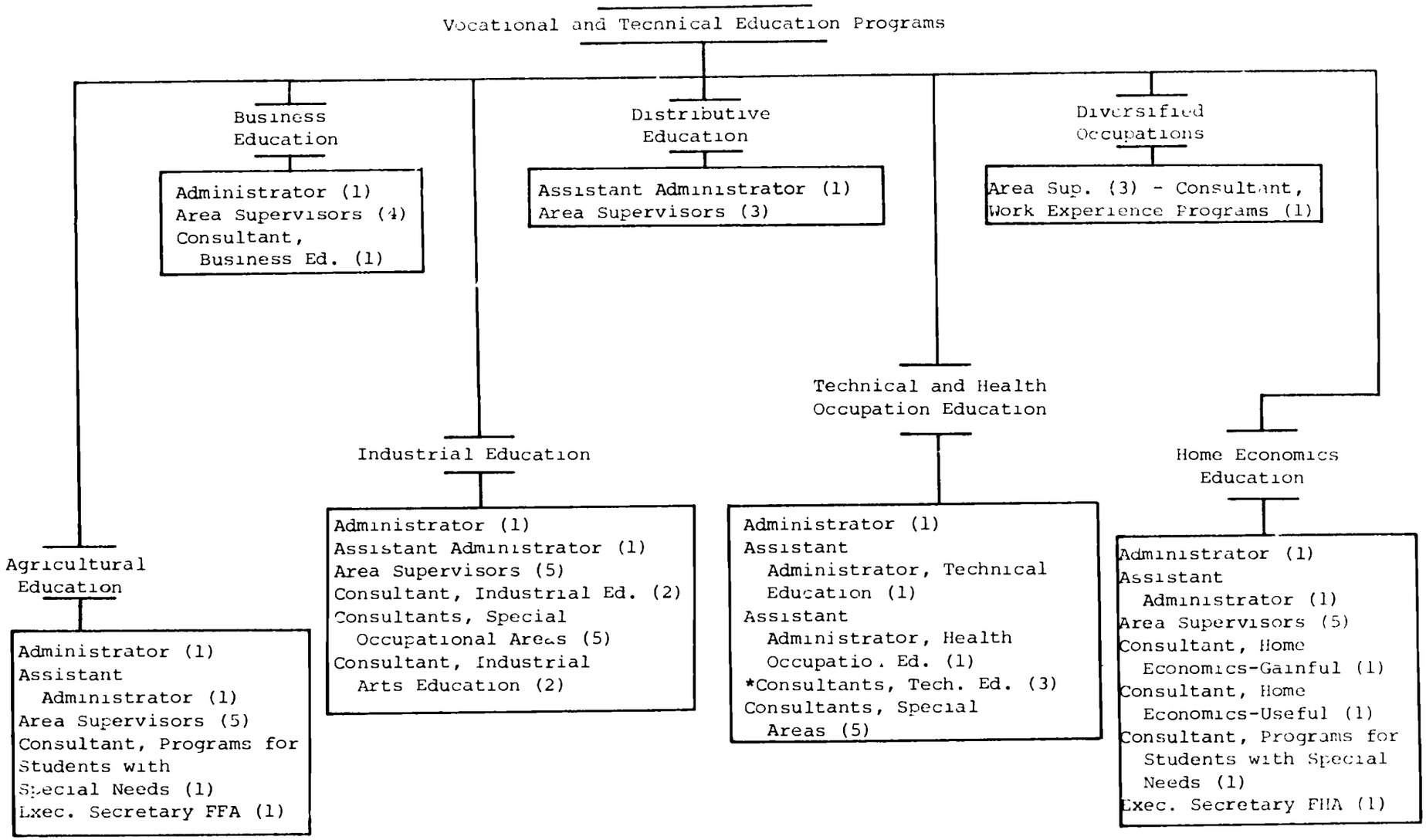


Figure 4. Organizational structure for "Vocational and Technical Education Programs." (A subarea of function area II—Program Administration and Supervision)

Note: The number in parenthesis represents staff members.

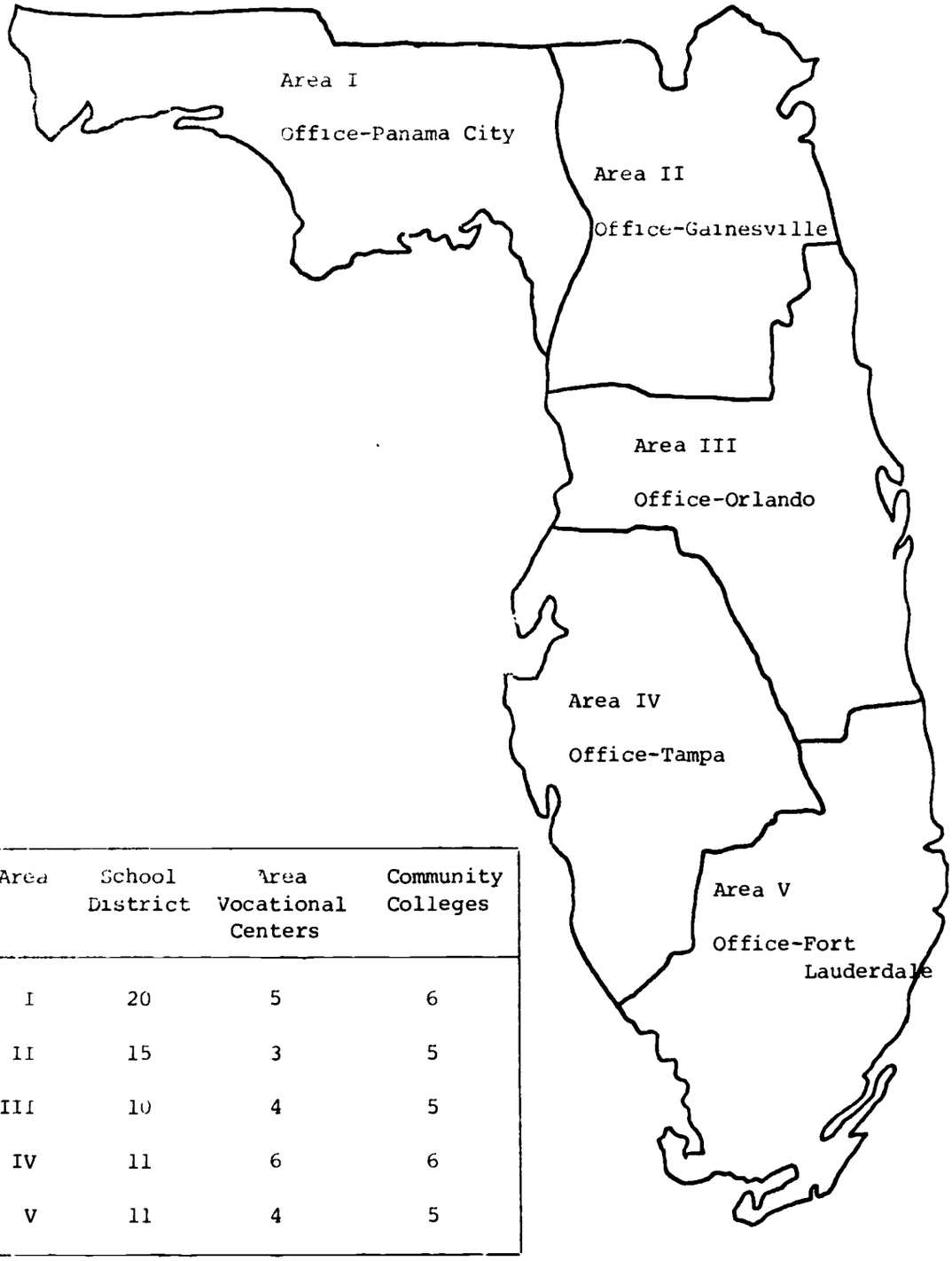
*Two consultants from Technical Education and three consultants from Special Areas, serve as area supervisors for this program area.

each region (Figure 5) is responsible directly to the Administrator of Program Administration and Supervision.[41]

These regional office supervisors act as coordinators for other personnel working out of the regional offices, these being mainly individuals who are connected organizationally with the seven program sections of "Vocational and Technical Education Programs." Each program section has one or more staff members also who serve as area program supervisors for the programs for which that section is responsible.

The agricultural education section, the home economics, and the industrial education section have one staff member assigned to each of the five regional offices. The business education section, with only four area program supervisors, requires one staff member to cover two geographical areas. The distributive education section has only three area supervisors, two of which cover two regions each. The diversified occupations education section is in a similar position. While the technical and health occupations education section has one staff member assigned to each of the regional offices, they are not designated as area supervisors. This section has three constultants in technical education and five consultants in health occupations education, two of the former and three of the latter serve as regional program supervisors. In general, these various program specialists form the nucleus of the staff whose activities are coordinated by the regional supervisor.

Each of the program sections has a defined responsibility within the total occupational education program of the state.[42] The Agricultural Section is responsible for statewide agricultural education to include both agricultural production and off-farm agricultural related occupations.



Area	School District	Area Vocational Centers	Community Colleges
I	20	5	6
II	15	3	5
III	10	4	5
IV	11	6	6
V	11	4	5

Figure 5. The five geographic supervisory areas.

In addition, this section is responsible for the Florida Association of the Future Farmers of America.

The Business Section oversees the statewide program of Vocational Business Education for preparing persons for entry into business and office occupations or for upgrading the skills and abilities of persons already employed. It is also responsible for the Florida chapter of the Future Business Leaders of America. Programs for preparing persons to enter the field of marketing and distribution or for upgrading of persons already employed in such occupations are supervised by the Distributive Education Section. This section is responsible for the State Association of the Distributive Education Clubs of America.

The Home Economics Section is in charge of programs to educate persons for effective family living, to prepare individuals for occupations utilizing home economics knowledge and skills, and to improve the competencies of persons in these fields. The section is responsible for the Florida Association of Future Homemakers of America.

The Industrial Education Section has programs designed to prepare persons for entry into crafts, skilled or semiskilled trades, and other occupations considered trade and industrial. Also included are programs designed to upgrade the skills of persons already employed in such occupations, programs of related instruction for apprentices, and coordination between Vocational Industrial Education Programs and Industrial Arts Education Programs. This section has responsibility for the Florida Association of Vocational Industrial Clubs of America.

Programs coming under the Technical and Health Occupations Education Section are of two different categories. One includes those technical

education programs which prepare persons for occupations of a liaison nature between professionals and craftsmen, such as technicians who are a part of the manpower team in health, medicine, engineering, agriculture and business. The second category includes health occupation programs for nursing, nursing related, medical related and dental related.

The Diversified Cooperative Training Program Section is responsible for programs to prepare secondary students for employment in various occupations. This section also is responsible for the Cooperative Education Clubs of Florida.

The program supervisors function at three levels in relation to their respective programs.[43] At the state level, they work with the administrators of the respective program sections within the function area of Program Administration and Supervision. These section administrators are members of the Coordinating Council, referred to previously, which works with the other function areas of the Division and with Administrative Services, Planning, Program Services, Research and Evaluation, and the State Advisory Board executive secretary.

The Coordinating Council, which meets weekly, concerns itself with such matters as: developing and maintaining annual and long-range goals for the statewide occupational education program (as are found in the State Plan for Vocational Education) and updating area center program plans in conjunction with personnel of the planning function area; identifying research problems for research and evaluation, and then field testing, evaluating and disseminating results, providing program information and data to the Program Services function area; deciding (with Administrative Service) the vocational education funding required to support the Division's

programs as well as vocational education unit needs for the K-12 foundation program; and determining priorities for federal funding requests. Also, the Council is involved in devising ways and means to implement the approved annual and long-range plans.

Thus, the Coordinating Council may be seen as a communication link between all the other function areas of the Division and the local program supervisory staff. The communication flow should be seen as two-way, from the local program supervisory staff to the other function areas of the Division and from these other function areas of the Division to the local program supervisory staff. Basically, then, the local program supervisors operate at the state level through the Coordinating Council.

At the lower end of the organizational structure, area program supervisors interact with the personnel of local educational institutions -- area vocational centers, community colleges and other schools in the area. The institutions involved have been listed in Figure 5 for the five supervisory regions.[4] Each of the program supervisors works with directors, deans, principals, and instructors and provides leadership in planning, implementing, evaluating, and improving the programs for which he is responsible. He furnishes consultative services for special instructional problems and arranges or conducts workshops, clinics and other types of pre-service and in-service development activities for instructors. He takes care of the procurement or preparation and distribution of curriculum guides, professional and technical bulletins and other instructional materials. He also provides for and may assist in evaluation programs.

The services of the regional program supervisor may be requested by personnel of a local institution, by County School Boards or Junior Colleg

Trustees, by program or general lay advisory committees, by staff of the area supervisory offices, by staff of any of the function areas of the Division, or by any other staff at the state level. At the local level, the program supervisors work with the district school staff and the junior college administrative staff and trustees in planning and developing programs consistent with the state's approved annual and long-range program plans.

The third level of operation by program supervisors is at the regional office. The office staff, consisting of the regional supervisor and the program supervisors, receives the federal fund requests made by school boards or community college governing boards. This staff reviews these requests, identifying those consistent with annual and long-range plans, the purposes of the State Plan for Vocational Education, and the availability of federal funds. The regional office then makes recommendations based on its assessment of priority. Whereupon the requests are submitted to the Coordinating Council for review and recommendations on acceptance as projects.

The requests are next forwarded to the Coordinator of Projects and Grants who analyzes them and recommends to the Division Director which ones should be invited as projects. On the basis of these proposals, the Director determines which requests are to be invited as projects and arranges for the proper forms to be sent to the local agency which originally prepared the requests. Upon receiving the invitation, the local institution must draw up a complete project description. Once this description is completed, with the help of the program supervisor if needed, it is sent to the Coordinator of Projects and Grants for review and audit, and for submission to the Director for approval. The local institution is notified of approval and it may then submit vouchers for

the release of funds.

It is important to understand at this point that the role of the regional program supervisor and the supervisory staff is just that -- supervisory. As was stated previously, the administration of programs at the local level is under the respective district school boards and the community college governing boards. However, the determination of funding for the various occupational education programs clouds the picture.

For the K-12 program, the district school board administers occupational education programs except in those instances where the county school board and the community college governing board have jointly agreed that some high school programs may be offered through the community college. Otherwise, the county school board administers the secondary program. At the state level, however, funding for such secondary occupational education programs is provided through the Division of Vocational Education where the Coordinating Council determines the K-12 minimum foundation program vocational education unit needs and approves annually the allocation of these units to the school boards. On the other hand, vocational education units for minimum foundation support are determined by the Division of Community Colleges. Federal funds and other funds for special projects are handled as described later for the community colleges and only those requests for programs requiring federal funding are channeled through the Division of Vocational Education. Regardless of how an occupational education program is funded, the expertise of the staff of the Division of Vocational Education is made available through the regional supervisors for developing, implementing, evaluating, and improving all occupational programs.

At this point it may be well to recall that the regional supervisory organization was described in order to explain how the seven program sections of the subarea of "Vocational and Technical Education Programs" fulfilled their role in providing expertise when the specific programs themselves at the local level were under the administration of school boards and community college governing boards. It will be remembered that this subarea is but one of five in the organizational structure of Program Administration and Supervision, and that the administration of the function area as well as the area supervisory organization are two other subareas which have been described.

One of the remaining two subareas of Program Administration and Supervision is that of "Special Vocational Programs." The state-wide Manpower Development Training Programs and Industry Services Training Programs comprise its program responsibilities. In general, the staff responsible for supervising these programs is organized as described previously for the other program sections and members operate through the area supervisory offices in the same manner as do the program sections.[45]

The fifth subarea, "Adult and Veteran Education Programs," is also organized in the same way. The program responsibilities of this subarea include: the state-wide Adult General Education Program; the Adult Basic Education Program; the Adult Migrant and Seasonal Farm Worker Education Program; the Civil Defense Adult Education Program; and, the High School Equivalency Testing Program. Also, this subarea serves as the State Approval Agency for Veteran Education and Training. In general, this staff functions through the area supervisory offices in a fashion similar to the program sections.[46]

Each of the other function areas has a much smaller staff than that of Program Administration and Supervision. The Planning staff consists of an administrator, a specialist in program planning, a consultant in vocational facility planning and a consultant in area center construction. Their responsibilities include all aspects of annual and long-range planning and budgeting. They work with the administrators of the various program sections (who comprise the Coordinating Council) in developing the long-range and annual goals and in implementing those approved. They operate with the Vocational Coordinating Council of the Commissioner of Education's office in coordinating this planning with that of other Divisions of the State Department of Education. In the area of facilities, this staff provides expertise to local program administrators in developing educational specifications for construction and for updating facility development plans.[47]

The staff of the Program Services function area consists of an administrator, an assistant administrator and six other staff personnel. Its primary responsibility is to gather, compile, analyze and interpret the information essential to the other function areas of the Division. For example, it works with the personnel of the Planning function area to determine the types of data needed to project annual and long-range goals and with the personnel of the Program Administration and Supervision Function area to determine efficient procedures for obtaining program data. As the data processing unit for the Division, it is charged with preparing reports for the U. S. Office of Education, the State Commissioner of Education, the State Board of Education and the Legislature. The staff also prepares the annual revisions of Parts II and II of the State Plan for Vocational Education.

Besides the collection of data and the preparation of reports, Program Services offers other support to Program Administration and Supervision in the areas of: liaison with other Divisions in regard to vocational guidance services; occupational education teacher certification and accreditation standards; preparation and distribution of brochures and instructional materials as required for the program; and review of proposals and projects for in-service development activities for local instructional personnel. In general, in the performance of those functions relating to local programs, the channels of communication are through the function of Program Administration and Supervision as previously described.[48]

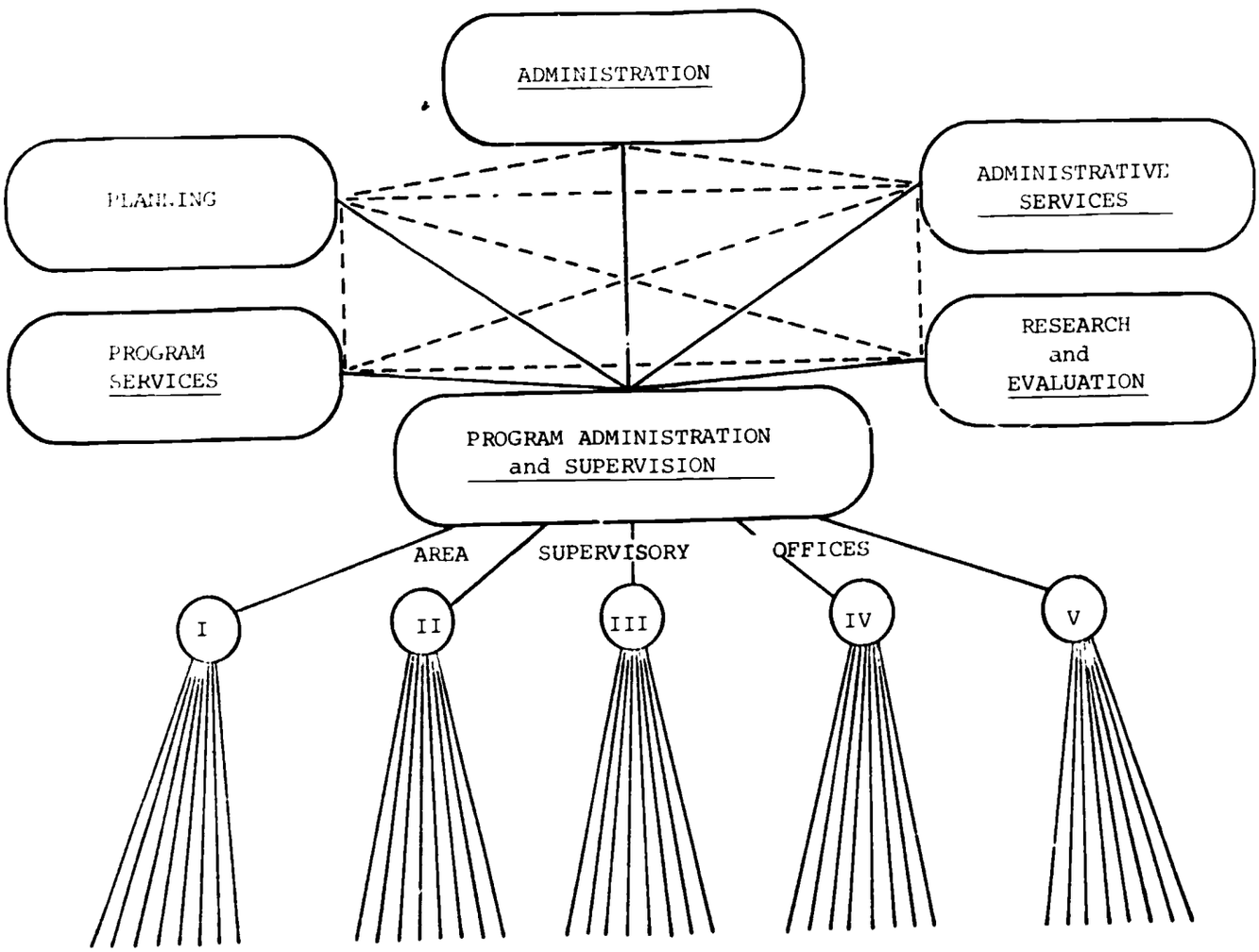
The Research and Evaluation function has a staff consisting of an administrator, a consultant in vocational studies, a vocational research assistant and two other staff members concerned with program evaluation. Examples of this staff's activities in relation to local programs are: developing and maintaining criteria and procedures for research relating to local programs; developing criteria for field testing and evaluating new programs and innovations in those underway; and developing guidelines for evaluating programs. Other activities include: reviewing research in occupational education and distributing pertinent findings; developing and maintaining a research data bank; providing consultative service in research and evaluation for local educational agencies; and, in general, coordinating vocational education research and evaluation activities for all programs under the supervision of the Division of Vocational Education. Channels of communication on local programs are generally through the organizational structure of Program Administration and Supervision.[49]

The State Advisory Council for Vocational and Technical Education function area is the final one to be described. Its staff acts in the

capacity of executive secretary to the Advisory Council. As previously stated, this Council is assigned to the Division for purpose of administration and for obtaining clerical and other supportive services. In relation to local programs, the executive secretary assists the Advisory Council as it may require in the annual evaluation of the statewide vocational education program in relation to objectives set forth in the State Plan for Vocational Education. He keeps the Council and the Division Director informed of the progress of the evaluation process and arranges for the evaluation report by the Council. The executive secretary prepares the necessary documentation for the Council to the Commission of Education for presentation to the State Board of Education. He also works with the Division Director in effecting changes in program plans, objectives, services and activities as suggested by the Council's evaluation.

In relation to the functioning of the Council itself, the executive secretary: maintains minutes of all Council meetings; prepares for the approval of the Council the rules governing its operation; works with the Chairman of the Council and the Division Director in developing Council meeting agendas, in making arrangements for the holding of the Council meetings, and in making the arrangements for at least one public meeting annually. In general, the executive secretary performs any and all duties relating to the State Advisory Council as directed by the Council Chairman and the Division Director.[50]

In summary, the communication flow through the organizational structure of the Division of Vocational Education is illustrated in Figure 6. The importance of the area supervisory offices as communication links between the Division and the various types of institutions and personnel



Local Institutions--area vocational centers, community colleges, school boards, trustees, etc.

Figure 6. Communication flow--Division of Vocational Education.

at the local level is clear. It should be recognized, however, that much communication can and does occur which cuts across all the levels and outside formal channels. Nevertheless, the preceding description represents the formal structure for relating the expertise of the Division of Vocational Education to district, county and institutional personnel.

The Division of Community Colleges

The organizational structure for the administration of occupational education programs by the Division of Community Colleges reflects a different organizational concept than that of the Division of Vocational Education. Its structure is deliberately planned as a reflection of its philosophy.[51] There is an emphasis on the Division's leadership role and on cooperative operations with Florida's public community colleges. There is also an emphasis on the development of competencies and expertise in the personnel of the colleges so that they can be resources to supplement the Division's staff in carrying out its responsibilities. Thus, the Division is committed to an approach whereby it is both a leader and a member of a leadership team which includes all community colleges.

The organizational structure of the Division of Community Colleges is outlined in Figure 7. It may be described as consisting of four sections: Administration of the Division; Program Planning Coordination and Operation; and Research and Development. While individuals may be viewed as having their major responsibilities located in one or another of these sections, the personnel of the Division work as a team. It is not possible, therefore to describe anyone as operating solely within one of these sections.

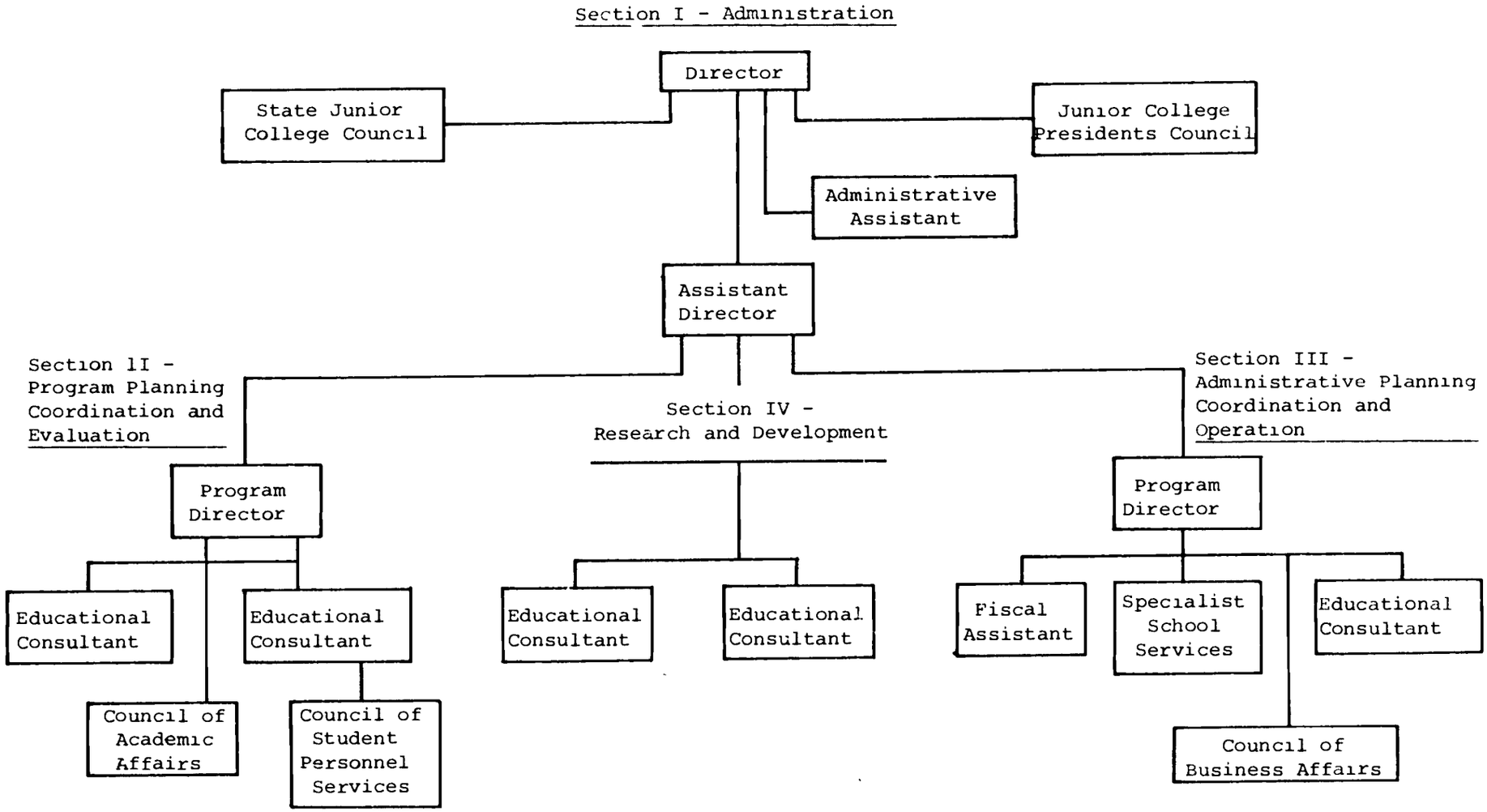


Figure 7. Organizational structure of the Division of Community Colleges.

The Division is led by a Director who is employed by the Board of Education upon the recommendation of the Commissioner of Education. He has the general responsibilities of organizing the personnel and the activities of the Division (Appendix F) and, as with the Director of the Division of Vocational Education, he has the authority to create such subordinate units as may be needed and as may be approved by the Commissioner of Education.[52]

The Director performs all those administrative tasks essential in providing leadership in the planning, development, and improvement of the statewide system of community colleges. He is assisted in his duties by an Assistant Division Director and an Administrative Assistant. In addition to assisting the Director in his duties, the Assistant Division Director: coordinates the development, revision, and distribution of State Board of Education Regulations concerning the community college system; coordinates and supervises the development and promotion of Divisional community college system, inter-divisional, and inter-agency research; represents the Division at legislative hearings and committee meetings; and participates in preparing the Divisional legislative program. The Administrative Assistant's primary responsibilities involve the management of the Division including such activities as personnel administration, preparing and maintaining the Divisional budget, and other activities of general office management.

The section of Program Planning Coordination and Evaluation is organized with a Program Director and two Educational Consultants, and operates under the direction of the Assistant Director. It performs those activities involved in fulfilling the role of the Division related to instructional programs in the community colleges, to include instructional programs in occupational education. These activities encompass: establishing and

maintaining liaison in areas involving instruction between the Division and other Divisions of the Department of Education, other state, regional, or national agencies as well as liaison between colleges; administering the Division's legal responsibilities in the area of accreditation and development of faculty preparation requirements; and, in general, recommending Divisional policies and guidelines with regard to instructional programs.

In the area of program development, the staff of this section is responsible for fulfilling the legal and leadership roles of the Division in developing new programs and in improving existing programs. This involves such activities as: monitoring need determination studies of colleges, other agencies, professional analysts, and appropriate recommendations to colleges; encouraging systematic program planning and evaluation in colleges; insuring that program coordination is being supervised within the Department of Education; and reviewing proposed programs prior to giving Division approval for funding. The staff of this section consults with and advises college administrators, supervisors, and instructors in developing, implementing, and evaluating programs, to include student personnel services. The Program Director also serves as chairman of the Council of Academic Affairs.

The section of Administrative Planning, Coordination, and Operation has a Program Director, an Educational Consultant, a Fiscal Assistant, and a School Service Specialist. It is responsible for the coordination and administration of all financial matters that involve the Division, to include: the interpretation and application of policies relating to the administration of community college business and financial procedures; recommendations to the Director regarding changes in statutes, policies, and rules and regulations relating to fiscal matters; preparation of budget

requests for presentation to the legislature; administration of operating and capital outlay funds; and consulting services on fiscal matters for individual community colleges or groups.

A Program Director coordinates the activities of this section. In addition he serves as Chairman of the Junior College Council of Business Affairs and relays the recommendations of the Council to the Director of the Division. He provides liaison with the Division of Vocational Education in coordinating the administration of funds for community colleges and in preparing fiscal reports. Other staff members or this section work together with the Program Director in collecting, compiling, analyzing, reporting, reviewing, evaluating, and recommending, with respect to data, forms, laws, regulations, policies, funds, budgets, projections, and procedures involved in requesting, obtaining, and disbursing funds for the operation of the statewide system of community colleges.

The Research and Development section of the Division is presently in a developmental stage. Its activities are coordinated and supervised by the Assistant Division Director as stated previously. In addition there are two other staff members whose major responsiblities fall within this section. They are identified as educational consultants on Figure 7. This staff is involved primarily in planning, developing, implementing, analyzing, evaluating, and disseminating research designs and projects affecting any phase of the statewide system of community colleges.

Activities of the Research and Development section include: coordinating the development, implementation, and maintenance of a management information system for the Division and the statewide system of community colleges; developing and organizing research programs in accord with the

needs of the Division; compiling, interpreting, reporting, and disseminating statistical data relating to the statewide system of community colleges; evaluating research data and making recommendations for change; working with Divisional and Community College personnel in program development; formulating plans and procedures for machine processing of data; performing a liaison function with other agencies and organizations conducting research related to community college interests; and assisting facility planning and development survey teams in studying and evaluating new and developing sites, evaluating existing facilities, preparing reports, and making recommendations regarding physical facilities.

Although presenting an overview of the organizational structure of the Division of Community Colleges, this information does not accurately describe its operation. The Division's organizational philosophy emphasizes a team approach. Coordination of all activities of the Division is accomplished through regular meetings of the staff and through the organization of task forces. These task forces are composed of at least three staff members generally drawn from different sections of the Division. They are assigned to and work on such tasks as "Legislation and Regulations," "Accreditation," "Long-Range Goals," and "Staff and Program Development." In this way staff members are kept informed and up-to-date on the major activities and concerns of the Division. The system also provides flexibility in that at any particular time one or more of these staff members will be available to provide information to community college personnel, state Divisions and agencies, the legislature, or others.

Coordination of the activities of the Division of Community Colleges with other Divisions of the Department of Education takes place as described previously, i.e. the Division Director as a member of the Administrative

Council of the Department of Education, Division staff participation with the Vocational Coordinating Council of the Department of Education, etc. Coordination is also obtained through individual staff member contacts with other Divisions of of the Department of Education and other agencies of the state.

In carrying out its responsibilities for planning and leadership in the statewide system of community colleges, the Division works with and through Councils composed of persons representing every part of the state, every community college, and every phase of community college operation. These councils include: the State Junior College Council, the Junior College Presidents' Council, the Council of Academic Affairs, the Council of Business Affairs, and the Council of Student Affairs.

As indicated earlier, the State Junior College Council was established by law as the State Advisory Council on community colleges for the Board of Education. It provides such advisory services to the Division of Community Colleges as are required.[52] In general, Council duties concern reviewing and recommending to the Division Director "the establishment of statewide policy regarding the operation of the public junior colleges..."[53] and its responsibilites are outlined in the State Board of Education Regulations. Council activities are financed by funds allocated within the budget of the Division of Community Colleges whose Director serves as its Executive Secretary.

The other Councils are associations of personnel from the individual community colleges. They represent various aspects of the colleges' operations as reflected in the respective titles. These Councils perform advisory functions for the Division as well as providing vital communication links between it and the individual community colleges. Representatives

from the Division meet regularly with these Councils and provide leadership.

It should be noted that the programs themselves are developed at the local level and that the Division staff offers consulting services. The Program Planning Coordination and Evaluation section reviews the programs to be sure they meet state and regional requirements for accreditation. The portion of the Division concerned with funding also reviews the programs to insure that they meet requirements. Funding of all programs under the Minimum Foundation Program is calculated, approved, and administered by the Division staff.

Approval of Occupational Programs for Community Colleges

The procedure for approving the offering of a new occupational program at a community college is as follows.[54] After a need for the program is established either by local surveys, Department of Education studies, Florida State Employment Service studies, or other means, a request for the development of the program is channeled through an institutional dean or director of occupational education. A local advisory committee is formed to assist in the development of the program. Next, the developing program is first reviewed by a faculty affairs or curriculum committee of the college and usually by the academic dean and the president. It is then submitted for approval by the local Board of Trustees.

At this point the proposed program may take several alternate paths to either or both of the Divisions already described, depending upon the

type of funding available for the particular program.[55] Some may require submission to the Division of Vocational Education following the procedure previously explained. Concurrently, such programs are submitted for approval of curricula by the Division of Community Colleges. Other programs, requiring only funds channeled through the Division of Community Colleges, may be processed solely by that Division. Funds for all approved programs are included in the college budgets submitted annually to the Divisions and processed as described earlier. A third type of program, which may receive funding from sources channeled through both Divisions, must be approved separately and/or in part, by both Divisions. At any stage, personnel from the local institutions may consult with staff members of either of the Divisions.

Summary

This study has provided information on the state-level organizational structure for post-secondary occupational education in Florida. The description is intended to provide a context for viewing some of the complex interrelationships involved in planning, implementing, and evaluating programs in this field.

It should be borne in mind that post-secondary occupational education programs are conducted under the supervision of county school boards or community college governing boards.[56] The primary function of the Division of Community Colleges and the Division of Vocational Education is as stated in the Florida Statutes, "to insure the greatest possible coordination, efficiency and effectiveness."[57] That both Divisions are assigned this function is a source of potential difficulty in occupational education. Both Divisions are concerned with coordinating occupational education

programs and their activities often overlap. This overlap may create problems in coordination which have adverse effects on the efficiency and effectiveness desired, as indicated by some of the personnel interviewed. Indeed, when the responsibilities of the Division of Elementary and Secondary Education for the secondary school system are considered, there are three Divisions which may be involved with specific programs in occupational education.

The state-level organizational structures of the two major Divisions described demonstrate two very different approaches to "coordination." The Division of Vocational Education has developed a large state-level staff with much expertise in the vocational-technical (occupational) field. This Division seeks to make its expertise available to all institutions offering occupational education programs through the regional supervisory organization. On the other hand, the Division of Community Colleges is committed to relying upon and developing the expertise of personnel in the local institutions and utilizing a small state-level staff for coordinating the efforts of these personnel.

NOTES

1. Constitution of the State of Florida, Article IX, Section 2 in official Florida Statutes, 1969, Volume 3.

2. Constitution of the State of Florida, Article IV, Section 4(a) in official Florida Statutes, 1969, volume 3. Cited hereafter as Florida Statutes

3. Florida Statutes, 229.012, 20.15(1)

4. Florida Statutes, 229.053 (1)

5. Florida Statutes, 229.041

6. Florida Statutes, 229.053(2)(m)

7. Florida State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968. Tallahassee, Florida: Division of Vocational, Technical and Adult Education, Department of Education, July, 1969. Part I, 1.11. Cited hereafter as State Plan, Published in two sections: The first section contains "Part I - Continuing Administrative Provisions." The second section contains "Part II - Long Range Program Provisions" and "Part III - Annual Program Plan Provisions."

8. Florida Statutes, 229.053(1).

9. Florida Statutes, 229.76

10. Florida Statutes, 229.512.

11. Florida Statutes, 20.15(3)

12. Florida Statutes, 20.15(4).

13. Floyd T. Christian, Commissioner of Education. State of Florida Department of Education and the Governmental Reorganization Act of 1969. Report and Recommendations. Adopted by The State Board of Education, August, 1969. Mimeographed. Cited hereafter as Report and Recommendations.

14. Florida Statutes, 229.512(2).

15. This description of the relationships involving the Commissioner's staff is based upon an interview with the Associate Commissioner for Planning and Development, February, 1971.

16. See Report and Recommendations, op. cit.

17. State Board of Education Regulations, Tallahassee, Florida: Department of Education, 1970 Revision. For the various compilations see the "Foreword." Cited hereafter as State Board Regulations.

18. Some correction of these inequities was incorporated in a multi-level funding proposal passed by the 1970 Legislature. See Florida Statutes, Sec. 320.765 as amended by Chapter 70-116. However, the 1971 General Appropriation Act passed by the Legislature apparently postponed such multi-level funding until the next fiscal year.

19 Florida Statutes, 229.053(2)(d) and 229.512(9).

20 Florida Statutes, 229.053(2)(a).

21. Florida Statutes, 20.15(10).

22. Report and Recommendations, 14(1) and 14(7).

23. Report and Recommendations, 12.

24. The Council was established on February 25, 1969, to fulfill the requirements of Section 104(b) of the Vocational Act of 1963, as amended by the Vocational Education Amendments of 1968 (P.L. 90-576).

25. A Plan for the Reorganization of the Division of Vocational, Technical, and Adult Education, Tallahassee, Florida: Division of Vocational, Technical and Adult Education, October 1, 1969, mimeographed, p. 29. Cited hereafter as Plan for Reorganization.

26. Florida Statutes, 229.053(2)(m). See also State Plan, 1.11.

27. Plan for Reorganization, p. 29.

28. Plan for Reorganization, p. 3.

29. Florida Statutes, 230.751(2).

30. See State Board of Education Regulations, chapter 6-A-8.041 for a full listing of the responsibilities of the State Junior College Council.

31. See introduction to the Plan for Reorganization. The chart in figure 2 is a modification of the charts found in Plan for Reorganization and State Plan, Part I, 1:14-3. Much of the description of the organizational structure of the Division of Vocational Education is based upon the Plan for Reorganization and an interview with the Assistant Director of the Division, February, 1971.

32. Report and Recommendations, p. 4.

33. Plan for Reorganization, p. 13.

34. Plan for Reorganization, p. 13. See also State Plan, Part I, 1.14-23.

35. Plan for Reorganization, p. 15. See also State Plan, Part I, 1.14-25.

36. Plan for Reorganization, P. 15.

37. Plan for Reorganization, p. 15.

38. Plan for Reorganization, p. 16.

39. State Plan, Part I, 1:14-28.

40. See Annual Descriptive Report of the Florida State Board of Vocational Education, July 1, 1969, through June 30, 1970. Division of Vocational-Technical and Adult Education, State of Florida Department of Education, Bulletin 70E-19, January 1971, p. 25 and p. 13.

41. Plan for Reorganization, p. 25.

42. Plan for Reorganization, pp. 17-20.

43. The following discussion is based upon information obtained from: (1) Plan for Reorganization; (2) interviews with the Assistant Director of the Division; and (3) an interview with one of the area supervisors.

44. Plan for Reorganization, p. 25.

45. Plan for Reorganization, pp. 21-22.

46. Plan for Reorganization, pp. 23-24.

47. Plan for Reorganization, p. 14.

48. Plan for Reorganization, pp. 27-28.

50. Plan for Reorganization, pp. 29-30.

51. The following description is based upon: (1) an interview with the Assistant Director of the Division of Community Colleges; (2) "A tentative Statement of Operational Philosophy," a mimeographed paper produced by the Division of Community Colleges; (3) job descriptions supplied by the Division of Community Colleges; and (4) a mimeographed paper "General Assignments and Special Divisional Responsibilities of Staff Members - Division of Community Colleges," produced by the Division of Community Colleges, January, 1970.

52. Florida Statutes, 230.751(1) and p. 9 of this document.

53. Florida Statutes, 230.751(3) and State Board Regulations, Chapter 6A-8.041.

54. The sources for the description are: (1) a mimeographed paper produced by the Division of Community Colleges in response to a request from a legislature committee involving "Questions Regarding Vocational Education at Community Junior Colleges and Area Vocational-Technical Centers," undated, circa Winter, 1969-70; (2) Interviews with faculty members, program directors, and administrators at various community colleges.

55. A complete description of the types of funding and the funding process is beyond the scope of this present document. However, at least five sources of funds were identified: (1) Title funds from the Board of Regents; (2) Manpower Development Act Funds; (3) Vocational Education Act Funds (Federal); (4) State funds for Special Projects; and (5) Minimum Foundation Program Funds.

56. Florida Statutes, 228.041(a) and (b).

57. Florida Statutes, 20.15(6) and (7).

CHAPTER III

PERCEPTIONS OF FACULTY AND ADMINISTRATION ON POST-SECONDARY OCCUPATIONAL EDUCATION

An examination of the literature on appropriate ways to plan, implement, and evaluate occupational educational programs indicates that few authors have asked the faculty and administrators involved in such programs about the best means for accomplishing these tasks. This chapter analyzes data gathered through a comprehensive questionnaire on perceptions administered to faculty members, program directors, and occupational education heads at the thirty-eight institutions participating in the study.

The Questionnaire

The data-gathering instrument developed by the IRC staff was based upon questions raised by the Florida Legislature during hearings on vocational-technical education in January 1970. It included items drawn from an examination of systems used by several agencies for the analysis and evaluation of vocational-technical education programs. The draft was then refined through consultations with the Survey Research Laboratory at the University of Wisconsin, Madison, Wisconsin. The final document (Appendix A) which emerged after pilot studies at Lake City Junior College and Lake County Area Vocational Technical Center, was divided into three principal sections in conformance with the study objective: planning; implementation; and evaluation.

The planning section, which focused on planning that occurred before an occupational program was begun, contained ten major areas of inquiry.

First, respondents were asked to rate a variety of factors in terms of their importance in planning. These included institutional philosophy, community support, enrollment potential, curriculum, instructors, facilities, availability of funding and other.

The second and third questions of the section on planning were concerned with the sources of manpower needs and the job markets considered in the planning process. The fourth question related to the length of time for which employment opportunities were projected. The next four questions dealt with who initiated the program, who directed the planning, the time involved in planning, and whether or not a formal planning committee was used. Respondents were then queried about the reasons programs were not carried through to completion. The final planning question asked for ratings on the importance of specified persons in the planning process. These included the head of the occupational education program, instructors, counselors, students, advisory committees, and others.

The implementation section of the questionnaire concentrated on the ongoing program. The first question asked for evaluations of a variety of factors affecting program operation, such as teaching techniques, library materials, qualifications of faculty, student-teacher ratios, building space and equipment. Two subsequent questions focused on admission requirements, and on practices and personnel concerned with student recruitment. Three questions dealt with the use of behavioral objectives and the specific types of learning expected from students in the program. Another series of questions sought to determine how instructional techniques were developed, whether students were tested before entering the program and at the end, and who developed such tests if they were used. Two questions asked

respondents to rate program support in the areas of audio-visual aids and library materials. Six questions dealt with program content. Issues covered were: (a) percent of specific technical-vocational courses in the total program; (b) in the first terms of work; (c) credit for work experience; (d) credit by examination; (e) recognition (certificate, etc.) for students who do not complete the total program; and (f) the percentage of time devoted to various teaching methods such as lecture, workshops, laboratories, field trips, and so forth. Three final questions were devoted to identifying the origin of previous studies and the availability of inservice training opportunities and sabbaticals.

The evaluation section of the questionnaire examined factors, personnel, and criterion sources used for evaluation as well as the frequency with which evaluative procedures were used. Respondents were asked to rate the degree of involvement in evaluation of various personnel such as the head of occupational studies, the program director, instructors and counselors, advisory committee members, and personnel of the Division of Vocational Education and the Division of Community Colleges in the Florida Department of Education.

Several questions involved the rating of factors considered in the evaluation process. One such question emphasized academic factors such as credentials of instructors, teaching techniques, and teaching materials. Another focused on factors related to facilities such as work space, proximity of laboratories to classroom areas, and equipment maintenance. Another emphasized counseling and guidance factors such as recruitment of students, student screening, occupational information, and placement and follow-up. Respondents were asked to rate various sources of evaluative criteria. These included accreditation standards, publications of the Florida Department

education, publications of the U. S. Office of Education, professional journals, and other institutions offering similar programs. Opinions were also sought on: the importance of support by various groups; factors to be considered in evaluation; the use of counseling and guidance practices in evaluation; the frequency of evaluation; and whether previous evaluations have resulted in changes in practices.

The entire questionnaire, including the planning, implementation and evaluation sections, contained a total of 281 items to be executed by respondents. The numbers of faculty members and administrators invited to execute the questionnaire at each institution and the numbers actually doing so are shown in Tables 4 and 5.

The data were analyzed with a comprehensive statistical computer program, Statistical Package for the Social Sciences (SPSS), at the University of Florida Computing Center and were arranged according to the three types of institutions participating: area vocational centers, community colleges, and community colleges serving as area vocational centers.

The Planning Process

The first section of the questionnaire concerned the planning phase of occupational education programs. Respondents were asked ten questions involving various aspects of the planning process. Their replies were analyzed according to the three types of institutions involved in the study: area vocational centers (AVC), community college (CC), and community colleges designated as area vocational centers (CC/AVC). Rank order and/or the percentage of responses were calculated for each category

TABLE 4

Comparison of Invited and Responding Participants
on Faculty/Administration Questionnaire,
Community Colleges

Community Colleges	Administrators			Instructors		
	Invited	Responding	Percent Responding	Invited	Responding	Percent Responding
Brevard	29	9	31.0	58	38	65.5
Broward	17	13	76.4	59	44	74.5
Central Florida	6	6	100.0	21	17	80.9
Chipola	2	2	100.0	18	17	94.4
Daytona Beach[1]	13	13	100.0	71	52	73.2
Edison[2]	1	1	100.0	12	10	83.3
Florida at Jacksonville[1]	17	13	76.4	86	52	60.4
Florida Keys	2	2	100.0	15	9	60.0
Gulf Coast	3	3	100.0	17	15	88.2
Hillsborough	4	4	100.0	27	13	48.1
Indian River	3	3	100.0	14	14	100.0
Lake City[2]	--	9	--	--	13	--
Lake Sumter	3	3	100.0	8	8	100.0
Manatee	12	6	50.0	14	11	78.5
Miami Dade	60	52	86.7	130	96	73.8
North Florida[2]	--	4	--	--	11	74.5
Okaloosa-Walton	4	4	100.0	14	13	92.8
Palm Beach	21	21	100.0	81	58	71.6
Pensacola[2]	--	16	--	--	95	--
Polk	5	5	100.0	24	24	100.0
Santa Fe	23	12	52.1	49	32	65.3
Seminole	2	2	100.0	11	11	100.0
South Florida	2	2	100.0	14	11	78.5
St. Johns River	2	2	100.0	9	9	100.0
St. Petersburg	15	9	60.0	66	53	80.3
Tallahassee[2]	--	5	--	--	--	--
Valencia	4	4	100.0	12	12	100.0
TOTALS	250	225		830	747	

[1]One respondent from each institution could not be classified.

[2]Data on number invited were not available.

TABLE 5

Comparison of Invited and Responding Samples on
Faculty/Administration Questionnaire
Area Vocational Centers

Area Vocational Centers	Administrators			Instructors		
	Invited	Responding	Percent Responding	Invited	Responding	Percent Responding
Brewster[1]	--	0	--	--	28	--
Lake County[1]	--	0	--	--	18	--
Lindsey Hopkins	7	3	42.8	97	67	69.0
Lewis M. Lively	6	6	100.0	19	19	100.0
Manatee[1]	--	2	--	--	8	--
Mid-Florida	1	1	100.0	33	32	96.9
North Technical[1]	--	0	--	--	26	--
Pinellas	13	12	92.3	38	38	100.0
Polk	3	1	33.3	13	10	76.9
Sarasota County	4	4	100.0	6	6	100.0
Sheridan	4	4	100.0	35	35	100.0
TOTALS	38	33		241	287	

[1]Data on number invited were not available.

Planning Question 1

Respondents were asked to rate twenty factors on their importance in the planning process. Space was also provided to give respondents an opportunity to indicate additional factors of significance. A five point scale was used ranging from "not important" to "absolutely necessary" as shown by Figure 8. Four other categories were provided for respondents to indicate: (1) if they could make no response to the question; (2) if they could not rate the factor; (3) if the factor was not used in the planning process; and (4) if the factor did not apply in the planning of the program with which they were associated.

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Figure 8. Rating Scale for Question 1 on Planning.

The two top rating categories ("very important" and "absolutely necessary") were grouped in this analysis in order to emphasize those factors rated most highly in each of the three types of institutional settings. Percentage and rank order of replies are indicated by Table 6.

TABLE 6

Percentage and Rank by Percentage of Respondents Rating Factors "Very Important" or "Absolutely Necessary" in Planning

Factor	AVC		CC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
1. Institution's philosophy	78	7	74	6	68	8
2. Program goals	93	1	88	1	85	1
3. Data from similar programs	38	18	47	13	40	15
4. Job opportunities	89	4	78	4	78	4
5. High school interest surveys	35	19	29	19	32	18
6. Adult interest surveys	51	14	35	17	40	16
7. Community support	68	11	64	9	63	11
8. Enrollment potential	77	8	71	7	72	6
9. Needs of disadvantages students	48	15	35	18	37	17
10. Industrial guidelines	67	12	44	14	46	13
11. Licensing agencies	44	16	44	15	46	14
12. Accreditation guide-lines	57	13	54	12	51	12
13. Curriculum	91	2	87	2	85	2
14. Instructors	91	3	86	3	83	3
15. Building space	84	6	68	8	71	7
16. Equipment	88	5	75	5	75	5
17. Cost of starting the program	69	10	61	11	66	9
18. Cost relative to other programs	32	20	28	20	29	20
19. Availability of funds	74	9	63	10	66	10
20. Institutional self-studies	43	17	37	16	31	19
21. Other	5	21	5	21	4	21

Table 6 indicates general agreement among the respondents from the three types of institutional settings on the relative importance of most planning factors. More than half of the respondents from each institutional setting rated twelve of the items in the top two rating categories (Table 7).

Respondents were unanimous in categorizing the five most important factors: goals of the program; curriculum; instructors; job opportunities, and equipment. These were apparently seen as the foundation for program planning at all three types of institutions.

In general, more AVC than CC or CC/AVC respondents rated all factors in the "very important" or "absolutely necessary" categories. In most cases the percentage of CC/AVC respondents rating a factor in these categories is closer to that of CC than to AVC respondents. Availability of funding, cost of starting the program, and building space for the program are financial matters which participants agreed upon as important. More AVC replies cited job opportunities in the field and industrial guidelines as important in planning than did those from CC and CC/AVC respondents.

In all three types of institutions, accreditation guidelines were indicated as highly important in at least 50 percent of the responses. On the other hand, institutional self-studies -- which presumably bring accreditation guidelines to bear upon the institution -- were rated as much less important (AVC-43%; CC-37%, CC/AVC-36%).

Planning Question 2

In the second question respondents were asked to rate the importance in planning of six specific information sources for "manpower need." An "other" category was provided. The percentages of respondents who rated each source as "very important" or "absolutely necessary" in planning is shown in Table 8, together with the rank order of the source.

TABLE 7

Factors Evaluated as "Very Important" or "Absolutely Necessary" in Planning by 50 Percent or More of all Respondents

Factor Number	Factor	AVC Percentage	Rank Order	CC Percentage	Rank Order	CC/AVC Percentage	Rank Order
1.	Institution's philosophy	78	7	74	6	68	8
2.	Program goals	93	1	88	1	85	1
4.	Job opportunities	89	4	78	4	78	4
7.	Community support	68	11	64	9	63	11
8.	Enrollment potential	77	8	71	7	72	6
12.	Accreditation guidelines	57	13	87	12	75	12
13.	Curriculum	91	2	87	2	75	2
14.	Instructors	91	3	86	3	83	3
15.	Building space	84	6	68	8	71	7
16.	Equipment	88	5	75	5	75	5
17.	Cost of starting the Program	69	10	61	11	66	9
19.	Availability of funds	74	9	63	10	66	10

TABLE 8

The Importance in Planning of Manpower Needs Information Sources

	Information Source	AVC Percentage	Rank Order	CC Percentage	Rank Order	CC/AVC Percentage	Rank Order
1.	Local manpower surveys	66	1	50	1	50	1
2.	Florida Employment Service Reports	43	4	31	3	30	5
3.	Department of Education Reports	45	2	28	4	32	4
4.	Professional Association Reports	44	3	39	2	42	2
5.	National Manpower Studies	31	5	28	4	33	3
6.	U. S. Census Reports	22	6	13	6	14	6
7.	Other	3	7	3	7	4	7

Table 8 indicates a predominant opinion that the local manpower suvey is the most important source of information in determining manpower needs. AVC respondents (45%) listed Department of Education reports as the next most important source while both CC (39%) and CC/AVC respondents (42%) cited professional association reports. Less than a third of the CC and CC/AVC replies rated Department of Education reports as important sources of manpower needs information.

Planning Question 3

Participants were asked to rate the importance in planning of six job markets in this question. The percentage of respondents rating each source as "very important" or "absolutely necessary" and the rank order of replies are shown in Table 9. The one job market cited most frequently by each type of institution was "specific employers". However, CC respondents gave almost as much weight to city and county job markets as to the specific employer. As the geographic area of consideration expanded, progressively less importance was attributed to it with respect to job market planning. For all three types of institutions local employment needs appear to predominate in planning occupational education programs.

TABLE 9

Job Market Importance in Planning

	AVC		CC		CC/AVC	
	Percentage	Rank Order	Percentage	Rank Order	Percentage	Rank Order
1. Specific employers	76	1	56	1	55	1
2. City	61	2	52	2	47	3
3. County(ies)	60	3	52	2	49	2
4. Region	44	4	44	4	37	4
5. State	37	5	35	5	37	4
6. Nation	25	6	27	6	31	6
7. Other	1	7	1	7	2	7

Planning Question 4

This question inquired into the time span for which employment opportunities were projected in program planning. Data from this question (Table 10) disclosed that five years is the most frequently used period for employment projection. However, appreciable numbers of respondents from all types of institutions indicated that only current needs were considered. About one-third of the CC and CC/AVC replies and about one-fifth of those from AVC respondents gave no particular time period as the base for projections.

TABLE 10

Projection of Employment Opportunities in Planning

Time Projected	AVC		CC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
Current	17	3	14	3	17	3
1 Year	3	5	3	6	1	6
2 Years	3	5	4	5	5	4
3 Years	6	4	5	4	4	5
4 Years	2	7	2	7	1	6
5 Years or More	47	1	40	1	37	1
No Reply	23	2	32	2	35	2

Planning Questions 5 and 6

Respondents were asked to check the person or group who first requested that the program be offered and the person or group who directed the planning. Coding and interpretation problems prevented tabulation of much of the data for these questions and results are not considered meaningful.

Planning Question 7

Another factor involved in planning is the length of time over which planning occurs for a program (Table 11). Approximately one-fifth of the respondents from each of the three types of institutions reported that less

than six months was spent on this activity. Another one-fifth replied that planning was accomplished over a period of six months to one year. Thus, about 40 percent of all respondents indicated that program planning took place over a period of less than one year. Significant numbers (AVC-29%; CC-22%; CC/AVC-19%) stated that they spent more than one year on planning a program. The largest category of replies, however, consisted of those not answering the question. It should be noted too that the data does not distinguish between different kinds of programs.

TABLE 11

Length of Time Involved in Planning the Program

Time Period	Percent of Respondents		
	AVC	CC	CC/AVC
Under 6 months	19	18	20
6-11 months	20	23	21
12-23 months	18	13	12
24 months or more	11	9	7
No Reply (or Unknown)	32	37	40

Planning Question 8

Whether or not a committee was established to plan the program and how often meetings occurred were the subjects of this question (Table 12). Again, a large proportion of the respondents indicated they did not know or left this question blank. The CC and AVC both had 14 percent of their respondents indicate that no committee was established while the CC/AVC had 23 percent. Some use of a planning committee was shown by almost half of the AVC replies and somewhat less by those from the CC, but by only a third of the CC/AVC respondents. Of these committees, a third of the AVC, a fourth of the CC, and a fifth of the CC/AVC respondents reported that committees met less than monthly

or at varied intervals. Only five percent or less of all committees were said to meet one or more times per week.

TABLE 12

Frequency of Meetings by the Planning Committee

	CC		AVC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
No Committee Established	14		14		23	
Committee was established. It met:						
Several times weekly	4	4	2	6	2	4
Weekly	1	6	3	4	1	6
Several Meetings per Month	7	2	5	2	5	2
Monthly	5	3	5	2	4	3
Less than Monthly	4	4	3	4	2	4
Varied Intervals	21	1	28	1	19	1
Total Use of Committees	42		46		33	
No Reply (or Unknown)	44		40		44	

Planning Question 9

Table 13 suggests that most planning that is undertaken is carried out. Roughly three-fourths of respondents from all three types of institutions indicated they had never participated in planning which was not carried out. Only about fifteen percent in each category reported that they had been involved in planning that did not result in implementation. Reasons behind these latter figures were inadequate for analysis.

TABLE 13

Participation in Planning Which Was Not Carried Out

	AVC	CC	CC/AVC
Yes	11	15	14
No	81	71	75
Unknown	8	14	11

Planning Question 10

The final question in this section asked respondents to rate the importance in planning of nineteen persons or groups. The same scale used for Question 1 was provided.

Again, as with Question 1, answers of "very important" or "absolutely necessary" from each type of institutions were combined into a single percentage for each response category. This figure and its rank order are listed in Table 14.

Each group of respondents agreed that the instructor was the most vital person in planning. AVC replies indicated the county vocational director was the next most important participant, while both CC and CC/AVC placed the dean of occupational programs in this position. Respondents from all three types of institutions rated advisory committees for specific programs as high among the essential participants in the planning process and put the head of the institution in the same category. AVC responses also placed a particularly high value on advisory committees of the Florida Department of Education and of the Division of Vocational Education.

While six persons or groups were considered as extremely important in the program planning process by 50 percent or more of the AVC respondents

TABLE 14

Percentage and Rank by Percentage of Respondents Rating Persons and Groups as "Very Important" or "Absolutely Necessary" in Planning

Persons or Groups	AVC		CC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
1. Director (Area Vocational Center)	68	4	23	14	40	7
2. President (Junior College)	6	17	49	3	46	4
3. Dean of Occupational Programs	28	15	55	2	64	2
4. Program Instructors	80	1	73	1	73	1
5. Other Instructors	37	13	26	12	23	15
6. Counselors	46	7	31	8	35	9
7. Students	38	12	34	7	42	6
8. Local Advisory Councils (institution wide)	43	8	25	13	26	13
9. Advisory Committees (specific occupations)	70	3	49	4	49	3
10. Union Representatives	14	16	3	20	8	19
11. District Board of Trustees	5	19	22	15	26	14
12. County School Board	42	10	8	19	15	17
13. County Superintendent	43	9	9	17	14	18
14. County Vocational Director	73	2	13	16	24	15
15. Licensing Agencies	31	14	27	11	29	12
16. Florida Division of Community Colleges	6	18	32	8	33	10
17. Florida Division of Vocational Education	61	6	36	5	46	5
18. Florida Department of Education Consultants	40	11	31	10	32	11
19. Advisory Committees (Florida Department of Education)	63	5	36	6	37	8
20. All others	4	20	9	18	2	20

two persons or groups were cited by this proportion of replies from CC or CC/AVC institutions. If nominations by 40 percent of the respondents is taken as the base, these figures rise to 10, 7, and 7, respectively.

State level agencies have a high value in the hierarchy of "Very Important" and "Absolutely Essential" ratings. All categories of replies gave the Florida Division of Vocational Education a key role; similarly, the Advisory Committees of the Florida Department of Education were perceived as especially

important. Florida Department of Education Consultants and the Florida Division of Community Colleges also were viewed as making particularly significant contributions. County personages and groups and bodies having only a broad association with the institution are generally placed in lower positions among those believed to be important in planning occupational education programs.

Again, as in question 1, a larger percentage of AVC than CC or CC/AVC respondents rated more participants in the "very important" or "absolutely necessary' categories. Also, the percentage of CC/AVC respondents who rated a person or group in these two top rating levels was closer to that of CC than of AVC respondents. Apparently AVC respondents perceived a greater importance in program planning for participants who are outside the organizational structure of their own institutions, four out of the six participants cited in half or more of the AVC replies being outsiders. The CC answers placed only one participant out of four in this same category and the CC/AVC respondents perceived only one out of three.

Differences in the organizational arrangements of the different types of institutions are probably reflected in the replies. For example, the AVC respondents cited the county vocational director as the number one administrator involved in program planning whereas both CC and CC/AVC responses listed the dean of occupational programs. Also, the fact that the CC respondents cited the president of the college as important in planning just as frequently as they cited the dean of occupational programs while the CC/AVC respondents did not do so may indicate a relatively stronger role for the latter in the CC/AVC type of institution.

The Implementation Process

A significant aspect of any educational program consists of the procedures and practices that characterize its operation. This portion of the report provides a description of selected characteristics involved in the implementation of occupational education programs as offered at the area vocational centers (AVC), co. ity colleges (CC), and community colleges serving as area vocational centers (CC/AVC) participating in the study.

Implementation Factors - Question 1

The initial question on implementation involved faculty and administrator ratings of the importance of nineteen factors in operating the program. The scale used was the same as that for Question 1 under Planning, ranging from "not important" to "absolutely necessary."

The data reported in Table 15 reveal that respondents at the three types of institutions were in considerable agreement on the contribution of each of the rated factors in the implementation of occupational education programs.

Despite this general agreement, however, significant differences were indicated between the types of institutions in their ratings of the following factors as "very important" or "absolutely necessary": advisory committee recommendations, building space, equipment, general education courses, information from potential employers, and placement services. All of these with the exception of general education courses were viewed more frequently as important by AVC than by either CC or CC/AVC respondents.

Advisory committee recommendations were considered as either "very important" or "absolutely necessary" by 72 percent of the AVC respondents while only 47 percent of the CC respondents and 49 percent of the CC/AVC respondents rated them as highly. Building space was seen as quite important by 85 percent of the AVC respondents as contrasted with 70 percent of the

TABLE 15

Percentage and Rank by Percentage of Respondents Rating the Importance of Selected Implementation Factors as "Very Important" or "Absolutely Necessary"

Factor	AVC		CC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
Quality of Faculty	95	1	93	1	87	1
Curriculum Content	93	2	87	2	85	2
Equipment	92	3	74	5	77	5
Getting Students	90	4	83	3	85	3
Information from Potential Employers	85	5	72	6	71	8
Building Space	85	6	70	8	74	7
Student-Teacher Ratio	84	7	70	8	74	7
Characteristics of the Job	84	8	76	4	75	6
Specific Teaching Techniques	83	9	72	7	77	4
Behavioral Objectives	75	10	66	11	64	11
Tests of Student Performance	74	11	66	10	68	10
Advisory Committee Recommendations	72	12	49	14	47	13
Placement Services	67	13	43	17	39	16
Capability of Students	65	14	58	12	59	12
Admission Requirements	57	15	46	16	46	14
Library Materials	47	16	51	13	46	14
Student-Counselor Ratio	42	17	41	18	33	17
Cooperative Work Programs	31	18	33	19	33	19
General Education Courses	28	19	48	15	38	18

CC/AVC and 68 percent of the CC respondents. The contribution of equipment to an occupational education program was viewed as important by 92 percent of the CC/AVC and 74 percent of the CC respondents.

Information from potential employers was regarded as important to the operation of occupational education programs by 85 percent of the AVC respondents as compared with 72 percent of the CC and 71 percent of the CC/AVC respondents. Placement services were viewed as being of major importance by 67 percent of the AVC respondents while only 43 percent of the CC and 39 percent of the CC/AVC respondents rated the factor this highly. The single exception to the generally higher importance ratings given the cited

factors by AVC respondents was in general education, only 28 percent of the AVC respondents judging these courses as important in implementing an occupational program as did 38 percent of the CC/AVC and 48 percent of the CC respondents.

While there were no large differences among the types of institutions in terms of the frequency with factors were considered important, two were considerably different in percentage rank for institutional categories. Characteristics of the job received the eighth highest percentage of responses by the AVC respondents, while it stood sixth in replies by CC/AVC and fourth in those by CC respondents. Specific teaching techniques was in ninth order of frequency by AVC respondents, seventh by the CC respondents, and fourth by the CC/AVC respondents. In both these cases the AVC respondents indicated the factors as being important for program implementation more frequently than did the other respondents but viewed them less frequently as important relative to other implementation factors.

Instructional Practices

Another major concern in the implementation of occupational education programs involved the area of instructional practices. This concern was investigated by having respondents indicate the importance of different types of learning required of students in the occupational programs, the frequency of use of different teaching strategies, as well as the importance of various types of information sources for writing behavioral objectives.

Implementation Question 5

Respondents were requested to rate five different types of learning with respect to their importance in occupational education programs (Table 16). The types of learning were: discrimination (knowing when to do it, knowing when it's done); problem solving (knowing how to decide what to do); recall

(knowing what to do, knowing why to do it); manipulation (knowing how to do it); and speech (knowing how to say it).

TABLE 16

Percentage and Rank by Percentage of Respondents Rating Different Types of Learning as "Very Important" or "Absolutely Necessary"

	AVC		CC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
Discrimination	84	4	83	4	80	2
Problem Solving	89	2	91	1	86	1
Recall	86	3	85	3	79	3
Manipulation	90	1	86	2	79	4
Speech	51	5	64	5	55	5

The data collected on the importance of the different types of learning required of students revealed several similarities among the three institutional types. When the ratings of the importance of the different learning types were viewed across all three types of institutions, the maximum differences in the percentage of respondents viewing the various types of learning as being "very important" or "absolutely necessary" were in manipulation (11%) and speech (13%). In addition, when the importance of the different types of learning was examined within each institutional grouping, the range of difference in percentage of responses found in four of the five classifications of learning was very small. Speech constituted the exception.

Ordering of the five types of learning within each type of institution shows similar views by respondents. One significant difference in order between the CC/AVC respondents and those of the other institutions is a reversal in manipulation and discrimination, manipulation being considered more important by the AVC and CC and less so by the CC/AVC respondents. It

should be noted, however, the range of difference between high and low ratings is minimal.

Implementation Question 18

Instructional approaches used in the occupatioanl education programs were examined on the basis of the percentage of class time spent on each of 12 instructional methods. An "other" category was included. The data were analyzed in terms of the relative frequency of use of the various methods of teaching within the three types of institutions.

Table 17 disclosed that the area vocational centers have incorporated all 12 of the identified instructional approaches into their occupational programs. However, the relative emphasis given the respective teaching methods varied widely. The differences in emphasis became more apparent when the percentage of time spent on each of the teaching methods was collapsed into two categories, 0 to 40 percent and 41 to 100 percent of class time, as indicated in Table 18.

The regrouping of the data indicated that the area vocational centers have placed the heaviest emphasis on "laboratory" and "learning laboratory" teaching methods. More than 40 percent of course time was devoted to these methods by 41 and 25 percent of the respondents respectively.

Data from the community colleges is reported in Table 19. Again, it is apparent that a wide variety of teaching strategies has been employed. When the percentage of time spent in each category was once again combined, the data revealed that community colleges have emphasized both the lecture method and the laboratory method in their occupational education programs (Table 20). More than 40 percent of teaching time was reported by 29 percent of the community college respondents as spent on the lecture method and by 23 percent as devoted to the laboratory method.

TABLE 17

Teaching Method Frequency in AVC's by Percent of Respondents

Percent Of Time Spent	Lecture	Laboratory	Discussion	Independent Study	Apprentice-ship	Cooperative Work	Learning Lab	Programmed Text	Computer Assisted Instruction	Field Trips	Workshops	Demonstration
0-10	35	8	52	49	36	43	22	40	41	66	40	49
11-20	24	7	20	7	1	3	4	4	--	2	2	20
21-30	21	12	11	4	2	2	6	3	--	1	2	10
31-40	4	7	2	1	--	1	7	1	--	--	--	2
41-50	5	15	3	2	2	2	7	5	--	--	1	6
51-60	1	10	1	1	--	--	5	--	--	--	3	1
61-70	--	4	1	--	--	--	4	--	--	1	1	1
71-80	1	9	--	2	--	1	7	2	--	--	1	2
81-90	--	3	--	--	--	--	2	--	--	--	--	1
91-100	--	1	--	--	--	--	--	--	--	--	1	1
Not Reported	8	24	10	33	58	48	36	45	59	31	49	8

(Data may not add to 100 percent due to rounding.)

TABLE 18

Relative Emphasis on Teaching Methods in AVC's
by Percent of Respondents Reporting Use of Teaching Method

Percent Of Time Spent	Lecture	Laboratory	Discussion	Independent Study	Apprentice-ship	Cooperative Work	Learning Lab	Programmed Text	Computer Assisted Instruction	Field Trips	Workshops	Demonstration
0-40	84	34	85	61	39	49	40	48	41	69	44	82
41-100	7	41	5	6	3	4	25	8	--	1	7	11
Not Reported	9	24	10	33	58	48	36	45	59	31	49	8

(Data may not add to 100 percent due to rounding.)

TABLE 19

Teaching Method Frequency in CC's by Percent of Respondents

Percent of Time Spent	Lecture	Laboratory	Discussion	Independent Study	Apprentice-ship	Cooperative Work	Learning Lab	Programmed Text	Computer Assisted Instruction	Field Trips	Workshops	Demonstration
0-10	14	16	35	48	33	31	26	43	35	52	37	49
11-20	15	11	21	6	2	4	7	4	--	3	1	13
21-30	19	15	18	2	1	3	8	2	--	2	--	9
31-40	10	7	3	1	--	1	3	--	--	--	--	2
41-50	14	12	4	1	1	1	4	2	--	--	--	2
51-60	5	4	--	--	--	--	1	--	--	--	--	--
61-70	3	2	--	--	--	--	1	--	--	--	--	--
71-80	4	4	1	1	--	--	2	--	--	--	--	1
81-90	3	1	--	--	--	--	--	--	--	--	--	--
91-100	1	--	--	--	--	--	--	--	--	--	--	--
Not Reported	12	28	19	40	62	60	48	49	64	43	61	24

(Data may not add to 100 percent due to rounding)

TABLE 20

Relative Emphasis on Teaching Methods in CC's

Percent of time Spent	Lecture	Laboratory	Discussion	Independent Study	Apprentice-ship	Cooperative Work	Learning Lab	Programmed Text	Computer Assisted Instruction	Field Trips	Workshops	Demonstration
0-40	59	49	76	57	36	38	43	49	35	57	38	73
41-100	29	23	5	3	2	2	9	3	1	--	1	4
Not Reported	12	28	19	40	62	60	48	49	64	43	61	24

(Data may not add to 100 percent due to rounding)

Data on the percentage of time spent on various instructional methods by the respondents from those community colleges designated as area vocational schools are reported in Tables 21 and 22. These tables showed that the community colleges designated as area vocational centers place major emphasis on the laboratory and lecture methods of instruction. Approximately one-third of the respondents indicated that over 40 percent of their teaching time was given to the laboratory method. Approximately 23 percent reported that time spent lecturing to a class fell into this range.

TABLE 21

Teaching Method Frequency in CC/AVC's by Percent of Respondents

Percent of Time Spent	Lecture	Laboratory	Discussion	Independent Study	Apprentice-ship	Cooperative Work	Learning Lab	Programmed Text	Computer Assisted Instruction	Field Trips	Workshops	Demonstration
0-10	19	14	36	48	29	31	28	40	31	50	33	49
11-20	22	11	26	6	3	3	5	4	--	1	1	18
21-30	16	12	12	3	1	--	6	1	--	1	1	7
31-40	10	7	3	1	--	1	2	1	1	--	1	2
41-50	8	15	3	1	1	1	5	2	--	1	2	4
51-60	6	7	--	1	1	1	2	--	--	--	--	--
61-70	3	3	1	--	--	--	2	--	--	--	--	--
71-80	3	4	1	--	--	--	3	--	--	--	--	1
81-90	3	3	--	--	1	2	1	1	1	1	1	1
91-100	--	--	--	--	--	--	--	--	--	--	--	--
Not Reported	11	24	19	40	64	61	46	51	67	47	61	19

(Data may not add to 100 percent due to rounding)

TABLE 22

Relative Emphasis on Teaching Methods in CC/AVC's

Percent of Time Spent	Lecture	Laboratory	Discussion	Independent Study	Apprenticeship	Cooperative Work	Learning Lab	Programmed Text	Computer Assisted Instruction	Field Trips	Workshops	Demonstration
0-40	66	44	77	57	34	35	41	46	32	52	36	76
41-100	23	32	5	2	2	4	13	3	1	1	3	5
Not Reported	11	24	19	40	64	61	46	51	67	47	61	19

(Data may not add to 100 percent due to rounding)

The data were then examined across the three institutional groupings to determine if there were different configurations of instructional emphasis (Table 23).

TABLE 23

Percentage and Rank by Percentage of Respondents by Institutional Type Employing Indicated Instructional Methods Forty Percent or More of the Time

AVC		CC		CC/AVC	
Rank by Percentage	Percent	Rank by Percentage	Percent	Rank by Percentage	Percent
1 Laboratory	41	1 Lecture	29	1 Laboratory	32
2 Learning Lab	25	2 Laboratory	23	2 Lecture	23
3 Demonstration	11	3 Learning Lab	9	3 Learning Lab	13

The most frequently used instructional methods have a high degree of similarity in that the laboratory approach and the learning laboratory were stressed at all three institutional types and in that the lecture method was widely used by CC's and CC/AVC's. However, the percentage figures in Table

reveal that much more emphasis is given to laboratory and learning laboratory methods by the AVC's (66%) than by CC/AVC's (45%) or CC's (32%).

Further evidence of the similarity of instructional emphasis among the three types of institutions is revealed when the less frequently utilized instructional methods are considered. Table 24 lists the percentage of respondents who stated that their use of the methodologies cited comprised less than ten percent of their instructional time.

TABLE 24

Teaching Methods Less Frequently Utilized

Teaching Method	AVC		CC		CC/AVC	
	Percent of Respondents	Rank by Percentage	Percent of Respondents	Rank by Percentage	Percent of Respondents	Rank by Percentage
Field Trips	66	12	52	12	50	12
Discussion	52	11	35	7	36	8
Independent Study	49	9	48	10	48	10
Cooperative Work Experience	43	8	31	4	31	5
Computer Assisted Instruction	41	7	35	6	31	6
Programmed Texts	40	6	43	9	40	9
Apprenticeship	36	4	33	5	29	4

An examination of the order of the frequency of use of the various teaching methods and the percentage of respondents who reported utilizing these methods less than ten percent of the time revealed considerable correspondence between the frequencies of use at all three types of institutions, but especially between the community colleges and the community colleges serving as area vocational centers. In four of the seven methods listed, rank orders were identical or varied by only one position for all types of institutions. In no case did CC's and CC/AVC's show a variation of more than one place in rank order of the less frequently used teaching methods. AVC's used discussion

and cooperative work experience relatively less frequently than did CC's and CC/AVC's, and programmed texts relatively more frequently. Differentials, however, were quite low since all these methods were reported as being used less than ten percent of the time.

Implementation Question 7

Respondents were asked to indicate who determined the instructional techniques that were used; the instructor, the occupational head, the planning committee, characteristics of the job, or other sources. Many checked two or more choices, but in nearly every instance one of these was "the instructor." When those who made only one choice were analyzed separately (Table 25), several differences were noted between institutional groups.

The distribution of responses was very close for AVC and CC/AVC respondents. Although community college respondents indicated most frequently that instructors had selected the instructional techniques, they did so less often than CC/AVC and AVC respondents. Community college replies also placed greater emphasis on the planning committee, characteristics of the job, and other determinants.

TABLE 25

Percentage of Respondents Indicating Single Sources of Determination of Instructional Techniques

Source of Determination	AVC	CC	CC/AVC
Instructor	84.4	66.3	87.8
Occupational Head	4.0	1.2	2.9
Planning Committee	4.0	8.1	1.4
Characteristics of the Job	5.2	16.3	6.4
Other	2.3	8.1	1.4

Implementation Question 3 and 4

Respondents were asked to indicate whether or not behavioral objectives had been written for the program in which they were involved. The percentages of those indicating "yes" were: 63 percent of the AVC respondents; 55 percent of the CC respondents; and 50 percent of the CC/AVC respondents. Those indicating "yes" were then asked to rate nine types of information with respect to their importance for preparing behavioral objectives. The percentages of respondents from each type of institution who indicated that the respective types of information sources were either "absolutely necessary" or "very important" are presented in Table 26.

TABLE 26

Percentage and Rank by Percentage of Respondents Rating Particular Information Sources as "Very Important" or "Absolutely Necessary" for Writing Behavioral Objectives

	AVC		CC		CC/AVC	
Information Source	Percentage	Rank Order	Percentage	Rank Order	Percentage	Rank Order
Instructional Materials	59	1	48	3	46	1
Instructional Techniques	59	2	47	4	46	2
Job Analysis	52	7	38	8	39	7
Level of Proficiency Expected	55	5	51	1	46	3
Measuring Instruments	52	6	45	5	43	5
Specific Attitudes Expected	57	4	44	6	40	6
Specific Behaviors Expected	57	3	50	2	44	4
Student Characteristics	38	9	31	9	32	9
Task Analysis	50	8	39	7	38	8

(Percentages before rounding were used in establishing rank order.)

In each of the nine categories a larger percentage of the AVC respondents rated the information type important than did CC and CC/AVC respondents, fifty percent or more agreeing that eight of the nine sources were essential for writing behavioral objectives. The one exception was "student characteristics", which only 38 percent considered important The CC and the CC/AVC respondents appeared to concur with the AVC perceptions of the relative unimportance of this factor.

Fifty percent or more of the CC respondents considered only two of the information sources as essential for writing behavioral objectives: "specific behaviors expected", and "level of proficiency expected." However, these respondents viewed two other types of information as having almost the same degree of importance: "instructional materials used" (48%) and "instructional techniques used" (47%).

The CC/AVC respondents tended to regard nearly all the categories of information as less important than did the other two types of institutions. In every case their ratings were well below those of the AVC groups and in all instances but two were below those of the CC respondents, but only slightly so. The two exceptions were "job analysis" and "student characteristics", although each of the differentials amounted to just one percentage point. None of the categories of information were cited as highly important in writing behavioral objectives by half or more of the CC/AVC respondents. The ranking of four types of information cited most frequently by all types of institutions as important were "instructional materials used," "instructional techniques used," "level of proficiency expected," and "specific behavior expected," the latter two being of the same rank order.

The data suggests that the AVC respondents placed the greatest emphasis on the consideration of "instructional materials used" and "instructional techniques used" in writing behavioral objectives. On the other hand, the CC

respondents emphasized "level of proficiency expected" and "specific behaviors expected," while the CC/AVC respondents tended to concur with the opinions of both of the other types of institutions by agreeing with both of the factors stressed by the AVC group and one ("level of proficiency expected") emphasized by the CC respondents.

Vocational Courses in the Curriculum
Implementation Questions 13 and 14

When respondents were asked to indicate the percentage of the program that was devoted to specific vocational-technical (non-general education) courses, large differences were revealed between the three groups (Table 27). While over two-thirds of the AVC respondents gave a response of "91-100%" just over one fourth of the CC/AVC group did so and only about one in eight of the CC respondents checked this category. Looked at another way, AVC respondents reported that 86 percent of their vocational-technical courses fell into the "76-100%" range as compared with 45 percent for the CC/AVC and 27 percent for the CC.

TABLE 27

Percentage of Respondents Indicating the Proportion of the Total Program Devoted to Specific Vocational-Technical Courses

Percentage of Total Program	AVC	CC	CC/AVC
0-25	3	9	4
26-50	2	22	20
51-75	5	30	23
76-90	17	13	17
91-100	69	14	28
Unknown	4	12	8

An identical pattern was disclosed when respondents were asked the percentage of the first term given to specific vocational-technical (non-general education) courses (Table 28).

TABLE 28

Percentage of Respondents Indicating the Proportion of the First Term Devoted to Specific Vocational-Technical Courses

Percentage of First Term Program	AVC	CC	CC/AVC
0-25	3	9	4
26-50	2	22	20
51-75	5	30	23
76-90	17	13	17
91-100	69	14	28
Unknown	4	12	8

Credit and Recognition-Implementation Questions 15, 16, and 17

In spite of the direct relationship that might exist between work experience and an occupational education program, only about a third of the respondents in each type of institution indicated that credit was given for this experience (Table 29).

TABLE 29

Percentage of Respondents Indicating That Credit is Given for Work Experience

Category	AVC	CC	CC/AVC
Yes	34	34	30
No	63	57	65
Unknown	3	9	5

A second type of credit, credit by examination, is sometimes given for non-classroom work. In response to a question on credit of this kind a larger percentage of CC/AVC than of AVC or CC respondents reported that it was available in their institutions. A larger percentage of respondents from both types of community colleges indicated use of credit by examination than was shown by AVC replies (Table 30).

TABLE 30

Percentage of Respondents Indicating That Credit is Given by Examination

Category	AVC	CC	CC/AVC
Yes	29	35	42
No	65	55	50
Unknown	6	10	8

Slightly less than one third of respondents from all three types of institutions also indicated that recognition by means of a certificate or other device was given to students who completed some work but not the entire program (Table 31).

TABLE 31

Percentage of Respondents Indicating Whether Recognition (Certificate, etc.) is Given Students Not Completing the Program

Category	AVC	CC	CC/AVC
Yes	30	30	26
No	66	61	68
Unknown	4	9	6

Instructional Materials-Implementation Questions 8 and 9

Those completing questionnaires were asked to rate the available occupationally related library and on a four point scale ranging from "Excellent" to "Poor." Over one-half of each group of respondents viewed the two types of materials as "good" or "excellent" (Table 32). Although community college replies rated each type of material as "excellent" or "good" more frequently than did the other two groups of respondents, a significant number of respondents in each group considered these materials as "fair" or "poor." Over 40 percent of the AVC and CC/AVC answers placed both types of materials in one of the lower two categories, while a significant number of CC respondents regarded library (35%) and audio visual materials (28%) as being inadequate.

TABLE 32

Percentage of Respondents Rating Occupational Library and Audio Visual Materials "Good" or "Excellent"

Occupationally Related Materials	Rating	AVC	CC	CC/AVC
Library	Good	40	41	45
	Excellent	17	24	11
Audio Visual	Good	41	43	40
	Excellent	18	29	18

Student Admission-Implementation Question 2

Another important aspect of the implementation of occupational education programs is the set of criteria used as the basis for admitting students into the program. The respondents from the three types of institutions therefore were asked to rate selected student characteristics for their importance as admission criteria. The scale used was identical to that of Planning Question 1.

Examination of the data on this question revealed that "interest related" characteristics are considered the most important of the listed groupings at all three institutional types (Table 33). The percentages of those rating this type of characteristics "absolutely necessary" or "very important" was 88 for the AVC respondents, 78 for the CC respondents, and 77 for the CC/AVC respondents. The next highest percentages of both AVC and CC/AVC respondents went to "attitude related" characteristics (81% and 74% respectively), while the CC group placed it in third position (70%) after "educational" (76%). These two sets of factors, together with "educational" in community college answers, were perceived as far more important than the other characteristics by all three types of institutions, differences being quite large. Of those sets considered "absolutely necessary" or "very important" those factors relating to "work experience" were cited by relatively small percentages of all three groups of respondents.

TABLE 33

Percentage and Rank by Percentage of Respondents Rating Student Characteristics as "Absolutely Necessary" or "Very Important" with Respect to Admission

	AVC		CC		CC/AVC	
Student Characteristics	Percentage	Rank Order	Percentage	Rank Order	Percentage	Rank Order
Attitude Related	81	2	70	3	74	2
Educational	42	4	76	2	39	3
Interest Related	88	1	78	1	77	1
Physical	44	3	37	4	34	4
Work Experience Related	19	5	19	5	15	5

Recruitment of Students-Implementation Question 6

Another question related to the admission phase of implementing occupational education programs concerns the recruitment of students. Respondents were asked to rate the importance of nine recruitment methods, again using the same scale as for Planning Question 1: brochures; catalogs; former students; guidance counselors; high schools; within the institution; newspaper, radio, TV; potential employers; and instructors. Table 34 presents the data in terms of the percentage of each group of respondents who rated the method as "absolutely necessary" or "very important" in recruiting students.

TABLE 34

Percentage and Rank by Percentage of Respondents Rating Recruitment Methods as "Very Important" or "Absolutely Necessary"

	AVC		CC		CC/AVC	
Recruitment Method	Percentage	Rank Order	Percentage	Rank Order	Percentage	Rank Order
Former Students	81	1	69	2	67	2
Potential Employers	77	2	69	3	62	4
Instructors	70	3	63	4	64	3
Guidance Counselors	68	4	58	5	57	5
High Schools	66	5	72	1	68	1
Newspaper, Radio, TV	57	6	42	9	41	7
Brochures	57	7	56	6	33	9
Within Institution	44	8	45	8	45	6
Catalogs	39	9	53	7	40	8

(Percentages before rounding were used in establishing rank order.)

As was the case with the other aspects of implementation that have been investigated, differences were found among the three institutional groupings in their perceptions of the importance of the various methods. A larger

percentage of AVC respondents rated six of the nine recruitment methods in the top two rating categories than did the CC and CC/AVC respondents.

Differences were found among the institutional groups for a number of recruitment methods. The role of former students in recruiting was considered more important by AVC respondents (81%) than by CC (69%) or CC/AVC (67%) respondents. A larger percentage of AVC (77%) than of CC (69%) or CC/AVC respondents (62%) rated potential employers as important in the recruitment of students. Submissions indicated that 57 percent of the AVC respondents perceived the media (newspapers, radio, television) as making a major contribution while only 42 percent of the CC and 41 percent of the CC/AVC respondents rated this factor as highly.

In the case of the usefulness of printed brochures in recruitment, the AVC and the CC respondents were in close agreement (57% and 56%, respectively) while the CC/AVC respondents reflected a lower opinion of their use (33%). The AVC and the CC/AVC groups concurred on the relatively small role of catalogs in student recruitment (39% and 40%, respectively) although a larger percentage of CC respondents (53%) tended to rate them fairly high. High schools were considered important by the largest percentage of both CC (72%) and CC/AVC (68%) respondents, but were less valued in AVC responses (66%).

In-Service Training and Sabbaticals-Implementation Questions 20 and 21

One of the ways through which occupational education programs can be improved is by offering in-service training opportunities to those involved in implementing the programs. When queried about such opportunities (Table 35), a large percentage (84%) of the AVC respondents indicated that they were provided for faculty. By comparison, a much smaller group of CC and CC/AVC replies, 63 percent and 67 percent respectively, reflected availability. In-service opportunities were also indicated as available more frequently for

administrators in AVCs (55%) than in CC/AVCs (42%) and CCs (42%). Almost a third of each group of respondents were unfamiliar with such opportunities.

In-service training for advisory committee members has apparently not been used widely. Less than 15 percent of each responding group indicated they had such opportunities. A fairly large percentage of all respondents claimed that they did not know if such opportunities were available for advisory committee members.

TABLE 35

Percentage of Respondents Indicating Availability of In-Service Training Opportunities

Category Response	AVC	CC	CC/AVC
Faculty			
Yes	84	63	67
No	10	28	26
Unknown	6	9	7
Administrators			
Yes	55	42	42
No	11	29	27
Unknown	34	29	31
Advisory Committee Members			
Yes	11	11	15
No	45	43	48
Unknown	44	46	37

Another means for improving the preparation of persons involved in occupational education programs is the use of sabbatical leaves of absence. Responses to the questionnaire revealed that such sabbaticals are available to faculty in both types of community colleges more frequently than in area vocational centers. On the other hand, approximately half of all groups of respondents reported that provisions are made for administrators to take leaves of absence. These data are summarized in Table 36.

TABLE 36

Percentage of Respondents Indicating Availability of Sabbatical Leaves

Category Response	AVC	CC	CC/AVC
Faculty			
Yes	58	72	63
No	25	17	25
Unknown	17	11	12
Administrators			
Yes	50	52	48
No	17	16	21
Unknown	33	32	31

The Evaluation Process

This section of the questionnaire dealt with evaluation. Respondents were not asked to evaluate their own programs, but to answer a series of questions about matters they considered important in the evaluation of post-secondary occupational education. A number of these questions used the same rating scale as for Planning Question 1 and in these instances responses for "Very Important" and "Absolutely Necessary" were grouped for ease of analysis. All three types of institutions offering programs in occupational education were again included, i.e. AVC, CC, and CC'AVC.

Evaluation Question 1

In the first question respondents were asked to rate the relative importance of considering the assistance and support of 11 specified persons or groups when a program is evaluated. An "other" category was provided. The percentage of respondents rating each item in the "Very Important" or "Absolutely Necessary" categories in each of the three types of institutions is presented in Table 37.

By far the greatest number of respondents from all three types of institutions agreed that the instructors' assistance and support is essential in program evaluation. Two other participants were rated in the two top rating categories by more than 70 percent of the AVC group: prospective employers (72%); and the AVC director (71%). On the other hand, 70 percent or more of both the CC and CC/AVC respondents rated two other participants as highly: program directors (CC-80%; CC/AVC-77%), and students (CC-75%; CC/AVC-71%). Four other persons or groups were cited by half or more of the AVC respondents: advisory committee (69%), county vocational director (68%), program director (68%), and, students (60%). Fifty percent or more of both the CC and CC/AVC respondents indicated the same two additional persons or

groups as important: prospective employer (CC-69%; CC/AVC-66%); and, dean of occupational studies (CC-51%; CC/AVC-57%).

TABLE 37

Percentage and Rank by Percentage of Respondents Rating Particular Persons or Groups as "Very Important" or "Absolutely Necessary" for Support in Evaluation

Person or Group	AVC		CC		CC/AVC	
	Per-centage	Rank Order	Per-centage	Rank Order	Per-centage	Rank Order
Dean of Occupational Studies	26	10	51	5	57	5
Program Director	68	6	80	2	77	2
Instructor(s)	90	1	93	1	87	1
Director (AVC)	71	3	46	6	46	7
President (CC)	6	11	46	7	46	8
Prospective Employer(s)	72	2	69	4	66	4
County Vocational Director	68	5	14	9	20	9
County Superintendent	38	8	7	12	11	10
Advisory Committee Members	69	4	46	8	45	6
Students	60	7	76	3	71	3
County School Board	33	9	8	10	11	11
Other	3	12	7	11	7	12

(Percentages before rounding were used in establishing rank order.)

Thus half or more of the respondents from all three types of institutions agreed that it is important to consider the assistance and support of instructors, prospective employers, program directors, and students in the program evaluation process. In addition, fifty percent or more of the AVC respondents would add the AVC director, the advisory committees, and the county vocational

director. Half or more of the CC and CC/AVC respondents would include the dean of occupational studies. As compared with CC and CC/AVC, the AVC replies indicate a tendency to place more reliance on persons and groups outside the institution.

Evaluation Questions 2, 3, 4, and 5.

In these four questions respondents were asked to rate a total of 40 factors on their importance when the program is evaluated. The same scale as for Planning Question 1 was to be used. Data on these questions were combined for ease of analysis and are presented in Table 38 for replies rating each item "very important" or "absolutely necessary."

The highest percentage of all returns agreed that the work experience of instructors is the most essential consideration. Eight other factors were given almost the same respective rankings among the top ten by both CC and CC/AVC respondents: (1) Relation of skills taught to job skills; (2) sensitivity to student needs and interests; (3) statements of objectives; (4) availability of teaching materials; (5) sensitivity to local job opportunities; (6) sensitivity to technological change; (7) recruitment of students; and (8) equipment maintenance. The AVC respondents agreed with CC and CC/AVC respondents on all but two of the ten factors: statement of objectives and sensitivity to technological change. In place of these two, cooperation with industry and safety practices were cited as factors essential to consider when a program is evaluated.

In addition to the factors indicated above, 75 percent or more of the AVC respondents listed the following as important to consider: workspace (85%); layout of work areas (83%); housekeeping practices (81%); safety standards (81%); statement of objectives (80%); recommendations of local advisory committee (78%); screening of students (78%); and coordination between counselors and instructors (77%). No other factors besides the ones already mentioned were cited by 75

, rent or more of either the CC or the CC/AVC respondents.

On the other hand, all groups of respondents agreed on the same five factors as least important to consider in evaluation: parking space available; comparable programs; use of consultants; use of work study (co-op) programs; and sensitivity to national job opportunities.

TABLE 38

Percentage and Rank by Percentage of Respondents Rating Factors as "Very Important" or "Absolutely Necessary" for Consideration in Program Evaluation

Factor	AVC		CC		CC/AVC	
	Percent	Rank Order	Percent	Rank Order	Percent	Rank Order
Work experience of instructors	94	1	86	1	87	1
Relation of skills taught to job skills	93	2	84	2	85	3
Sensitivity to local job opportunities	87	3	79	6	77	6
Availability of teaching materials	87	4	80	5	80	5
Sensitivity to student needs and interest	87	5	82	3	86	2
Cooperation with industry	86	6	70	11	74	9
Equipment maintenance	86	7	71	9	74	10
Recruitment of students	86	8	76	8	75	7
Safety Practices	85	9	61	17	70	13
Work Space	85	10	69	12	71	11
Layout of work areas	83	11	62	16	70	12
Safety Standards	81	12	55	30	66	15
Housekeeping Practices	81	13	57	27	58	22
Statement(s) of Objectives	80	14	81	4	82	4
Recommendations of local advisory committee(s)	78	15	59	22	56	31
Screening of Students	78	16	58	23	58	23

(Percentages before rounding were used in establishing rank order)

TABLE 38 (continued)

Percentage and Rank by Percentage of Respondents Rating Factors as "Very Important" or "Absolutely Necessary" for Consideration in Program Evaluation

Factor	AVC		CC		CC/AVC	
	Percent	Rank Order	Percent	Rank Order	Percent	Rank Order
Coordination between counselors and instructors	77	17	69	13	69	14
Placement program	73	18	63	15	56	29
Sensitivity to technological change	72	19	77	7	74	8
Equipment utilization rate	71	20	58	24	63	17
In-service training of instructors	71	21	58	25	58	25
Nearness of lab/shop areas to classroom areas	71	22	55	29	57	27
Storage/disposal facilities	68	23	50	34	56	28
Recommendations of professional/trade associations	67	24	56	28	58	24
Information provided by counselors	66	25	52	31	55	34
Attractiveness of work space	66	26	46	36	48	35
Follow-up studies	65	27	64	14	61	20
Use of behavioral objectives	65	28	57	26	56	30
Counseling for disadvantaged students	64	29	51	32	57	26
Sensitivity to needs of disadvantaged students	63	30	50	33	60	21
Student evaluation of instruction	60	31	60	20	62	19
Recommendations of accrediting agencies	58	32	60	21	62	18
Sensitivity to regional job opportunities	58	33	60	19	65	16
Percentage of technical(non-general education)courses	51	34	61	18	56	32
Academic credentials of instructors	50	35	70	10	55	33
Parking space available	49	36	36	39	34	[illegible]

(Percentages before rounding were used in establishing rank order)

TABLE 38 (continued)

Percentage and Rank by Percentage of Respondents Rating Factors as "Very Important" or "Absolutely Necessary" for Consideration in Program Evaluation

	AVC		CC		CC/AVC	
	Percent	Rank Order	Percent	Rank Order	Percent	Rank Order
[illegible]ompa[illegible]able programs	45	37	48	35	45	36
Use of consultants	44	38	36	38	42	38
Use of work-study (co-op) programs	39	39	34	40	30	40
Sensitivity to national job opportunities	27	40	37	37	37	37

(Percentages before rounding were used in establishing rank order)

There are several differences noted between the three groups of respondents when rank by percentage is examined. Safety practices were ranked 9 by AVC respondents, but 13 by CC/AVC and 17 by CC groups. The same tendency was repeated with respect to safety standards with raknings of 12, 15, and 30 for AVC, CC/AVC and CC respondents, respectively.

Statements of objectives were seen as very important by both CC/AVC and CC respondents (rank 4) but much less so by AVC's (rank 14). A similar pattern was noted for sensitivity to technological change (AVC rank 19; CC/AVC rank 8; CC rank 7), follow-up studies (AVC rank 27; CC/AVC rank 20; CC rank 14), student evaluation of instruction (AVC rank 31; CC/AVC rank 19; CC rank 20), recommendations of accrediting agencies (AVC rank 32; CC/AVC rank 18; CC rank 21), and sensitivity to regional job opportunities (AVC rank 33; CC/AVC rank 16; CC rank 19).

Perceptions were reversed, however, with respect to several factors which both community college groups regarded as less important than did the AVC group: housekeeping practices (AVC rank 13; CC/AVC rank 22; CC rank 27); recommendation of local advisory committees (AVC rank 15; CC/AVC rank 31; CC rank 22); screening of students (AVC rank 16; CC/AVC rank 23; CC rank 23); and storage/disposal facilities (AVC rank 23; CC/AVC rank 28; CC rank 34).

Both the AVC and CC/AVC respondents felt that the technical (non-general education) courses (AVC rank 34; CC/AVC rank 32; CC rank 18) and the academic credentials of instructors (AVC rank 35; CC/AVC rank 33; CC rank 10) were much less important as factors in evaluation than did the CC respondents.

Evaluation Question 6

Respondents were asked to indicate if they considered counseling and guidance practices when they evaluated their programs. Approximately 80 percent of all respondents answered affirmatively (AVC-84%; CC-82%; CC/AVC-78%).

Evaluation Question 7

Respondents were to rate the importance of 14 possible sources of evaluative criteria using the same scale as for Planning Question 1. An "other" category was again included. The percentage of replies rating each source as "very important" or "absolutely necessary" by the three types of institutions are presented in Table 39.

The CC and CC/AVC respondents were in fairly close agreement on all items. Occupational instructors were cited by the highest percentages of respondents from each type of institution as a major source of evaluative criteria (AVC-83%, CC-73%, CC/AVC-76%). The second highest percentage of both CC and CC/AVC respondents indicated students as another major source of evaluative criteria (CC-64%, CC/AVC-71%), whereas the second highest percentage of the AVC group (71%) viewed advisory committees as a primary source. Third place in the AVC ratings went to students (65%). Advisory committees were cited by the third highest percentage of CC respondents (58%), while the third highest percentage of CC/AVC respondents (60%) indicated the occupational education head as a major source of evaluative criteria.

Four other sources were listed by 50 percent or more of the AVC respondents: the occupational educational education head (64%); manuals for industrial or professional practice (60%); accreditation standards (58%); and

TABLE 39

Percentage and Rank of Percentage of Respondents Rating Evaluation Criteria Sources as "Very Important" or "Absolutely Necessary" in Evaluation

Source of Criteria	AVC		CC		CC/AVC	
	Percent	Rank Order	Percent	Rank Order	Percent	Rank Order
Accreditation standards	58	6	57	4	58	4
Publications of the Division of Vocational Education	41	8	26	12	34	9
Publications of the Division of Community Colleges	8	14	28	11	27	12
Other publications of the Department of Education	18	13	28	10	23	13
Consultants (other than those in the Department of Education)	37	10	34	9	33	10
Publications of the U.S. Office of Education	21	12	19	14	20	14
Educational Journals	31	11	25	13	29	11
Publications of trade. craft, or professional associations	55	7	49	6	52	6
Manuals for industrial or professional practice	60	5	42	7	52	5
Advisory committee(s)	71	2	58	3	44	7
Occupational education head	64	4	56	5	60	3
Occupational instructors	83	1	73	1	76	1
Students	65	3	64	2	71	2
Institutions offering similar programs	38	9	36	8	34	8
Other	1	15	2	15	3	15

(Percentages before rounding were used in establishing rank order)

publications of trade, craft or professional associations (55%). Only two other sources were included by 50 percent or more of the CC respondents: accreditation standards (57%), and the occupational education head (56%). Three other sources were rated highly important by 50 percent or more of the CC/AVC respondents: accreditation standards (58%); manuals for industrial or professional practice (52%); and, publications of trade, craft, or professional associations (52%).

Thus, each group of respondents perceived a broad base of major sources for evaluative criteria, mainly: three "inhouse" components--instructors, students, administrators; an industrial-professional-community component--advisory committees and publications; and an outside professional education component--accreditation standards. All respondents perceived most of the state and national educational sources as relatively less important origins of evaluative criteria, less than one-third rating them highly. The sole exception was the AVC group, 41 percent of whom considered publication of the Division of Vocational Education as a major source.

Evaluation Question 8

In this question respondents were asked to indicate how often evaluation occurs. Apparently, according to the responses, program evaluation tends to take place on an annual or on an every term basis (Table 40). Approximately 20 percent of the respondents from all three types of institutions indicated they did not know when program evaluation occurs.

TABLE 40

Percentage of Respondents Indicating
Frequency of Evaluation

Frequency	AVC	CC	CC/AVC
Every Term	23	30	28
Annually	35	30	34
Other	21	21	18
Unknown	22	20	21

(Data may not add to 100 percent due to rounding.)

Evaluation Question 9

Respondents were requested to indicate if prior evaluations had resulted "in changes in administrative practices, curriculum, teaching methods, or any other aspect of program operation." About half of the respondents at all three types of institutions indicated that such changes had taken place (Table 41). Twenty percent of the AVC respondents indicated that no change had occurred as a result of a program evaluation. Fifteen percent of the CC/AVC group reported no changes as did 11 percent of the CC respondents. These figures, combined with those for "Unknown", would seem to indicate that the impact of evaluation in causing change has not been particularly significant.

TABLE 41

Percentage of Respondents Indicating That
Prior Evaluations Resulted in Changes

Response	AVC	CC	CC/AVC
Yes	50	55	48
No	20	11	15
No Prior Evaluation	14	16	15
Unknown	16	19	23

(Data may not add to 100 percent due to rounding)

Evaluation Question 10

The final question of the evaluation section of the questionnaire requested that respondents rate the degree of involvement in program evaluation of 23 persons or groups. The rating scale provided is reproduced as Figure 9.

Rating Scale for Question 10

U/K	X	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate Involvement	Does Not Apply	Not Involved	Little Involvement	Average Involvement	Very In-volved	Can't Do Without

Figure 9. Rating Scale for Question 10 in Evaluation.

The percentage of respondents rating each individual or group as "very involved" or "can't do without" is shown in Table 42 by the three types of institutions. This table reveals that the highest percentage of respondents at each type of institution perceives the program director as an essential participant in program evaluation (AVC-59%, CC-66%, CC/AVC-64%). No other person or group was cited by 50 percent or more of the CC or CC/AVC respondents.

Three other persons or groups were considered as highly involved in program evaluation by the AVC respondents: The AVC director (53%); the advisory committee for specific programs (52%); and the occupational program instructors (52%). The occupational program instructors were viewed as highly involved by the second highest percentage of both CC and CC/AVC respondents (CC-49%, CC/AVC-48%). Students and the head of occupational studies were indicated by 35 and 33 percent respectively of the CC/AVC respondents. No other persons or groups were cited by one-third or more of either the CC or CC/AVC replies. More than a third of the AVC respondents (38%) indicated that students were highly involved in program evaluation in addition to the four other participants previously mentioned.

TABLE 42

Percentage and Rank by Percentage of Respondents Rating Involvement of Selected Participants in Program Evaluation as "Very Involved" or "Can't Do Without"

Person or Group	AVC		CC		CC/AVC	
	Percent	Rank Order	Percent	Rank Order	Percent	Rank Order
Director (Area Vocational Center)	53	2	9	13	21	7
President (Junior College)	2	24	23	6	25	6
Head of Occupational Studies	30	7	33	4	43	3
Program Director	59	1	66	1	64	1
Advisory Council (Institution-wide)	26	10	12	10	13	10
Advisory Committee (specific program)	52	3	27	5	29	5
Other representatives of business and industry	26	8	17	8	17	8
District Board of Trustees	5	20	7	16	12	14
County School Staff	13	15	3	20	3	20
County Supervisory Staff	20	13	3	19	3	21
County School Board	18	14	2	22	7	17
Personnel of local secondary schools	9	16	3	21	5	19
Program Advisory Committee of the Division of Vocational Education	26	9	9	14	13	11
Other personnel of the Division of Vocational Education	23	11	8	15	12	15
Personnel of the Division of Community College	2	23	11	11	11	16
Other agencies of the Department of Education	4	22	2	24	2	22
Consultants (other than with the Department of Education)	7	17	10	12	7	18
Union Representatives	6	19	1	23	2	23

(continued)

TABLE 42 (continued)

Percentage and Rank by Percentage of Respondents Rating Involvement of Selected Participants in Program Evaluation as "Very Involved" or "Can't Do Without"

	AVC		CC		CC/AVC	
Person or Group	Percent	Rank Order	Percent	Rank Order	Percent	Rank Order
Occupational instructors	52	4	49	2	48	2
Other instructors	20	12	16	9	13	12
Counselors	32	6	19	7	16	9
Students	38	5	35	3	42	4
Other personnel of the institution	4	21	6	17	2	24
Other	6	18	4	18	4	15

(Percentages before rounding were used in establishing rank order.)

More AVC than CC or CC/AVC respondents perceived the county supervisory staff (AVC-20%, CC-3%, CC/AVC-3%) and the county school staff (AVC-13%, CC-3%, CC/AVC-3%) as highly involved in program evaluation. Similarly, a higher percentage of AVC respondents indicated an important role for both the program advisory committee of the Division of Vocational Education (26%) and other personnel of that Division (23%) than did the CC or CC/AVC groups with respect to the roles of the Division of Community Colleges (CC-11%, CC/AVC-11%), the Division of Vocational Education Program Advisory Committees (CC-9%, CC/AVC-13%), or other personnel of the latter Division (CC-8%, CC/AVC-12%).

Summary

This part of the overall study inquired into the perceptions of faculty members, program directors and occupational education heads regarding the planning, implementation and evaluation of the programs in which they were involved. The questionnaire was completed by 1,292 of these individuals in Florida's 27 public community colleges and the 11 areas vocational centers having a large proportion of their occupational offerings at the post-secondary level.

Planning

Three factors were rated as essential in planning by respondents from all three types of institutions: goals of the program, curriculum for the program, and instructors for the program. In addition, considerations regarding funding were frequently cited as important by AVC and CC/AVC respondents. AVC respondents gave relatively greater emphasis than others to the importance of job opportunities and industrial guidelines in the planning process. All institutions placed more stress on the importance of accreditation guidelines in planning than on institutional self-studies.

Regarding manpower needs information, the largest percentages of respondents from all three types of institutions viewed local manpower surveys as critical in planning. A larger percentage of AVC than of CC or CC/AVC respondents indicated Department of Education reports as valuable information sources on manpower needs. Replies from all three types of institutions suggested local job markets as the most important ones to consider in planning post-secondary occupational education programs.

Five year employment projections were most frequently cited as being used in program planning. However, consideration of only current needs was indicated by 14 to 17 percent of the respondents across the three types of institutions.

The CC/AVC group agreed on the dean of occupational studies as the person first requesting and directing the program. At the AVC this was the county vocational director. The CC respondents cited prospective employers or the president of the college most frequently as first requesting the program and the instructor as the person directing the program.

About 40 percent of all respondents indicated that program planning in their institutions took less than one year. Almost three-fourths or more of all responses showed that planning was implemented in an ongoing program. From 10 to 15 percent of the replies from all institutions indicated involvement in planning which had not been implemented. AVC and CC respondents indicated greater use of committees in program planning than did CC/AVC respondents. Most committees at all institutions met less often than once a month.

Concerning the importance of various persons or groups in the planning process, respondents from all three types of institutions pointed to the instructor as the most important participant. The AVC group cited the county vocational director and the advisory committee as the two perceived as next most important. The CC and CC/AVC respondents agreed upon the dean of occupational studies and the advisory committee as their two next most important participants, with the CC respondents indicating that the dean shared this position with the president. Replies from all three types of institutions indicated the Division of Vocational Education and the Advisory Committees of the Florida Department of Education as relatively

important. At least half of the AVC respondents also felt the Director of the Area Vocational Center to be important. Thus, 50 percent or more of the AVC group viewed six persons or groups as important participants in planning, while half or more or the CC answers indicated four and the CC/AVC respondents suggested only three.

Implementation

In rating the importance of factors to be considered in implementation, all respondents cited most often the quality of faculty and curriculum content. AVC respondents indicated more frequently than did the CC or CC/AVC groups the value of advisory committee recommendations, building space, equipment, information from potential employers and placement services. Larger percentages of CC and CC/AVC than of AVC respondents indicated general education courses as an important factor in implementation. AVC responses referred more frequently to characteristics of the job and specific teaching techniques as important for program implementation than did those from CC or CC/AVC institutions.

In the area of instructional practices, data on the different types of learning revealed that the highest percentage of AVC replies rated manipulative skills as important while the highest percentage of both CC and CC/AVC respondents selected problem solving abilities. The lowest percentage of answers from all three types of institutions viewed speech as important. With regard to the relative use of the various methods of teaching, the AVC group indicated heaviest reliance on laboratory and learning laboratory experiences while the CC respondents emphasized first the lecture method and then laboratory experiences. The CC/AVC concurred with the CC respondents but reversed the order. Indeed, the CC and CC/AVC groups

were in agreement on most of the classifications of instructional method. Also, the AVC respondents indicated greater use of programmed texts and less frequent use of discussion and cooperative work experience methods than did either the CC or the CC/AVC respondents.

The instructor was cited most frequently by all three groups as the person who determined the instructional techniques, although CC respondents did so relatively less often than the others. CC respondents placed greater emphasis on the planning committee, characteristics of the job, and other determinants involved in choosing instructional techniques.

Occupational library materials and audio visual materials were rated as "good" or "excellent" by more than one-half of each group.

AVC replies indicated a much larger percentage of the program, including the first term, as specifically vocational-technical in nature than did those from the CC and CC/AVC groups.

Approximately one-third of each of the three respondent groups indicated that students were given credit for work experience. Credit by examination was employed by 42 percent of the CC/AVC and by 35 percent of the CC respondents, but only by 29 percent of the AVC. Also, approximately one-third of each of the groups reported that some type of recognition was given students who did not complete the total program.

Over half of the respondents from each of the groups indicated that behavioral objectives had been written for their programs. Regarding the types of information sources used, 50 percent or more of the AVC respondents considered seven of the nine sources listed as important, but placed most stress on instructional materials and instructional techniques. Fifty percent or more of the CC respondents viewed only two sources as important: specific behaviors expected, and level of proficiency expected. None of the

information sources were looked upon as particularly valuable by half or more of the CC/AVC respondents. They did, however, give greatest emphasis to the two cited by the AVC respondents, and to level of proficiency expected which was one of the factors selected by the CC group.

The data on student characteristics considered important as admissions criteria revealed that interest related ones were thought most crucial by the largest percentage of respondents from each of the three types of institutions. Attitude related characteristics were also regarded as a more important set of admissions criteria, being ranked second by AVC and CC/AVC and third by CC replies to the questionnaire. CC respondents gave second place to educational characteristics. Characteristics related to work experience were perceived as important for admission by the smallest percentage of answers from each of the institutional groups.

In rating the importance of various methods of recruiting students, the largest percentage of both CC and CC/AVC respondents chose high schools. Former students were believed important in recruitment by more AVC respondents and by the second largest percentage of both CC and CC/AVC returns. Potential employers were cited by the second highest number of AVC respondents. These three means--high schools, former students, and potential employers--plus instructors and guidance counselors were agreed upon by all respondents as the five most significant methods of student recruitment.

Approximately 20 percent more AVC than CC or CC/AVC respondents replied that in-service training opportunities were provided for faculty. About 50 percent of each of the groups reported that such opportunities were provided for administrators. Less than 15 percent of each responding group indicated that these opportunities were open for advisory committee members.

Sabbaticals are available for faculty in both types of community colleges more frequently than in area vocational centers. Half of all groups of respondents indicated that sabbaticals were provided for administrators.

Evaluation

More than 85 percent of the respondents at all three types of institutions agreed on instructor assistance and support as being essential in program evaluation. Half or more of all groups concurred in the importance of instructors, prospective employers, program directors, and students in the evaluation process. In addition, 50 percent or more of the AVC respondents cited the AVC director, the advisory committees, and the county vocational director.

In considering the importance of various factors in evaluation, there was a marked consensus among all groups (over 85 percent of each) on the factor "Work experience of instructors." Both CC and CC/AVC respondents also agreed on: (1) relations of skills taught to job skills; (2) sensitivity to student needs and interests; (3) statements of objectives; (4) availability of teaching materials; (5) sensitivity to local job opportunities; (6) sensitivity to technological change; and (7) recruitment of students. AVC respondents also selected cooperation with industry and equipment available as essential factors in lieu of statements of objectives and sensitivity to technological change. Respondent groups all regarded several factors as relatively less important than others in evaluation: (1) parking space available; (2) comparable programs; (3) use of consultants; (4) use of work-study (co-op) programs; and (5) sensitivity to national job opportunities.

In considering the importance of sources of evaluation criteria, instructors were again rated as essential by the highest percentage of all groups of respondents. Students were also seen as highly important, as were advisory committees although they were given less emphasis by community college respondents. The AVC group tended to place greater stress on external sources of criteria than did the CC and CC/AVC respondents who favored internal sources. Evaluations, generally held each term or once a year, have resulted in changes in administrative practices, curriculum, or teaching methods according to about half of each responding group, although sizable numbers reported "no change" or were unable to answer.

The program director was seen as the most important person in evaluation by all groups of respondents. The occupational instructor, as well as students, administrators, and advisory committee members were also believed to have key roles.

CHAPTER IV

INTERVIEWS ON PERCEPTIONS OF BEST PRACTICE

Despite the large amount of data gathered by the questionnaire on perceptions of faculty and administrators, additional insights into the planning, implementation and evaluation of post-secondary occupational education programs were felt desirable. For this reason a series of interviews was incorporated into the study.

The structured interview guide (Appendix B) included a series of questions concerning the planning for various occupational programs in the 38 institutions which formed the study sample. Program implementation and evaluation were the focus of a second and third group of questions. The guide also contained several items related to needed changes in occupational education. Interviews based on this series of questions were held with three representatives from each institution: one faculty member, one administrator, and a member of the board of trustees or an advisory committee member. Participating individuals were selected by the project coordinator at each institution in consultation with the head of the institution. No distinction was made between community colleges and community colleges serving as area vocational centers.

This section of the study involves the responses of 112 interview subjects. Two interviews (one board member and one faculty member) were not conducted due to extenuating circumstances. A second faculty member from one institution was interviewed, but due to the potential bias this would place on the sample, the data from this interview are not included.

Figures are rounded to the nearest whole number throughout this report. They do not always total 100 percent for one or a combination of three reasons:

a. Each figure has been rounded to the nearest whole number.

b. Three categories of response are not included: "I don't know," "no response," and answers or statements that do not answer the specific question being asked.

c. Multiple answers were given by some respondents to selected items.

Planning

Interview Questions 1 and 2

Each of the interview subjects was first asked how planning for an occupational program should be started and then whether program planning was actually begun in this way. Subjects were encouraged to indicate just who should initiate the planning (Table 43) and what processes would be involved. Slightly more than half of the administrators and faculty members from community colleges (CC) believed that the initiation of planning should start with members of the community. Faculty and administrators from area vocational centers (AVC) generally felt that industry was the single most important source, although less faculty than administrators held this opinion. The advisory committee and board members in both types of institutions considered the administration of the school to be the single most important source for initiation.

Both CC and AVC faculty members saw a somewhat larger role for themselves in program initiation than for their respective administrations. This is contrasted with the views of advisory committee members and administrators which attribute a lesser importance to the faculty contribution. This divergence between the faculty's perception of its role in program planning and the perceptions of its role by administrators and advisory

TABLE 43

Percentage of Respondents Indicating Who Should Initiate Planning for an Occupational Program

Response Categories	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Members of Community	59	36	52	36	33	18
Students	7	18	7	27	4	18
Faculty	48	36	22	18	11	0
College Administration	44	27	44	45	44	45
County Officials	4	18	4	9	0	0
Governmental Agencies	19	0	11	0	7	0
Industry	11	45	37	64	37	36

committee members may be indicative of a potential problem area in occupational program planning. While respondents from neither type of institution particularly desired participation by students in the beginning planning stages, a much higher percentage of all groups of respondents from AVC's than from CC's indicated that students should be involved in program initiation.

The respondents varied greatly in their ideas on the processes of program initiation. Opinion was equally divided on whether initiation should be formal or informal, although a slightly higher percentage of the AVC representatives favored formal processes (AVC-42%, CC-33%). Most replies indicated that some type of advisory committee should be used in planning new programs, and a large number of comments stressed the wisdom of establishing a clear-cut need for a program before the initiation of planning. Other observations supported a need for involvement of each

segment of the community and the institution that would be affected if the program were implemented.

Most respondents (84%) indicated that the current way of planning was the preferred one. Most of the comments indicating a need for change focused on more involvement by greater numbers of persons in the planning process, and for more clearly established requirements for new programs. As occurred throughout the interviews, a relatively high percentage of advisory committee members indicated they could not answer this question for any of several reasons. In this case, eight of the 37 interview subjects in this category gave such a response.

Interview Questions 3, 4, and 5

All instituions must make decisions on which programs to offer in meeting the great range of occupational needs of an increasingly technological society. To secure information about this decision process, faculty members and administrators were asked how such a decision should be made if for some reason a selection had to be made between starting one program or another. A large percentage of the community college respondents indicated that community need was an essential criterion (Table 44), while faculty members and administrators from area vocational centers felt that business and industrial need in terms of poetential job openings was another important factor. The community college administrators gave special emphasis to the cost of funding a program (63%). Administrators in both types of institutions stressed student interest (CC-52%; AVC-64%) as a matter of importance while a much smaller percentage of faculty members from both types of institutions mentioned this criterion (CC-33%; AVC-9%).

This data on opinions concerning decisions between programs was amplified by asking faculty and administrators what types of information

TABLE 44

Percentage of Respondents Indicating Particular Reasons for Deciding Between Programs

Reasons	Respondents			
	Faculty		Administration	
	CC	AVC	CC	AVC
Community Need	59	45	56	55
National/State Need	22	18	30	18
Business/Industry Needs and Job Opportunities	30	64	30	64
Cost of Funding	37	18	63	36
Facilities Needed at Present	22	9	37	27
Administrative Determination of Facilities Available	15	18	41	36
Student Interest/Qualifications	33	9	52	64

were needed for making such judgments. Three types were cited most frequently in their replies (Table 45). Information on local needs, to be gathered through a survey, was mentioned by the largest percentage of respondents. This was seen as much more essential by AVC respondents than by those from community colleges. Reports on the present state of the national, state and local economy were considered relatively important by all respondents. Much smaller percentages indicated a need for information of student desires, the availability of instructors, funds available, or program costs.

Each person interviewed was also asked to indicate which of these types of information were not currently available Most respondents (91%) indicated that all the needed information was available, although several commented that its quality (validity and/or reliability) could be improved. The only type of information considered lacking was that gathered through surveys of local needs. Faculty from community colleges mentioned the

TABLE 45

Percentage of Respondents Indicating Particular Types of Information Needed for Deciding Between Programs

Types of Information	Respondents			
	Faculty		Administration	
	CC	AVC	CC	AVC
Survey Local Needs	33	64	44	73
Student Desires	22	9	19	18
Instructor Availability	11	9	7	0
Program Funds and Costs	15	0	19	27
Reports of and Trends of Local Economy	44	36	30	45
Reports and Trends of the Economy--State/National	44	27	41	45

need for such surveys most frequently (26%). Administrators and faculty members from both types of institutions indicated general satisfaction with the present amounts and sources of information.

Interview Question 6

Before a program can be implemented one must plan for its equipment, space and monetary needs. Each interview subject was asked what sources should be used to obtain information or each of these areas. Community college faculty saw the State Department and regulatory boards as the single most important source of such information (41%), while only 18 percent of their area vocational center counterparts cited this source (Table 46). Thirty-three percent of the CC faculty interviewed referred to other colleges and similar programs as information sources, but none of the faculty from AVC's gave responses that would fall in this category. Area vocational center faculty respondents saw industry as an important source (55%) much more often than did community college faculty (26%).

Another information source frequently mentioned by faculty was other faculty members (CC-30%; AVC-45%). However, a much smaller proportion of each of the other groups saw faculty as an information source (Administration: CC-22%; AVC-18% -- Advisory: CC-22%; AVC-0%). This difference in viewpoints is consistent with earlier questions on planning in which the faculty perceived a larger role for themselves in that process than did administrators or advisory committee members.

The most important information sources cited by administrators were: the State Department of Education and other regulatory boards (AVC-64%; CC-37%); occupational advisory committees (AVC-45%; CC-33%); and, other schools and similar programs (CC-44%; AVC-27%). The advisory committee members apparently saw themselves in a leading role with respect to space, funding and equipment. They regarded industry (CC-44%; AVC-27%) and advisory committees (AVC-55%; CC-22%) as the other important sources. Looked at overall, each group--faculty, administration, and advisory committee- in each of the two types of institutions generally focused on a different body as the primary source of information in the indicated fields.

TABLE 46

Percentage of Responses to "What sources of information should one use to determine the equipment, space, and monetary requirements for a new program?"

Response Categories	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
State Boards	41	18	37	64	33	18
Industry/Business	26	55	30	27	44	27
Advisory Committee	19	27	33	45	22	55
Similar Programs	33	0	44	27	30	9
Faculty	30	45	22	18	22	0

Thus, it would appear that four sources of information were consistently seen as important, although in varying degrees [illegible] upon the [illegible] interview [illegible] state departments and other regulatory [illegible] business advisory committees; and other similar programs. [illegible] these sources lies outside the internal organization [illegible].

[illegible] Questions 7, [illegible], and [illegible]

Each interviewee was asked if he was involved in hiring people for the occupational program or in recommending individuals to be hired. Nearly all of the administration (96%) and faculty respondents (86%) from both types of institutions indicated that they were involved in this process. In contrast, only 52 percent of the CC and 36 percent of the AVC advisory committee members indicated that they had a part in staffing their programs.

Those who indicated they did have a role in hiring personnel were asked "What are the minimum qualifications for faculty?" This was followed by another question to gather information on formal preparation, teaching experience, and related work experience <u>now</u> required for new faculty. AVC respondents indicated few requirements beyond the high school diploma, while about one-fourth of the CC respondents favored two years or more of post-secondary work for new faculty (24%), although very few replied that their institutions demanded any specific amount of teaching experience. Related work experience of two years or more was cited by 21 percent of the interviewees as an initial requirement for new faculty. A large percentage of respondents (38%) indicated that even when requirements for formal preparation, teaching experience or related work experience were formally stated, they were flexible in application.

Each respondent involved in hiring people was then asked what <u>should</u>

be the minimum specifications for new faculty with respect to formal preparation, teaching experience, and related work experience. Area vocational center respondents continued to emphasize a high school diploma as the only formal requirement. On the other hand, community college responses varied widely in their suggestions, although they tended to agree with the frequent comment that formal preparation would depend upon the programs. None of the respondents gave particular stress to teaching experience although many indicated that it would be preferred. The largest group insisting upon teaching experience was faculty from the community colleges with 22 percent supporting a requirement of more than two years of such experience.

In referring to related work experience, 20 percent of all respondents saw no reason to fix a specific requirement. Overall, suggested changes from present criteria tended to be specific for the type of institution and the program within the institution. AVC respondents were inclined to place increased emphasis on related work experience while those from community colleges leaned toward an increased amount of formal preparation. In neither instance was the trend a strong one.

Implementation

Interview Question 10

Respondents were next asked, "How is the curriculum developed for the program?" The information sources utilized in curriculum planning as well as the actual procedures for this planning were examined.

The most frequently mentioned information sources for curriculum development were the faculty and the advisory committees (Table 47). Department heads and state regulatory boards or departments were also seen as important

by some of the respondents. Advisory committee members from both types of institutions also cited industry and the professions as other sources for curriculum development, and administrators advised looking to other schools with similar programs.

TABLE 47

Percentage of Responses to "What information sources are utilized in curriculum planning?"

Information Sources	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Curriculum Committees	15	0	11	9	7	0
Department Heads	22	0	19	9	7	9
Faculty	37	27	52	64	48	36
Advisory Committees	37	18	52	55	26	55
State Department or Reg. Boards	22	18	7	27	22	9
Other Programs	11	9	33	27	19	0
Industry/Professions	7	18	11	18	33	36
Survey	4	0	4	9	0	9

Most respondents gave no answer or said they did not know when asked what procedures were used in developing a curriculum. The most frequently given response (26% of all persons interviewed) was the general statement that curriculum planning was accomplished through a series of meetings, but there was no particular pattern indicating whether these meetings were formal or informal. It appeared from the replies that a great variety of information sources are used in curriculum development but that the procedures involved in such planning are not clearly specified or well

understood by participants.

Interview Question 18

In order ot assess the adequacy of facilities, monetary resources, and space for the program, interview subjects were asked, "How do present facilities, space and fiscal resources meet the needs of your program?" In addition, they were asked to cite specific areas of need. A sizable percentage of each group of the respondents with the exception of administrators and faculty in the community, indicated that their needs were currently being met in each of these areas (Table 48). Faculty members and administrators from AVC's (36% each) were somewhat more satisfied than those from CC's (26% and 7%, respectively). The need most frequently expressed by these groups was for additional space for current offerings or for the expansion of existing programs. Over one-half of the faculty (67%) and administrators (56%) from community colleges specifically cited this need. A high but somewhat smaller percentage from these two groups in area vocational centers cited the same needs (Administrators-45%; Faculty-36%), as did a still smaller number of advisory committee members (AVC-36%; CC-26%). The need for additional equipment was consistently cited more often by representatives of community colleges than by area vocational centers. Administrators and advisory committee members from the latter also put special emphasis on the need for additional funds.

TABLE 48

Percentage of Responses to "How do present facilities, space and financial resources meet the needs of your program?"

	Respondents					
	Faculty		Administration		Advisory Committee	
Needs of Program	CC	AVC	CC	AVC	CC	AVC
Present needs are met	26	36	7	36	59	64
Need space currently for expansion	56	36	67	45	26	36
Need equipment currently for expansion	33	27	44	27	33	9
Need funds currently for expansion	22	18	26	55	15	36

Interview Questions 12 and 13

The question of which students should be admitted to a specific occupational program is one important aspect of implementing the program. The interview subjects were asked: what criteria are actually used in selecting students; who set these criteria; and, what criteria should be used. The responses to these questions varied greatly, mainly in respect to the particular program to which the respondents were relating. A relatively large percentage of each group of interviewees from community colleges indicated that these colleges were "open door" institutions and so had no selection criteria (Faculty-41%; Administration-41%; Advisory Committee-15%).

The two types of institutions varied considerably in their use of aptitude and ability tests as criteria for selecting students. Approximately twice as many replies from each of the groups connected with area vocational centers indicated the use of such tests as compared with responses from community college groups (Table 49).

TABLE 49

Percentage of Respondents Indicating Some Use of Aptitude-Ability Testing as Selection Criteria

	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Use of Aptitude-Ability Test	33	64	44	82	19	55

Where ability testing was mentioned by respondents, most indicated that it was used for guidance purposes rather than as a basis for admitting students to specific programs. Area vocational center respondents listed testing as an especially important admission criterion. A large group of administrators from both CC's and AVC's indicated that student interest or motivation was an important guideline (AVC-45%; CC-41%).

The typical response concerning selection was "if a student really wants to try it, we give him a chance." Three other response categories-- letters of recommendation and/or interview of an applicant, high school diploma or G.E.D., and past performance in prerequisite courses-- were all given about the same weight by approximately 20% of each group of interview subjects.

The overwhelming majority (80% or better of all respondents) either saw no reasons to change existing criteria or leaned toward the removal of barriers to students who wished to attempt specific programs. The most significant of the suggested changes emerged from responses of the area vocational center interiewees. As previously discussed, in these institutions present criteria tend to restrict entry, and AVC respondents clearly indicated a desire for them to be revised in the direction of openness.

The admission criteria used were set by faculty and administrators for the programs in both types of institutions. Only 8 percent of those interviewed indicated that advisory committees had played a role in establishing admission criteria. The persons or agencies most frequently mentioned as having been involved were counselors, state boards, professions, and industries.

Interview Questions 14 and 15

Students who are admitted to and successfully complete the requirements of a program might reasonably expect to find employment in an occupation for which they have been trained. An important element in the student being able to find such employment may be the placement services available through the institution. Respondents were therefore asked, "What kind of job placement services are available for students in the program?" Only a relatively small percentage of respondnets mentioned the existence of a specific office at the institution responsible for such services (Table 50). Administrators in area vocational centers gave the highest percentage response in this category (45%), and also referred frequently to three other placement devices: vocational-technical days at the school for industry (64%); program directors, faculty or counselor aid (55%); and the Florida State Employment Service (45%).

The interview subjects were also asked how they would improve placement procedures. A large percentage of each group of respondents, with the exception of advisory committee members from community colleges, indicated that additional personnel should be hired or that the present

TABLE 50

Percentage of Responses to "What types of job placement services are currently available for program graduates?"

Types of Services	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Placement Office	26	9	33	45	7	9
Florida Employment Services	7	9	22	45	0	27
Program Director/ Faculty/Counselors	70	45	74	55	11	45
Industry Recruit. Vo-Tech Days	11	64	30	64	19	36
Adv. Committee	0	0	26	27	11	18
Student Efforts	15	9	19	27	11	0
Informal	19	18	15	27	4	0

staff should be increased, these new personnel being given specific responsibility for placement services (Table 51). No other change was suggested by more than 10 percent of those interviewed.

TABLE 51

Percentage of Respondents Desiring to Hire Placement Personnel to Improve Placement Services

	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Hire or Increase Placement Personnel	33	36	52	55	4	36

Evaluation

In order to determine how well post-secondary occupational education is meeting the needs of all segments of society, evaluation of all phases of the program is essential. In line with this premise, interview subjects were asked a number of questions relating to the evaluation of their programs.

Interview Questions 20 and 21

The interviewees were asked, "What kinds of follow-up studies are used to gather data on students or the program?" A large percentage (37%) of the respondents indicated that there were few or not follow-up studies conducted on graduates of their program. Informal contacts with program graduates constituted the bulk of follow-up studies that were mentioned (28%). The data clearly indicated that a comprehensive series of follow-up studies to evaluate the effectiveness of the programs have not been conducted in most institutions to date.

The interview subjects were next asked how these follow-up studies which had been conducted might be improved (Table 52). The most frequent answer was that full-time staff with specific responsibilities for follow-up studies should be hired. More than half of the AVC administrators (55%) indicated the need for such additional staff. However, only four percent of the advisory committee members from community colleges mentioned the need for more staff, and they had few other specific suggestions for improving follow-up studies. Approximately one-fourth of all other respondent groups favored having more full-time staff. The need for more formal and centralized procedures for follow-up studies was also mentioned by approximately one-fourth of the respondents.

TABLE 52

Percentage of Responses to "How could follow-up studies be improved?"

	Respondents					
Methods of Improvement	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Make studies more formal and central	22	18	30	0	11	18
Hire full time staff	33	27	26	55	4	27
Increase personal contact	7	9	11	18	0	9
Use computer	0	9	7	9	0	0
Increase use of mails	15	0	4	18	11	0

Few follow-up studies had been conducted according to interviewees, and there were few suggestions for improving the present state of affairs. Although many authorities have considered follow-up studies as essential in evaluations of occupational programs, the interview subjects showed little

interest in them. A number of comments were made to the effect that if graduates were employable and performed satisfactorily on the job, the program was successfully meeting its goals. However, interview replies indicated that little data were being gathered or were seen as needed by practitioners on even these measures of goal accomplishment.

Interview Question 19

The interview subjects were asked to describe their ideas of an ideal evaluation program and were asked to specify how often the evaluation should be made, who should conduct the evaluation, and what criteria should be used. A large group of respondents (36%) indicated that the process should be continuous. Formalized periodic evaluation held at least once each year was proposed by 42 percent of the subjects interviewed and most felt that the faculty and administration should be responsible for making the evaluation (Table 53).

Advisory committee members generally reflected somewhat less emphasis on faculty and administration and more on use of their own committees for evaluation. Faculty members and administrators from community colleges were the only groups with strong beliefs that students should be involved in evaluation. While administrators and advisory committee members from both types of institutions felt that employers should be involved in evaluation, much larger percentages of each of the three groups from community colleges so indicated. This is in contrast with other portions of this study in which area vocational center respondents have given greater stress to industry.

TABLE 53

Percentage of Responses to "What personnel should be involved in an ideal evaluation program?"

Types of Personnel	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Administration	63	45	44	64	30	27
Faculty	48	45	59	45	37	27
Advisory Committee	30	9	44	36	44	45
Students	44	9	33	27	22	0
Employers	19	0	41	27	33	18

Two replies were commonly stressed in responses to the question on criteria which should be used in the evaluation program, i.e. whether the students are employable, and whether the graduates are successful on the job (Table 54). The use of examination scores as criteria was also mentioned by approximately one-fourth of the faculty members from both types of institutions, but by no other respondents.

TABLE 54

Percentage of Responses to "What criteria should be used in an ideal evaluation program?"

Criteria	Respondents					
	Faculty		Administration		Advisory Committee	
	CC	AVC	CC	AVC	CC	AVC
Employability of the students	41	45	67	91	44	64
Success of graduates on the job	70	27	70	73	44	45
Results of required exams	22	27	0	0	0	0

Interview Question 22

In order to be certain that interview subjects had full opportunity to express their opinions in the area of evaluation they were asked, "What additional procedures are used to assess your program to see if it meets th needs of students and industry?" The overall response rate to this question was very low (18%) and the only additional idea of significance was to increase the use of advisory committees (14%).

Interview Question 23

A reasonable justification for evaluation of a program is that it might result in meaningful changes in the occupational program itself. Therefore the respondents were asked, "What concrete changes have taken place as a result of evaluation?" Nearly half of each group of respondents from both types of institutions, with the exception of advisory committee members from community colleges, indicated that the curriculum had been modified to reflect current needs and employment practices (Table 55). Changes in equipment and facilities were often indicated as well. Changes in teaching methodology, staff, or the program itself were mentioned much less frequently.

TABLE 55

Percentage of Responses to "What concrete changes have taken place as a result of evaluation?"

	Respondents					
	Faculty		Administration		Advisory Committee	
Types of Changes	CC	AVC	CC	AVC	CC	AVC
Curriculum modified to reflect current needs and employment practices	48	45	48	45	19	45
Faculty and teaching methods updated	11	18	11	9	0	9
More work experience provided	11	9	4	9	0	0
Equipment and facilities improved	19	27	26	45	11	0
More faculty or staff added	0	9	0	9	4	0

Advisory Committee Roles

Interview Questions 16 and 17

Two questions were asked concerning the role of advisory committees: (1) "What is the current role of an advisory committee in planning, implementation and evaluation?" and, (2) "What should be the role of an advisory committee in the planning for the program, in the ongoing program, and in the evaluation of the program?" Most respondents (42%) replied that the role of an advisory committee should be mainly one of advice. An additional 21 percent believed that such committees should participate in providing information on employer needs and in curriculum development. Advisory committee members from community colleges most frequently gave the response that these committees should help in planning the entire program (26%), a reply given by less than five percent of any other responding group.

In discussing implementation of the program, nearly half of each group of respondents felt that the existing role of the advisory committee was either limited or non-existent. Over a third of the administrators from area vocational centers (36%) indicated that such committees should assist in procuring equipment and facilities. About one in five (19%) of the faculty from community colleges and of advisory committee members from area vocational centers indicated a public relations function for occupational advisory committees. No other current role was mentioned by more than 5 percent of the respondents.

In discussing the present role of advisory committes in the evaluation process, 42 percent of the respondents considered that these committees had no current role. The only other response given by more than 5 percent of the interview subjects, 21% in this instance, was to the effect that evaluation is now carried out by advisory committee members in their

capacity of employer of graduates and consequent observation of performance.

Responses to the question on what the occupational advisory committee role should be in planning, implementing and evaluating were somewhat more definitive. Thirty-eight percent of the interview subjects maintained that the advisory committee should help in planning the entire program. Only 3 percent of all subjects felt that advisory committee participation in planning should be quite limited or non-existent.

The role of the advisory committee in implementation was also seen as needing expansion, only 14 percent of those interviewed believing that the committee should have little or no responsibility in this area. The two most frequently mentioned roles for the committee in implementation were those of updating the program and of assisting in improving equipment and facilities. Each of these was cited by 26 percent of the respondents.

Those persons interviewed indicated general satisfaction with the current role of advisory committee members in evaluation. Once again, however, 45 percent of the respondents stressed that the role should be advisory in nature. The only specific role that an appreciable number of respondents considered important for the committee in evaluation was that of more emphasis on hiring and examining the performance of graduates (31%).

Interview Question 11

The interview subjects were asked to describe what changes they would initiate to make theirs a perfect program. The most frequently given response was to improve facilities and equipment (Table 56). Nearly three-fourths of the faculty and administrators from area vocational centers (73%) gave that response while only 9 percent of the advisory committees associated with these institutions gave that reply. The need to expand existing programs, to develop new programs, and to update the preparation

of faculty were also seen as important.

TABLE 56

Percentages of Responses to "What changes would you initiate to make your program perfect?"

	Respondents					
	Faculty		Administration		Advisory Committee	
Types of Changes	CC	AVC	CC	AVC	CC	AVC
Expand Facilities	56	73	52	73	[illegible]	9
Increase Faculty	19	0	22	9	13	18
Upgrade Faculty	15	9	26	27	13	18
Increase Student Feedback	0	0	4	0	0	9
Increase Placement Services	0	0	11	9	[illegible]	0
Expand Existing New Programs	22	27	19	45	11	18
Increase Community Involvement	4	0	0	9	[illegible]	9

General Remarks by Respondents

The final interview question was "Is there anything else you can tell me to improve our understanding of your program, its planning, implementation and evaluation?" A relatively high percentage of the interview subjects (21%) gave no answer to this item. Most of the responses that were given were highly "program specific" and would not be applicable to other programs or institutions. However, three pertinent comments were [illegible] from more than one-fourth of the subjects. Twenty-six percent believed it important to upgrade the program so that it might be more relevant to the existing needs of students and industry. A number of these comments also included observations on the desirability of improving the experience of faculty.

Twenty-five percent of the respondents saw a need for an increased role

of advisory committees, and of business and industry in the evaluation process. This is in contrast to the responses of interview subjects when they were asked what the role of advisory committees should be. A third frequent comment applied to agencies external to the institution. Twenty-eight percent of the respondents remarked that many problems experienced in local occupational education programs were caused by conflicts and overlaps between occupational education agencies within the Department of Education.

Summary

This section of the study presented descriptive data supplementing that gathered by questionnaire from faculty and administrators of Florida public community colleges and area vocational centers. It examined responses obtained through 112 interviews of administrators, faculty, and advisory committee and/or board members directly involved in the occupational education program at each of the institutions. The interview guide contained 23 questions, most of which were pointed at the planning, implementation, and evaluation of occupational programs in the 38 institutions comprising the study sample.

Planning

Nine questions dealt with the planning aspect of programs. In this connection, four groups were noted as having major involvement in the planning for occupational education programs: members of the community, industry, faculty, and administrators. Faculty perceived a greater role for themselves than for other groups whereas administrators and advisory committee members visualized a more limited role for faculty. Area vocational center respondents saw a role, although not a major one, for

students in initiating planning more frequently than did respondents from community colleges. Increased emphasis on establishing a clear need for programs and on involving additional groups of individuals from the school and community in planning was stressed by those interviewed.

The interview subjects felt that if decisions must be made between programs, these decisions should be based on community needs or on the needs of business and industry as well as on related job opportunities. The administrators interviewed believed that student interest and qualifications, available facilities, and cost of programs were also important factors to be considered in such decisions.

Respondents indicated that the information necessary to decisions between programs competing for limited funds and facilities should include surveys of local needs, reports of trends within local communities, and analyses of the state and national economy. With the exception of local surveys, they noted that much of this information was currently available.

According to those interviewed, the Florida Department of Education and regulatory boards should be consulted for information on equipment, space, and monetary requirements for specific programs. Other agencies mentioned frequently as sources for this type of information were industry and business, similar programs, and advisory committee members.

The interviews revealed that most institutions do not set rigid minimum requirements for new faculty in regard to formal preparation, teaching experience or related work experience Instead, those requirements were felt to depend upon the particular nature of the program and the institution. In general, interview subjects did not favor a change in this approach. It was observed, however, that area vocational center respondents placed primary emphasis on related work experience while those from

community colleges gave more stress to formal education.

Implementation

The most common response to questioning on current needs was for more physical space and equipment, especially by respondents from community colleges. Area vocational centers gave somewhat more emphasis to need for additional funds for occupational education programs.

Community college interviewees usually described their schools as "open door" institutions and indicated fewer selection criteria for students entering occupational programs than did respondents from area vocational centers. Aptitude/ability testing was viewed as valuable for the guidance of students, especially by the area vocational centers, but less important for student selection. Student interest and motivation were regarded as the most significant factors in considering students for admission into a program by both types of institutions and there was general agreement that selection criteria should be made more flexible.

Placement services related to occupational education programs were perceived as weak or non-existent. Many of these services were furnished by program directors, faculty, counselors, or by arrangements for employer contacts on special days. Interview subjects felt that their institutions should improve their placement services by hiring additional personnel specifically for the job placement function.

Evaluation

Comments indicated that few follow-up studies had been conducted in connection with the evaluation of occupational education programs. Furthermore, there seemed to be a lack of interest in improving practices in this area. Nevertheless, respondents considered that if an evaluation program

was to be conducted it should be either a continuing or a formalized periodic process.

Interview subjects indicated that faculty and administrators should be mainly responsible for evlauating the occupational education program. Community college respondents believed, however, that more emphasis should be placed on involving advisory committees, industry, and students.

The essential criteria for evaluation were felt to be: (1) whether students are employable when they complete the program; and, (2) whether students are successful on the job. Examination scores, such as scores on required licensing examinations, were looked upon as less revealing.

Changes in the curriculum, equipment and facilities were the most frequently mentioned concrete results of program evaluation. Modifications to teaching methodology, staff expansion, or the reorientation of the program itself occurred far less often.

Advisory Committee Roles

Major roles for advisory committees were seen as including those of general advice improvement of program evaluation, assistance in procuring facilities and equipment, and help in planning the overall occupational education program. It was felt that advisory committees, as well as business and industry, should have a larger part in the evaluation of occupational education.

General Remarks by Respondents

Interview subjects also suggested that present occupational programs be expanded and that faculty experience be improved. There was some opinion too, that those programs should be made more relevant to the needs of students and industry and that conflicts in responsibilities for occupational programs among agencies in the Department of Education should be resolved.

CHAPTER V

Perceptions of Occupational Advisory Committees

Initial search of the literature on advisory committees in occupational education revealed little empirical research, especially with respect to their roles. It was therefore decided early in the study to examine the actual and potential functions of these committees in Florida. Due to the number and geographic spread of committee members it was determined that a questionnaire was the only feasible means for collecting the necessary data.

The questionnaire (Appendix C) was designed to gather the maximum amount of data with the minimum of inconvenience to the respondent. Several questions were designed to allow analyses by categories, such as program, type of institution, and length of service. The largest portion of the one-page questionnaire set forth a list of potential committee roles which respondents were asked to rate on: (a) their importance as the committee now functions; and, (b) their importance as the committee should function.

The sampling procedure was intentionally biased since a basic purpose was to obtain comments from the most active and involved advisory committee members rather than from a representative sample. A project coordinator at each institution was asked to forward the questionnaire to all committee chairmen and to the "most active" of committee members. Where an institution-wide advisory council was in operation, as in most area vocational centers, three copies were made available for distribution to members of this council.

Completed questionnaires were returned by advisory committee members from each of the 38 institutions in the study. Distribution by programs was considered representative. Three hundred and eighty-three voluntary

responses were used in this section of the study. Follow-up of non-responders was omitted in view of the deliberate focus on the most active and involved members. Replies from community colleges serving as area vocational centers were not distinguished from other community colleges in the analysis.

Background of the Committee

Frequency of Meetings

Respondents were asked, after identifying the program and institution with which they were associated, how often committee meetings were held. Most (61%) indicated meetings at varied intervals, only 5 percent reporting monthly assemblies (Table 57). A comparison of the submissions from community colleges and area vocational centers indicated, however, that committee meetings were held more frequently for committees associated with the latter. These meetings for AVC committees were held once each term by 17 percent and annually by 18 percent. The corresponding figures for the community colleges were 7 percent and 8 percent, respectively. The situation was reversed for the response category "less than annually," with the community college groups reporting 8 percent in contrast to 3 percent for the area vocational centers.

Many of the respondents commented that members should get together more often, although three were of the opinion that meetings need not be held regularly. Views on desirable frequency appeared to be related to the functions of the particular committee.

TABLE 57

Frequency of Advisory Committee Meetings
by Percentage of Responden Replies

Frequency	Respondents AVC	CC
Monthly	5	5
Once each term	17	7
Annually	18	8
Less than annually	3	8
Varied intervals	50	66
No reply or Unknown	7	6

Length of Membership

Many members of occupational advisory committees in community colleges are relatively new (48%), having served for less than 24 months (Table 58). On the other hand, 62 percent of the committee members for area vocational centers exceeded this length of service.

TABLE 58

Length of Membership in the Advisory Committee
by Percentage of Respondent Replies

Length of Membership	Respondents AVC	CC
Less than 6 months	9	10
6-12 months	10	16
13-24 months	19	22
More than 24 months	62	48
No reply	--	4

Age of the Program

Three-fourths (75%) of the area vocational center programs have been in operation for more than 24 months as contrasted with 54 percent of those in community colleges (Table 59). Nearly one-fifth of the community college programs (19%) have been in operation for less than 12 months as contrasted with 6 percent of such programs in area vocational centers.

TABLE 59

Age of the Occupational Program by Percentage of Respondent Replies

Age	Respondents AVC	CC
Less than 6 months	2	8
6-12 months	4	11
13-24 months	12	17
More than 24 months	75	54
No reply or unknown	7	10

Present Operations of the Committee

The respondents were asked to rate the importance of a number of specific committee functions in relation to the way the committee now operates. The following rating scale was used:

0	1	2	3	4	5
Not a Function	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Recommendations on Skill Profiles for Graduates

Making recommendations on desirable skill profiles for program graduates was considered "very important" or "absolutely necessary" by slightly more than two-thirds (67%) of the AVC respondents, but only by 53 percent

of those from the CC's. On the other hand, 21 percent of the AVC responses and 9 percent of the CC replies perceived the function as not applying to current operations of the advisory committee, or as being of little or no importance (Table 60).

TABLE 60

Importance of Committee Recommendations on Skill Profile of Graduates by Percentage of Respondent Replies, Present Operations

Recommendations on Skill Profile of Graduates	Respondents AVC	CC
Absolutely Necessary	19	20
Very Important	48	33
Average Importance	18	13
Little Importance	1	4
Not Important	2	2
Not a Function	6	15
No Reply or Unknown	4	13

Recommendations on Admissions Criteria

One of the two lowest overall ratings for any of the specified committee functions under current conditions of operation was given to recommendations for admitting students into the program. The largest response categories (AVC-31%; CC-26%) rated this function of average importance. There were only small differences between the percentages of response received from AVC and CC groups in any of the categories. A rather large percentage of the returns considered the item "Not a function" (Table 61).

TABLE 61

Importance of Committee Recommendations on Admission Criteria by Percentage of Respondent Replies, Present Operations

Recommendations on Admission Criteria	Respondents AVC	CC
Absolutely Necessary	7	6
Very Important	27	20
Average Importance	31	26
Little Importance	12	9
Not Important	2	3
Not a Function	15	21
No Reply or Unknown	6	15

Advice on Labor Market Changes

Respondents from area vocational centers and community colleges (Table 62) differed greatly in rating the function of committee advisement on changes

TABLE 62

Importance of Committee Advice on Changes in the Program Labor Market by Percentage of Respondent Replies, Present Operations

Advice on Changes in the Program Labor Market	Respondents AVC	CC
Absolutely Necessary	15	5
Very Important	34	24
Average Importance	31	26
Little Importance	7	8
Not Important	2	3
Not a Function	6	18
No Reply or Unknown	5	16

in the labor market related to the program. Nearly one-half of the AVC answers (49%) regarded this item as either "Very Important" or "Absolutely Necessary," while only 29 percent of those from the CC's viewed it as highly. Nearly three times as many responses from community colleges considered it not a function of the advisory committee as did replies from area vocational centers (AVC-6%; CC-18%).

Advice on Technological Changes

Answers to the item on advice with respect to technological changes in the occupation were similar to those for the previous function. Again, nearly three times as many respondents from community colleges stated that this was not a major concern of their committee as it now operates (AVC 4%; CC-13%). Nearly one quarter (24%) of the AVC respondents rated this function as "Absolutely Necessary" while 14 percent of those from CC's did so. Again more replies from AVC's (13%) than from CC's (4%) considered it not to be a function of the advisory committee (Table 63).

TABLE 63

Importance of Committee Advice on Technological Changes by Percentage of Respondent Replies, Present Operations

Advice on Technological Changes	Respondents AVC	CC
Absolutely Necessary	24	14
Very Important	34	30
Average Importance	22	19
Little Importance	7	7
Not Important	2	3
Not a Function	4	13
No Reply or Unknown	7	14

Advice in the Selection of Facilities and Equipment

Nearly one-fifth of the community college (18%) respondents indicated that advice on the selection of facilities and equipment for the occupational program was not a function of their advisory committee as it now operates, some 8 percent of the responses from the area vocational center group giving the same reply. Over two-thirds of the respondents from area vocational centers (69%) rated this responsibility as "Very Important" or "Absolutely Necessary" while slightly more than one-third of the returns from community college committee members checked these two test categories. Committee members from community colleges placed this function in the "Little Importance" category three times as frequently as did those from area vocational centers, although both percentages were low (AVC-2%; CC-8%) (Table 64).

TABLE 64

Importance of Committee Advice on the Selection of Facilities and Equipment by Percentage of Respondent Replies, Present Operations

Advice on Selection of Facilities and Equipment	Respondents AVC	CC
Absolutely Necessary	14	10
Very Important	45	27
Average Importance	21	21
Little Importance	2	8
Not Important	2	2
Not a Function	8	18
No Reply or Unknown	8	14

Assistance in Establishing On-The-Job Experiences

Respondents from community colleges rated only one function as more important overall than did those from area vocational centers with respect to the ways their committees now operate, that being assistance in establishing on-the-job experiences for students. More AVC (47%) than CC (39%) responses considered this activity a highly important one for the advisory committee. On the other hand, a larger percentage of the community college group indicated that this assistance was not a present function of their committee or was of little or no importance (31%) (Table 65).

TABLE 65

Importance of Committee Assistance in Establishing On-The-Job Experience by Percentage of Respondent Replies, Present Operations

Assistance in Establishing On-the-Job Experience	Respondents AVC	CC
Absolutely Necessary	11	13
Very Important	36	26
Average Importance	24	15
Little Importance	9	11
Not Important	5	4
Not a Function	11	16
No Reply or Unknown	4	15

Assisting Graduates in Finding Jobs

Aid in assisting graduates to find jobs was rated as a much less important current function by community college respondents than by area vocational center respondents. The item was regarded as "Absolutely Necessary" or "Very Important" by 25 percent of the CC group as compared with 40 percent of the AVC respondents. Nearly half, however, either did

not answer or considered it not a present undertaking of the committee. In relation to all other functions, this one ranked fairly low (Table 66).

TABLE 66

Importance of Committee Assistance in Finding Jobs
by Percentage of Respondent Replies, Present Operations

Assistance in Finding Jobs	Respondents AVC	CC
Absolutely Necessary	11	5
Very Important	29	20
Average Importance	25	16
Little Importance	11	10
Not Important	2	4
Not a Function	19	15

Recommendations on Personnel as Potential Instructors. (Table 67)

The function of recommending personnel as potential instructors was rated lowest overall of any of the committee functions by the total group

TABLE 67

Importance of Committee Recommendations on Personnel as Instructors
by Percentage of Respondent Replies, Present Operations

Recommending Personnel as Instructors	Respondents AVC	CC
Absolutely Necessary	7	4
Very Important	19	16
Average Importance	26	18
Little Importance	11	7
Not Important	4	5
Not a Function	23	35
No Reply or Unknown	10	15

of respondents. The two respondent groups did not differ greatly except in the category "Not a Function" (AVC-35%; CC-23%). Nevertheless, looking at all ratings, more AVC replies placed the item in higher rating brackets than did returns from CC committee members.

Stimulation of Interest and Support

The two groups of respondents differed markedly in rating stimulation of community interest and support for the program, with differences at both ends of the five point scale. The lowest categories, "Not Important" and "Little Importance," were checked by 13 percent of the community college respondents as compared with 9 percent of those from the vocational centers. At the upper end of the scale, the two highest categories, "Absolutely Essential" and "Very Important," were checked by 54 percent of the AVC and 41 percent of the CC groups (Table 68).

TABLE 68

Importance of Committee Stimulation of Interest and Support for Programs by Percentage of Respondent Replies, Present Operations

Stimulation of Interest and Support	Respondents	
	AVC	CC
Absolutely Necessary	14	17
Very Important	40	24
Average Importance	23	33
Little Importance	8	9
Not Important	1	4
Not a Function	7	11
No Reply or Unknown	7	2

Desirable Operations of the Committee

Respondents were asked to rate the importance of the several potential committee functions as they thought the committee should operate.

Recommendations on Skill Profiles for Graduates

The committee function of recommending a profile of skills and abilities that program graduates should have, received a large number of ratings in the two top categories of "Absolutely Necessary" and "Very Important," 78 percent of the AVC and 74 percent of CC groups giving these indications. Between categories, however, percentages on the respective ratings did not differ greatly (Table 69). Few respondents considered the function of little or no importance.

TABLE 69

Importance of Committee Recommendations on Skill Profile of Graduates by Percentage of Respondent Replies, Desirable Operations

Recommendations on Skill Profile of Graduates	Respondents AVC	CC
Absolutely Necessary	36	32
Very Important	42	42
Average Importance	14	13
Little Importance	2	1
Not Important	1	1
Not a Function	2	3
No Reply or Unknown	3	8

Recommendations on Admission Criteria

In judging the function of recommending criteria for admitting students to the program, a relatively large percentage of the replies indicated that the activity was not considered a desirable one for the committee to undertake (AVC-16% for the lower three rating categories; CC-20%). On the other hand, half the respondents from area vocational centers rated this function as "Very Important" or "Absolutely Necessary" as did 43 percent of the community college committee members (Table 70).

TABLE 70

Importance of Committee Recommendations on Admission Criteria by Percentage of Respondent Replies, Desirable Operations

Recommendations on Admission Criteria	Respondents AVC	CC
Absolutely Necessary	14	13
Very Important	36	30
Average Importance	30	30
Little Importance	7	9
Not Important	2	3
Not a Function	7	8
Nor Reply or Unknown	4	7

Advice on Labor Market Changes

Advice on changes in the labor market related to the program received substantial support as a potential function by both sets of respondents (Table 71). More than half of the AVC group (65%) and 49 percent of the CC group placed it in the top two categories. Answers generally agreed between institutions with respect to the lower three ratings and the totals were relatively small (AVC-7%; CC-10%). It is apparent that this function

should receive additional emphasis in the opinion of those submitting questionnaires.

TABLE 71

Importance of Committee Advice on Changes in the Program Labor Market by Percentage of Respondent Replies, Desirable Operations

Advice on Changes in the Program Labor Market	Respondents AVC	CC
Absolutely Necessary	24	13
Very Important	41	36
Average Importance	22	31
Little Importance	4	3
Not Important	1	2
Not a Function	2	5
No Reply or Unknown	6	10

Advice on Technological Changes

One of the largest totals with respect to how the committee should operate was given by both AVC and CC respondents to providing advice on technological changes (Table 72). Eighty-five percent of the AVC committee replies and 70 percent of those from CC committee members considered this item as "Absolutely Necessary" or "Very Important." In contrast, only 5 percent or less regarded it as of little or no importance, or as not being a function of the committee. The data suggests that this function should receive greater emphasis by all institutions and that it is especially important for committees associated with area vocational centers.

TABLE 72

Importance of Committee Advice on Technological Changes by Percentage of Respondent Replies, Desirable Operations

Advice on Technological Changes	Respondents AVC	CC
Absolutely Necessary	37	28
Very Important	48	42
Average Importance	8	17
Little Importance	2	2
Not Important	1	0
Not a Function	0	3
No Reply or Unknown	4	5

Advice on the Selection of Facilities and Equipment

Several members of both responding groups felt that advice on the selection of facilities and equipment should not be a function of their advisory committees (Table 73). On the other hand, over one-half of both

TABLE 73

Importance of Committee Advice in the Selection of Facilities and Equipment by Percentage of Respondent Replies, Desirable Operations

Advice in the Selection of Equipment and Facilities	Respondents AVC	CC
Absolutely Necessary	26	15
Very Important	48	42
Average Importance	15	25
Little Importance	2	2
Not Important	1	2
Not a Function	4	6
No Reply or Unknown	4	8

groups, and especially the AVC respondents, felt that it was "Very Important" or "Absolutely Necessary" (AVC-74%; CC-57%). Thus, advice in this area can be viewed as relatively important and worthy of emphasis.

Assistance in Establishing On-the-Job Experiences

Committee assistance in establishing on-the-job experiences for program graduates was considered relatively imporatant as a potential contribution, 66 percent of the AVC and 62 percent of the CC responses placing the function in the upper two rating categories (Table 74). Only about 10 percent of the replies indicated that it was viewed as not a desirable activity, or one which would be of little or no importance in committee operations (AVC-12%; CC-10%).

TABLE 74

Importance of Committee Assistance in Establishing On-The -Job Experiences by Percentage of Respondent Replies, Desirable Operations

Assistance in Establishing On-The-Job Experiences	Respondents AVC	CC
Absolutely Necessary	26	25
Very Important	40	37
Average Importance	18	20
Little Importance	7	3
Not Important	2	2
Not a Function	3	5
No Reply or Unknown	4	8

Assistance in Finding Jobs for Graduates

The function of assisting graduates in finding jobs was rated much higher in the top two categories by respondents from area vocational centers

than by those serving on advisory committees associated with community colleges (AVC-59%; CC-46%). Nearly twice the percentage of respondents from the former group considered it "Absolutely Necessary" (23%) than did community college respondents (13%). A significant but still fairly small percentage felt that the committee should not be involved in such an endeavor (AVC-7%; CC-11%) One in five returns from the community college group regarded it as not a proper function (Table 75).

TABLE 75

Importance of Committee Assistance in Finding Jobs by Percentage of Respondent Replies, Desirable Operations

Assistance in Finding Jobs	Respondents AVC	CC
Absolutely Necessary	23	13
Very Important	36	33
Average Importance	23	24
Little Importance	5	8
Not Important	1	2
Not a Function	7	11
No Reply or Unknown	5	9

Recommendations on Personnel as Potential Instructors

Opinion varied on whether recommending personnel as potential instructors should be viewed as one of major importance for an occupational advisory committee. An appreciable number regarded the function as inappropriate or of minor importance, community college respondents more so than those from the area vocational centers (Table 76). On the other hand, more AVC committee members rated it as "Very Important" or "Absolutely Necessary"

than did those from the CC's (AVC-48%; CC-36%). The highly diverse response pattern indicates a wide range of disagreement on the degree of committee responsibility for the function.

TABLE 76

Importance of Committee Recommending Personnel as Instructors by Percentage of Respondent Replies, Desirable Operations

Recommending Personnel as Instructors	Respondents AVC	CC
Absolutely Necessary	17	14
Very Important	31	22
Average Importance	23	29
Little Importance	11	8
Not Important	2	3
Not a Function	11	17
No Reply or Unknown	5	7

Stimulation of Interest and Support. (Table 77)

Stimulating community interest and support for the program received a relatively high rating as a potential committee function, especially by community college respondents (72% in the top two categories). A very low percentage of the replies indicated that this should not be a function of the advisory committees (AVC-2%; CC-4%). It is apparent that stimulating community interest and support should be a principal undertaking of occupational advisory committees in the opinion of those submitting questionnaires.

TABLE 77

Importance of Committee Stimulation of Interest and Support for Programs by Percentage of Respondent Replies, Desirable Operations

Stimulation of Interest and Support	Respondents AVC	CC
Absolutely Necessary	34	36
Very Important	23	36
Average Importance	13	15
Little Importance	2	2
Not Important	0	1
Not a Function	2	3
No Reply or Unknown	26	7

Written Comments

As a final item on the questionnaire the respondents were requested, "Please provide any additional information you feel would be of value in describing the functions of your committee." Although such open-ended questions are usually appended to questionnaire surveys, the response rate for this type of question is characteristically low. It is considered significant therefore that 48% of all respondents gave additional comment in the space provided on the questionnaire in this instance.

The comments were of two broad kinds: those that were essentially neutral or that provided suggestions for the operation of a specific program or committee; and those that were either favorable, or unfavorably critical. All of the comments were categorized by percentage of response (Tables 78 and 79.

Neutral Comments, or Suggestions

The category of comments covered a wide range of statements varying from suggestions on including courses on the use of "heat" for hair straightening in a cosmetology program to suggestions that certain companies be requested to release employees so that they could give more time to committee work. Nearly one-half of the comments from area vocational center committee members (47%) fell into the general descriptive pattern or provided specific suggestions, as did 38 percent of those from the community college committee group.

TABLE 78

Frequency of Types of General Comments by Area Vocational Center Respondents

Comment Category	Percent of Comments in Category	Rank by Frequency
Neutral descriptive comment or suggestion	47	1
Comment unfavorable about committee (other than meeting infrequently)	14	2
Comment very favorable about program or institution	8	3
Comment indicates committee does not meet often enough	6	4
Comment indicates support for study or requests copy	6	4

TABLE 79

Frequency of Types of Comments by Community College Respondents

Comment Category	Percent of Comments in Category	Rank by Frequency
Neutral descriptive comment or suggestion	38	1
Comment indicates committee does not meet often enough	18	2
Comment very favorable about committee functions	13	3
Comment unfavorable about committee (other than meeting infrequently)	8	4
Comment very favorable about program or institution	6	5

Summary

This section of the study inquired into the perceptions of occupational advisory committee members about the ways in which their committees now operate and the ways in which it was felt they should operate. The sample was selected to obtain responses from the most active and involved committee members. It consisted of 383 individuals associated with committees in Florida's twenty-seven community colleges and the eleven area vocational centers having a large portion of their occupational offerings at the post-secondary level.

Advisory committee meetings were reported as being held mainly at varied intervals, with less tendency by community colleges to depend upon a monthly, term, or annual meeting than by area vocational centers. Area vocational center programs appeared to have been established longer than those in

community colleges and their advisory committee members inclined toward longer periods of service.

It was noted that community college advisory committees are somewhat newer than committees associated with area vocational centers. Similarly, the programs which these committees serve have been in operation for a shorter period of time at the community colleges. Committee meetings were also held somewhat less frequently for committees associated with community colleges.

Critical Comments

The second largest group of comments focused on the frequency with which meetings of the committee were held. Nearly one-fifth (18%) of the comments from community college committee members focused on this area. Several comments from area vocational center members also referred to the infrequency of meetings (6%).

About one in five of the comments given by questionnaire respondents were critical toward committee functions, more so for community college programs than for those of the area vocational centers (AVC-20%; CC-26%). A number of the negative criticisms were reflections of an apparent perception on the part of committee members that the committee suggestions were neither desired nor used.

Favorable Comments About the Program or Institutions

Quite a few respondents expressed a great deal of enthusiasm about their institution or about their work with a specific program. Generally, however, these comments were of only limited applicability to other schools or programs.

Desirable Operations of the Committee

Respondents were asked to rate the importance of the several potential committee functions as they thought the committee should operate. The pattern of replies suggested that each of the items was valued more highly in terms of its potential importance than in its current functioning.

When the percentages accorded the various functions were combined for "Absolutely Necessary" and "Very Important" and then rank ordered (the "High" category in Table 81), very little change was observable between perceived importance under present methods of operation and the degree of importance felt more desirable. Neither were there marked differences in perceptions between area vocational centers and community colleges. However, there were two exceptions to these statements, "Assistance in Finding Jobs" was thought to warrant somewhat more importance in committee affairs than has been customary in both types of institutions, and "Stimulation of Interest and Support for Programs" was considered by area vocational center respondents to currently receive more attention than is justified.

Both for present operations as well as for those believed desirable, the five most important functions overall were generally felt to be those listed in Table 80.

TABLE 80

The Five Advisory Committee Functions Considered Most Important by Respondents by Rank of Percentage of Replies

Function	Order of Importance			
	Present		Desired	
	AVC	CC	AVC	CC
Recommendations on skill profiles of graduates	1	1	2	1
Advice on technological changes	3	2	1	3
Advice on the selection of facilities and equipment	2	5	3	5
Stimulation of interest and support for programs	4	3	7	2
Assistance in establishing on-the-job experiences	6	4	4	4

TABLE 81

Rank by Percentage of High and Low Perceptions of Importance of Advisory Committee Functions as Now Performed and as Felt Desirable

Advisory Committee Functions	Ranking by Percentages of Combined Respondent Ratings							
	Perceptions of Present Importance				Perceptions of Desirable Importance			
	High		Low		High		Low	
	AVC	CC	AVC	CC	AVC	CC	AVC	CC
Recommendations on skill profiles of graduates	1	1	9	9	2	1	7	8
Recommendations on admission criteria of students	8	7	3	2	8	8	2	3
Advice on changes in the program labor market	5	6	6	4	6	6	5	4
Advice on technological changes	3	2	7	8	1	3	9	8
Advice on the selection of facilities and equipment	2	5	8	6	3	5	5	4
Assistance in establishing on-the-job experiences	6	4	4	3	4	4	4	4
Assistance in finding jobs for graduates	7	8	2	4	5	7	3	2
Recommendations on personnel as instructors	9	9	1	1	9	9	1	1
Stimulation of interest and support for programs	4	3	5	7	7	2	8	7

Note: Where two functions received the same percentage each was given the same rank order.

CHAPTER VI

CHARACTERISTICS OF STUDENTS IN OCCUPATIONAL PROGRAMS

Most of the research questions that make up the overall study arose in a series of hearings on vocational and technical education held by a subcommittee of the Florida legislature in January, 1970. A virtual vacuum concerning data on the student involved in this type of education was disclosed during these hearings. For this reason, an examination of the students involved in such programs became an essential component of the investigation.

Information on students in occupational programs at area vocational centers is practically non-existant. Much more has been written on community college students, especially with respect to the variables of age, level of education, educational and occupational goals, academic aptitudes, non-academic comptetencies, socio-economic background, measures of self-concept, and differences between the community college student and students at four-year colleges and universities.[1] However, attempts to describe student subpopulations within the community college have been made less frequently.

Data describing the students enrolled in occupational programs is particularly relevant in light of the increasing number of students enrolling in community colleges and other post-secondary institutions offering occupational training. It has been predicted, for example, that during the 1970's as many as 50 percent of the nation's high school graduates will be completing their education in occupational programs in community colleges, technical schools, university extension centers, and business colleges.[2]

The studies which have been made to date on the student in occupational education have generally been limited by a small number of subjects and by

very few participating institutions. For instance, a study by Spector and Frost at Glendale Community College, Arizona, dealt with data on 67 technology students at one institution.[3] Another single-institution study was done at Georgia Southwestern College by Gladney, using 150 students.[4] Studies by Hilleary,[5] Stewart,[6] and Taylor and Hecker[7] involved larger numbers of students, ranging from 520 to 941, but again only one college was involved in each case. Phillips extended his work to four institutions,[8] a public junior college and three vocational-technical schools, but gathered data on less than 750 students.

This section of the study was originally intended to encompass the same institutions contained in the other sections, i.e. 27 community colleges and 11 area vocational centers. An instrument designed to obtain data on student characteristics was in fact administered to 3,905 students in these 38 institutions. However, a number of the community colleges found themselves unable to distinguish occupational from other students and consequently selected some test subjects at random. Since it has not been possible to determine which results are attributable to occupational students in community colleges, only the data from area vocational centers is used in the discussion which follows. A total of 1,625 students (975 men and 650 women) were included in the sample.

The agency providing the test instrument and computing the scores furnished the completed results directly to each institution for its participating students. Each community college therefore is in a position to interpret its set of data in light of the procedures it actually used.

Data were gathered by means of the Career Planning Profile (CPP), copyrighted by the American College Testing Program, Inc. The CPP is a comprehensive guidance instrument applicable to all students but especially appropriate for those interested in vocational, technical, and occupational

programs. It consists of two major sections: a student information section and an assessment battery. The student information section secures data in 10 major categories: 1) biographical data, 2) educational and vocational plans, 3) educational needs (requests for help in study skills, selecting a major), 4) financial aid information, 5) non-academic competencies, 6) self estimates, 7) work orientation, 8) life goals, 9) environmental learning experiences, and 10) vocational interests. The assessment battery measures the following abilities: 1) reading skills, 2) numerical computation, 3) mathematical reasoning, 4) non-verbal reasoning, 5) mechanical skills, 6) clerical skills, and 7) space relations.

Several weeks after students completed the CPP battery they were asked to complete a follow-up questionnaire. Discussion of responses to this questionnaire is included with that relating to the CPP results in several instances.

Abilities and Interests

Ability Test Scores

The instrument included measures of particular abilities considered relevant to the appropriateness of decisions about careers and training for careers. The average score on each of the measures for Florida AVC students was below the national norm on each of the seven ability tests.* Differences of around four points were present in the ability groups of numerical

*Average scores were based on a raw score with a possible range of 20-80. National norms were taken from Career Planning Profile for Vocational-Technical Students Beyond High School (Iowa City: The American College Testing Program, Inc., 1971)

computations, mathematical reasoning, and reading skills (Table 82). Women in the Florida AVC programs scored below the men on each ability, considerably so in mechanical skills, space relations, and mathematical reasoning. Florida women were under the national norm for women in each instance, the average being 5.1 points below the norm. Florida men also scored less than the national norm for men on each ability, but to a lesser extent.

TABLE 82

Average Ability Test Scores for Florida AVC Students Compared with National Norms

Abilities	AVC			National Norms		
	Men	Women	Total	Men	Women	Total
Mechanical skills	52.4	40.2	47.6	53.7	44.3	50.1
Non-verbal reasoning	47.3	45.0	46.4	49.9	50.1	50.0
Clerical skills	47.2	46.0	46.7	49.4	51.4	50.1
Numerical computations	47.3	44.2	46.1	49.9	50.	50.1
Mathematical reasoning	48.3	42.0	45.8	51.3	47.7	49.9
Space relations	50.0	42.8	47.2	51.8	47.0	50.0
Reading skills	46.8	45.3	46.2	49.9	50.5	50.2

Vocational Interests

A number of questions pertained to the vocational interests of the students. More specifically, these related to the types of occupations the student would find most meaningful. Florida AVC students generally had slightly stronger interests in scientific occupations and slightly less in those relating to agriculture than did the national norm (Table 83). Overall, their other interests closely approximated the national group. Men were

above their peers nation-wide by over 1 point in scientific interests and by 2 points in electrical. Other differences were less than a point Florida women were considerably above other women in scientific and health interests and scored fairly closely to the national sample in all others.

TABLE 83

Average Vocational Interest Scores for Florida AVC Students Compared with National Norms

Vocational Interest	AVC			National Norms		
	Men	Women	Total	Men	Women	Total
Scientific	53.5	48.6	51.6	52.4	45.3	50.1
Health	45.9	57.6	50.5	46.6	55.6	50.0
Artistic	48.2	54.1	50.5	48.0	53.4	50.0
Social S ice	45.5	55.7	49.5	46.4	55.5	49.9
Business Contact	47.7	52.1	49.4	48.5	52.4	50.0
Business Management	52.3	47.0	50.2	52.0	47.0	50.1
Business Detail	47.3	52.8	49.5	47.9	53.2	49.9
Household	45.4	56.9	49.9	45.7	56.6	49.9
Carpentry	53.5	44.0	49.8	53.5	44.4	50.0
Agriculture	50.2	46.8	48.9	52.1	46.7	50.1
Mechanical	57.0	41.6	51.0	56.1	41.7	50.6
Electrical	56 1	43.1	51.0	54.8	43.2	50.4

Non-Academic Competencies

A section of the CPP was devoted to assessing the non-academic competencies of students in the areas listed in Table 84. The results indicated that Florida AVC students have greater competencies as a group in several of the areas measured than do students nationally.* Those areas were skilled trades, home

*The range for this part of the CPP was 0-14.

economics, scientific, artistic, community service, business and leadership Florida men exceeded the average national score for men in every competency area. Florida women were below the norm for women in but one field, that of clerical

TABLE 84

Average Scores on Non-Academic Competencies for Florida AVC Students Compared with National Norms

	AVC			National Norms		
Non-academic Competencies	Men	Women	Total	Men	Women	Total
Skilled Trades	12.2	2.2	8.6	11.1	2.2	7 9
Home Economics	4.5	9.2	6.4	3.8	8.8	5.7
Scientific	4.4	3.4	4.0	4.1	3.3	3.8
Sports	5.2	3.2	4.4	5.4	3.1	4 5
Artistic	3.5	5.7	4.4	3.2	5.4	4.1
Community Service	1.5	3.0	2.1	1.5	2.7	1.9
Business	5.1	3.9	4.6	4.9	3.7	[illegible]
Leadership	3 4	4.1	3.7	3.2	4 0	3.5
Clerical	3.8	5.0	4.3	3.6	5.3	4.3

High School Grades

Since one of the most readily available predictors of academic success is the grade point average, AVC students were asked to report their high school grades.* Overall, Florida students were above the national average in Mathematics and Vocational grade scores and below it in English, Social Science, and Business. Natural Science grade averages were identical Men were better than the national male norm in Mathematics, Natural Science, and Vocational

*Scale was 0-4.0

While Florida AVC women were below their norm in all subject areas except Mathematics where the scores were the same

TABLE 85

High School Grade Point Average for Florida AVC Students Compared with National Norms

Academic Field	AVC			National Norms		
	Men	Women	Total	Men	Women	Total
English	2.12	2.63	2.32	2.17	2.80	2.41
Mathematics	2.33	2.35	2.34	2.14	2.35	2.22
Social Science	2.30	2.57	2.41	2.37	2.73	2.51
Natural Science	2.30	2.42	2.35	2.25	2.51	2.35
Business	2.48	2.70	2.60	2.51	2.96	2.72
Vocational	3.04	3.02	3.03	3.03	3.20	3.09

Self-Estimates of Skills

Students were asked to rate themselves on 16 skills on the basis of how they perceived themselves in comparison with other persons of their own age. The scale consisted of four levels: below average, average, above average, and top ten percent The upper two levels were used for this analysis

Generally, AVC student self-estimates were close to those of the national sample, mostly within two percentage points In the "above average" category the frequency of perceptions by men were more than two points higher than the national group for one skill, that of "scientific ability," and more than three points below that group for three skills, those of "getting along," "physical energy," and "work motivation " Self-estimates in the "top ten percent" category for men exceeded the national frequency by more than three percentage points with respect to "adaptability," "getting along," "liking school," and "mechanical ability." For each skill Florida AVC men perceived

themselves in the "top ten percent" more frequently than did the national sample.

TABLE 86

How Students Think They Compare With Persons Their Own Age by Percent in Above Average and Top Ten Percent Categories, for Florida AVC Students and National Sample

Self-Estimates of Skills	Men				Women			
	Above Average		Top 10%		Avove Average		Top 10%	
	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l
Academic Motivation	29	29	7	6	33	37	11	9
Adaptability	34	35	9	6	30	34	9	6
Artistic Ability	19	18	5	4	19	19	4	3
Clerical Ability	15	16	4	3	23	26	5	5
Common Sense	45	44	13	11	32	37	10	8
Coping Ability	30	29	7	5	26	25	5	3
English Ability	13	14	4	2	22	24	4	5
Getting Along	38	43	17	12	42	46	14	12
Learning Ability	27	25	5	4	20	24	6	4
Liking School	24	26	8	5	35	33	14	9
Mathematical Ability	23	21	5	4	12	11	2	2
Mechanical Ability	44	44	15	3	10	9	2	1
Physical Energy	36	40	13	13	30	29	9	6
Scientific Ability	15	12	3	2	8	8	2	1
Social Self-Confidence	20	20	6	4	25	24	6	6
Work Motivation	46	49	14	12	52	51	19	14

AVC women in the "above average" rating viewed themselves less frequently (by four percentage points or more) as academically motivated, adaptable,

possessing common sense, able to get along and having learning ability. Their self-estimates on other skills were within two points of the national group. In the "top ten percent" category women exceeded the national frequency by three or more points in the skills of "adaptability," "liking school," "physical energy," and "work motivation." In fact, women equalled or were higher than the national group in perceptions of themselves as being in the "top ten percent" with respect to all skills but one--"English ability."

Averages by Educational Program

Averages for the ability scales were computed for Florida AVC students and for the national sample according to the educational program in which enrolled (Table 87). Florida students overall were below the norm for each ability. In fact, except for one ability area in the agriculture, forestry, and maritime fields,and several each in the science, engineering, and technology, and in the arts and humanities fields, ability scores by educational program were consistently below those of the national group. In the agriculture, forestry, and maritime programs Florida AVC students reflected abilities above the general norm. For the science, engineering and technology field they exceeded the nation-wide average in the abilities of mechanical skills, clerical skills, mathematical reasoning, and space relations. In arts and the humanities Florida students were above the norm in mechanical skills, clerical skills, numerical computation, mathematical reasoning, and space relations.

Averages by Vocational Choice

Averages for the ability scale were also calculated for the Florida and national groups of AVC students with respect to their indicated choice of vocation (Table 88). In this connection, the Interpretive Guide for the CPP noted that these averages and those computed for the educational

TABLE 87

Florida AVC and National Student Averages for Ability Scales by Educational Program

Educational Program	Mech. Skills		Non-verb. Reas.		Clerical Skills		Numerical Comp.		Math Reas.		Space Rel.		Reading Skills	
	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l
Agriculture, Forestry, Maritime Fields	53.8	52.8	45.0	49.2	48.1	48.5	43.9	48.5	47.0	50.1	48.8	51.1	47.7	49.7
Persuasion and Marketing Fields	41.9	49.0	41.1	49.0	45.9	50.0	46.4	49.4	45.3	49.8	45.9	48.9	47.4	50.0
Health Fields	42.1	45.9	45.5	50.0	47.3	51.1	44.7	50.0	42.9	48.7	43.6	47.6	47.7	51.7
Home Economics	32.3	46.1	41.3	50.4	40.3	52.4	41.0	49.2	39.3	47.7	40.7	49.2	40.0	49.7
Business and Office Fields	38.7	47.2	43.8	50.5	45.0	52.5	44.2	52.7	42.0	50.2	41.3	49.0	42.8	50.8
Science, Engineering and Technology	58.5	57.5	52.8	53.1	51.6	51.4	53.0	53.7	56.4	56.0	55.9	54.2	52.3	53.3
Trade and Industrial Fields	52.2	53.4	47.3	49.1	46.9	48.7	46.9	48.6	47.8	49.5	49.5	51.7	46.3	48.3
Social Science and Public Service	43.8	48.8	47.4	50.8	44.3	50.8	43.6	49.0	41.6	49.4	46.0	49.9	45.4	51.3
Arts and Humanities	53.0	51.1	50.6	51.4	50.7	48.5	51.4	49.2	51.1	50.2	54.8	50.4	48.2	50.0
Undecided	47.5	49.6	50.7	50.4	43.7	47.8	44.5	49.0	45.7	49.1	50.5	49.0	48.0	49.2
All Students	47.6	50.1	46.4	50.0	46.7	50.1	46.1	50.1	45.8	49.9	47.2	50.0	46.2	50.2

region (Table 87) "will ordinarily do the same unless students enroll in vocational programs that are different from their vocational choice "*

Once again the Florida AVC students were consistently below the national averages except in the persuasion and marketing and science and technology fields. In persuasion and marketing the Florida sample reflected a score above the national group in all abilities except nonverbal reasoning. Three abilitites were below the national average in the science, engineering and technology field, i.e. nonverbal reasoning, mathematical reasoning, and reading skills. Other exceptions in which Florida AVC students exceeded nationwide groups were nonverbal reasoning in the home economics field and both mechanical skills and space relations in the arts and humanities. Overall, the Florida average was about three points below the national score for each ability.

Vocational Goals, Preferences and Experiences

Importance of Particular Goals

Students were given five goals in life and were asked to rate them with respect to how important they were expected to be in the respondents' lives. A four degree scale was used, i.e. "very unimportant," "unimportant," "important," and "very important." The percentages of designations in the "important" and "very important" categories are shown in Table 89 for men and women in AVC programs.

Florida men and women both closely approximated the national sample in the percentages viewing the respective goals as "important" and "very important," although men were somewhat lower than their peers in placing a high evaluation on community service. Men and women, Florida and national, considered "personal

*Interpretive Guide for the Career Planning Analysis Service: Preliminary Report (Iowa City: The American College Testing Programs, Inc., March, 1971), p. 10.

TABLE 88

Florida AVC and National Student Averages for Ability Scales
by Vocational Choice

Vocational Choice	Mech. Skills		Non-verb. Reas.		Clerical Skills		Numerical Comp.		Math. Reas.		Space Rel.		Reading Skills	
	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l
Agriculture, Forestry, Maritime Fields	54.0	54.7	46.1	50.4	47.9	49.5	45.8	49.8	46.9	52.0	50.4	52.6	48.4	52.0
Persuasion and Marketing Fields	49.8	48.2	43.0	48.3	51.1	47.7	48.6	47.8	49.6	47.8	50.0	47.9	49.6	47.7
Health Fields	42.0	46.1	45.9	50.1	47.3	51.3	44.9	50.1	43.1	48.9	43.3	47.7	47.8	51.9
Home Economics	41.0	43 3	54.0	48.6	38.0	50.4	35.0	47.5	39.0	45.3	33.0	46.5	29.0	46.9
Business and Office Fields	39.7	47.2	45.3	50.4	46.5	52.5	46.0	52.8	43.6	50.2	42.6	49.1	45.0	50.7
Science, Engineering, and Technology	57.3	57.1	52.3	52.7	51.7	50.9	53.2	53.0	54.6	55.4	55.0	54.0	51.8	52.6
Trade and Industrial Fields	51.8	53.6	46.7	49.1	46.6	48.9	46.5	48.7	47 5	49.6	49.4	51.7	46.1	48.5
Social Science and Public Service	44.6	48.6	47.1	50.6	45.5	50.6	44.5	49.4	43.1	49.3	46.0	49.7	46.0	51.2
Arts and Humanities	51.9	50.8	50.0	51.9	47.3	48..	47.7	49.3	49.7	50.4	52.5	50.3	47.6	50.5
Undecided	45.4	49.4	45.4	49.7	44.2	49.2	44.2	49.1	43.2	48.7	44.7	49.2	45.2	49.4
All students	47.6	50.1	46.4	50.0	46.7	50.1	46.1	50.1	45.8	49.9	47.2	50.0	46.2	50.2

...itment" and "job-centered" goals as of top importance in over 96 percent of the ratings. "Family-centered" goals were generally placed third, but still were perceived as important or higher by at least 94 percent of each group. Men (Florida and national) rated "financial" goals in fourth position and gave "community service" somewhat lower fifth place. These latter two goals were reversed in importance by women (Florida and national), with "community service" being placed more highly than "financial."

TABLE 89

Relative Importance of Particular Goals to Florida AVC Students and National Sample, by Percentage for Important and Very Important Ratings

	Important and Very Important			
	Men		Women	
Goals in Life	AVC	Nat'l	AVC	Nat'l
Community Service	67	70	88	87
Family-Centered	94	96	96	97
Financial	91	90	83	83
Job-Centered	97	98	97	97
Personal Adjustment	96	98	98	99

Importance of Job Characteristics

Respondents were asked to rate six job characteristics on the four-point "very unimportant" to "very important" scale. The results (Table 90) again indicated a close correspondence between Florida AVC students and the national sample. Both men and women, and both the Florida and the national group, agreed on the rank order of job characteristics as being "important" and "very important." The highest value was placed on "interest" followed by "co-workers," "responsibility," "job security," "independence," and "pay."

Although men and women of the Florida and the national samples gave

the same order of importance to the several job characteristics, they did so in much different degree. They generally agreed in the weight they gave to "interest" (from 95 to 97%) and to "co-workers) (from 89 to 94%). Men gave a higher value to "responsibility" (84-85%) than did women (78-79%). A marked divergence was indicated between men and women with regard to their evaluation of the last two characteristics as "important" and "very important," men viewing "job security" as more crucial (70-72%) than women (59-60%) and giving a much higher place to "pay" (56-58% as contrasted with 38-40%).

TABLE 90

Relative Importance of Job Characteristics to Florida AVC Students and National Sample, by Percentage for Important and Very Important Ratings

	Important and Very Important			
	Men		Women	
Job Characteristics	AVC	Nat'l	AVC	Nat'l
Co-workers	89	92	93	94
Independence	69	69	53	56
Interest	95	96	97	97
Job Security	72	70	60	59
Pay	58	56	38	40
Responsibility	85	84	78	79

Working Condition Preferences

Four sets of alternative working conditions were presented for student choice. Within each set, respondents were asked to select the condition which was most strongly preferred or which was merely preferred. Percentages indicating Florida and national choices by AVC students are shown in Table 91.

With respect to preferences on indoor or outdoor types of work, Florida men and women departed appreciably from the national group. Both men and

women in Florida AVC programs showed a decided preference for indoor working conditions. However, both the Florida and national samples, both men and women, indicated a strong desire to work with people in contrast to working along, although men more than women in the two groups indicated a strong preference for working singly and conversely a less intense wish to work with people.

TABLE 91

Working Condition Preference of Florida AVC Students Compared with National Sample, by Percentage

	Strongly Prefer				Prefer			
	Men		Women		Men		Women	
Working Conditions	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l	AVC	Nat'l
Indoor Work	15	14	30	23	38	35	50	53
Outdoor Work	20	30	5	18	27	20	15	7
Work with People	29	28	50	49	46	48	40	40
Work Alone	19	17	6	8	6	6	4	2
Variety of Tasks	38	39	43	45	47	48	43	45
Same Task	11	9	10	7	5	4	4	2
Physical Labor	44	38	38	30	37	41	37	38
Desk Work	12	15	15	23	7	6	10	8

Women in the two groups, more so than men, gave a high rating to variety in working conditions although all groups and sexes clearly looked with disfavor on repetitious tasks. Florida men and women indicated a stronger preference for physical labor than did the national groups although a significant number had high regard for desk work. The apparent discrepancy between the large proportion of men favoring physical labor and the appreciable number desiring indoor work cannot be explained with the data available.

Work Experience

Generally, Florida AVC students reported more work experience than did the national group, much more in the case of women (Table 92). Forty-eight

percent of Florida men indicated one or more years of work as compared with 42 percent nationally, while 50 percent of Florida women stated they had that much experience in contrast to 27 percent of the national sample of women. On a basis of part-time or less than one year of experience the national groups of men and women had higher percentages than the same groups of Florida AVC students.

TABLE 92

Work Experience of Florida AVC Students Compared With National Sample, by Percentage

Work Experience Prior to Present Schooling	Men		Women	
	AVC	Nat'l	AVC	Nat'l
No Experience	5	3	11	14
Only Part-Time	28	25	22	36
Less Than 1 Year	19	29	16	23
1-5 Years	21	27	25	19
More Than 5 Years	27	15	25	8

Work Plans of Florida AVC Students While in School

Table 93 indicates that 11 percent of themen and 34 percent of the women in AVC programs did not expect to work while attending school but that 3 percent of themen and 7 percent of the women did so. It also shows that of those expecting to work from 1 to 15 hours, fewer men and women met this expectation than planned. Many were not employed and several worked more than had been anticipated. The majority of the men in Florida AVC programs who had intended to work 16 or more hours but less than full time did work this much, while a number of women who had expected to do so did not work at all. Most men and women planning work full time did in fact have employment of this kind.

TABLE 93

Initial Work Plans and Actual Hours Worked
by Florida AVC Students by Percent

	Actual Hours Worked							
	Men				Women			
Hours Expected to Work	0	1-15	16 or more (Part-time)	Full Time	0	1-15	16 or more (Part-time)	Full Time
0	11	1	1	1	34	3	2	2
1-15	6	4	3	1	8	7	5	1
16 or more (part-time)	6	5	26	5	11	2	8	2
Full Time	3	1	5	19	5	2	1	7

Stability of Vocational Plans

Tables 94 and 95 provide an indication of how realistic and appropriate were the initial vocational plans of Florida AVC students. They also indicate patterns of popularity of the several fields by reflecting holding power as well as by identifying those that prove more attractive after students have begun their educational programs. In general, initially selected fields seemed more realistic and suitable for women than for men.

Four of the nine vocations first chosen by women had retained the allegiance of 85 percent or more of their students at the time the follow-up questionnaire was administered--health, business and office, trade and industrial, and social science and public service. Conversely, the other five fields had lost the commitment of 50 percent or more of their beginning women students, according to the questionnaire, home economics having had all its initial students change their minds or become undecided. Of those changing their vocational plans, most favored business and office fields as their new

TABLE 94

Vocational Program Initially Indicated on CPP by Florida AVC Men Students Compared to Vocational Program Indicated on Follow-up Questionnaire, by Percentage

Vocation Indicated on Follow-up Questionnaire	Agri., Forest., Maritime	Persua., & Marketing	Health Fields	Home Economics	Bus. and Office Fields	Sci., Engr., Tech. Fields	Trade, Indus., Fields	Social Sci. & Public Service	Arts and Humanities	Undecided
Agriculture, Forestry & Maritime Fields	78	7	11			1	2	8		20
Persuasion & Marketing Fields		23					1	8		
Health Fields			78				1			
Home Economics				0						
Business & Office Fields					70	2	1			
Science, Engineering, Technology Fields		3		100	5	45	6		7	
Trade & Industrial Fields	22	53	11		15	40	86	17	27	60
Social Science & Public Service		7				3	1	50	4	
Arts & Humanities						8	2	17	62	20
Undecided		7			10	2	1			

TABLE 95

Vocational Program Initially Indicated on CPP by Florida AVC Women Students Compared to Vocational Program Indicated on Follow-up Questionnaire, by Percentage

Vocation Indicated on Follow-up Questionnaire	Vocation Initially Indicated on CPP Test by Women									
	Agri., Forest., Mari-time	Per-sua., Market-ing	Health Fields	Home Eco-nomics	Bus. and Office Fields	Sci., Engr., Tech Fields	Trade, Indust., Fields	Social Sci. & Public Service	Arts and Human-ities	Unde-cided
Agriculture, Forestry & Maritime	50									
Persuasion & Marketing Fields		36			1					17
Health Fields		14	93		2			4	8	33
Home Economics				0						
Business & Office Fields		14	1	67	87	25	7	2	8	17
Science, Engi-neering, Tech-nology Fields						50	7		8	
Trade & Indus-trial Fields		7			1		86			
Social Science & Public Service		7			4			89		
Arts & Humanities					2	25		2	42	
Undecided	50	21	4	33	4			4	33	33

area of interest. Science, engineering, and technology encountered a 50 percent loss, half of which went to business and office and half to arts and humanities. Arts and humanities, on the other hand, had a large number of its original students become undecided and persuasion and marketing lost almost two-thirds to other fields.

Except for trade and industrial, no vocational field retained 85 percent or more of its initial adherents. Three fields kept between 70 and 80 percent of those first selecting them: agriculture, forestry and maritime; health; and business and office. The one male selecting home economics decided to change, and two fields--persuasion and marketing and science, engineering and technology lost particularly large numbers. Men transferrees overwhelmingly favored the trade and industrial area for their new vocations with much lesser interest being shown in arts and humanities. Compared with women, the undecideds at the time of the follow-up questionnaire were relatively few.

Anticipated and Actual Need for Academic Help

To obtain an indication of the satisfaction students have derived from developmental services, both those who felt a need for help and those who did not feel such a need were asked to evaluate specific services as to degree of benefit. Students were also asked whether the services were not used or were not offered. The "not offered" responses were 10 percent of the total or less in each instance (Tables 96 and 97).

Of those claiming no need for help, considerably more men than women never used the developmental services available, and decidely less rated them "extremely valuable" or "worthwhile" (Table 96). Roughly 60 percent of the women and 40 percent of the men judged each of the services as being in these two categories of worthwhileness. At the same time, better than a third of the men

and better than a fourth of the women indicated no use of the opportunities. Percentages were approximately the same for each of the four skill areas.

TABLE 96

Evaluation of Developmental Educational Services
by Florida AVC Students, by Percentage

Need Indicated Prior to Enrollment	Students Indicating They Do Not Need Help									
	Extremely Valuable		Worth-while		Little Benefit		Never Used		Not Offered	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Study Skills	16	30	28	31	12	6	37	28	7	5
Reading Skills	16	27	25	36	12	4	39	28	8	5
Math Skills	14	24	28	32	15	7	36	30	8	7
Tech. & Mech. Skills	16	26	25	36	14	8	38	26	7	5

TABLE 97

Evaluation of Developmental Educational Services
by Florida AVC Students, by Percentage

Need Indicated Prior to Enrollment	Students Indicating a Need for Help									
	Extremely Valuable		Worth-while		Little Benefit		Never Used		Not Offered	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Study Skills	19	32	25	35	17	7	29	19	10	8
Reading Skills	19	34	28	32	19	9	26	17	8	8
Math Skills	21	35	26	34	14	6	31	19	9	6
Tech. & Mech. Skills	18	33	28	32	15	6	30	21	9	8

A somewhat different pattern emerged from the evaluations of those stating a need for developmental services. Again, far less men than women considered the services "extremely valuable" or "worthwhile" and far more never used them.

Nevertheless, some two-thirds of the women and slightly less than half of the men placed each of the four services in one of the two categories of special value. Once more, no appreciable distinction was discernible between the four skill areas as to value or use.

Student Information by Major

Satisfaction with Vocational Skills Development

Students were asked to rate their degree of satisfaction with acquiring skills directly applicable to a job according to a five-point scale. Provision was made for "no opinion." A significant number of "no opinions" were expressed by both men and women for the persuasion and marketing field and by men among the undecideds (Table 98). Sixteen percent of the men and 12 percent of the women judged business and office programs as "Fair," "Poor," or "No as did 24 percent of the men and 6 percent of the women for arts and humanities. With these exceptions, the several fields received high ratings of satisfaction.

Satisfaction with Program Equipment and Facilities

When asked to evaluate the equipment and facilities for their program in a scale of "good," "agreeable," "fair," "bad," and "no opinion" most Florida AVC students considered them acceptable (Table 99). Two indications of disfavor were indicated, however. The arts and humanities program received a significant number of "fair" and "no opinion" ratings, especially by women. Also, the trade and industrial area had about 10 percent responses by men and women in the "fair category. There was an unusually large amount of "no opinion" expressed with respect to the persuasion and marketing fields, particularly by men (80%).

TABLE 98

Indication of Satisfaction by Florida AVC Students With the Acquisition of Skills Directly Applicable to a Job, by Percentage

Program	Satisfaction With Vocational Skills Development											
	Yes		Could be Improved		Fair		Poor		No		No Opinion	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry & Maritime	59	--	28	100	6	--	--	--	--	--	6	--
Persuasion and Marketing Fields	50	44	20	22	--	11	--	--	--	--	30	22
Health Fields	69	75	31	22	--	1	--	1	--	--	--	1
Home Economics	67	67	33	33	--	--	--	--	--	--	--	--
Business and Office Fields	58	59	19	23	12	8	--	3	4	1	8	6
Science, Engineering Technology	63	100	28	--	4	--	2	--	--	--	2	--
Trade and Industrial Fields	52	90	36	5	5	--	2	5	1	--	5	--
Social Science and Public Service	63	58	31	31	6	--	--	3	--	--	--	9
Arts and Humanities	38	71	32	14	18	14	6	--	--	--	6	--
Undecided	33	100	33	--	--	--	--	--	--	--	33	--

TABLE 99

Indications of Satisfaction by Florida AVC Students Toward the Training Equipment and Facilities Used in the Educational Program, by Percentage

Program	Satisfaction with Equipment & Facilities									
	Good		Agreeable		Fair		Bad		No Opinion	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry Maritime Fields	66	100	31	--	3	--	--	--	--	--
Persuasion and Marketing Fields	70	78	--	11	--	--	--	--	30	11
Health Fields	62	63	38	31	--	3	--	1	--	2
Home Economics	100	100	--	--	--	--	--	--	--	--
Business and Office Fields	54	59	35	29	4	4	--	1	8	6
Science, Engineering, Technology	74	--	22	100	--	--	2	--	2	--
Trade and Industrial Fields	51	67	33	24	9	10	4	--	3	--
Social Science and Public Service	88	69	13	30	--	--	--	1	--	--
Arts and Humanities	41	7	44	43	12	29	--	--	3	29
Undecided	67	100	--	--	--	--	--	--	33	--

Evaluation of Teaching

Generally, in response to an inquiry on the quality of teaching, Florida AVC students felt that many or most of their instructors performed well (Table 100). Over 85 percent of the students (male and female) gave ratings of "most teach well" or "many teach well" to their instruction in all programs except in three cases, all involving evaluations by men. Men students viewed teaching quality lower than did the women in the persuasion and marketing fields (men-60%; women 89%), the arts and humanities (men-76%; women-88%), and in social science and public service (men-81%; women-86%). However, 11% of the women students considered that "few teach well" in the persuasion and marketing program,

:.le 19% of the men thought the same thing about social science and public ervice. Eighteen percent of the men and 13 percent of the women were of the ...n that "few teach well" in the arts and humanities. In line with other adverse indications concerning the persuasion and marketing field, 40% of the male AVC students indicated "no opinion' on teaching quality.

TABLE 100

Evaluation of Teaching by Florida AVC Students, by Percentage and Program

Program	Evaluation of Teaching									
	Most Teach Well		Many Teach Well		Few Teach Well		None Teach Well		No Opinion	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	47	--	44	100*	--	--	6	--	3	--
Persuasion and Marketing Fields	30	67	30	22	--	11	--	--	40	--
Health Fields	62	76	31	20	8	1	--	--	--	3
Home Economics	--	--	--	100**	--	--	--	--	--	--
Business and Office Fields	58	61	35	27	--	2	--	1	8	9
Science, Engineering Technology	67	--	24	--	2	--	4	--	2	100*
Trade and Industrial Fields	60	71	29	14	2	5	1	--	7	10
Social Science and Public Service	75	60	6	26	19	5	--	1	--	7
Arts and Humanities	26	50	50	38	18	13	--	--	6	--
Undecided	67	100	33	--	--	--	--	--	--	--

* One student
** Two students

Evaluation of Teacher Knowledge

Students were asked to rate the knowledge that teachers had about their field, using the scale of "most know, many know, few know, none know, and no opinion." Evaluations by both men and women indicated a very high regard for

teacher knowledge, 90% or more of the respondents considering that "most" or "many know." There were two exceptions, however. Only 70% of the men (but 99% of the women) placed teachers in these upper two categories in the field of persuasion and marketing, 30 percent indicating "no opinion." Secondly, 8 percent of the men and 9 percent of the women gave "no opinion" with respect to teacher knowledge in business and office fields. Despite appreciable adverse views on teaching quality in social science and public service and in the arts and humanities (Table 100), evaluations in this section indicate that students feel that their teachers are well prepared in these fields.

TABLE 101

Evaluation of Teacher Knowledge by Florida AVC Students, by Percentage and Program

Program	Evaluation of Teacher Knowledge in Field									
	Most Know		Many Know		Few Know		None Know		No Opinion	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry Maritime Fields	65	--	29	100*	--	--	--	--	6	--
Persuasion and Marketing Fields	60	78	10	22	--	--	--	--	30	--
Health Fields	85	85	15	12	--	1	--	--	--	3
Home Economics	--	100**	--	--	--	--	--	--	--	--
Business and Office Fields	65	70	27	19	--	1	--	1	8	9
Science, Engineering Technology	89	--	9	--	--	--	--	--	2	100*
Trade and Industrial Fields	71	81	20	10	2	5	--	--	6	5
Social Science and Public Service	93	78	7	21	--	--	--	1	--	--
Arts and Humanities	50	75	44	25	--	--	3	--	3	--
Undecided	100**	--	100*	--	--	--	--	--	--	--

*One student
**Three students

Evaluation of Teacher Interest

On being asked to rate teacher interest in the student according to the number of who such interest ("most," "many," "few," "none," "no opinion"), a majority indicated that they perceived a very high degree of teacher concern. Men generally viewed teachers as showing more interest than did women, except in persuasion and marketing where only 60 percent of the men as contrasted with 100 percent of the women rated "most" and "many" as being concerned about students. Women, on the other hand, saw much less interest than did men in the arts and humanities (men-91%; women-75%). Ten percent of the men perceived "few" teachers in persuasion and marketing (30% of the men having "no opinion") as being concerned, and 13 percent of the women in the arts and humanities were of the same opinion.

TABLE 102

Evaluation of Instructor Interest in Students,
by Percentage and Program

	Teacher Interest in the Student									
	Most		Many		Few		None		No Opinion	
Program	Men.	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	69	--	25	100*	--	--	--	--	6	--
Persuasion and Marketing Fields	50	89	10	11	10	--	--	--	30	--
Health Fields	69	82	23	11	--	2	--	1	8	4
Home Economics	--	100**	--	--	--	--	--	--	--	--
Business and Office Fields	73	69	15	17	4	4	4	1	4	9
Science, Engineering Technology	80	--	20	--	--	--	--	--	--	100*
Trade and Industrial Fields	69	76	17	10	4	5	3	--	7	10
Social Science and Public Service	81	74	19	12	--	5	--	4	--	5
Arts and Humanities	53	75	38	--	3	13	--	--	6	13
Undecided	67	--	33	100*	--	--	--	---	--	--

*One student **Three students

Teacher Knowledge of the World of Work

Student perceptions of teacher knowledge of the world of work were obtained by asking for evaluations as to "most," "many," "few," "none," and "[illegible]." Responses were tabulated according to program field (Table 103). Overall, Florida AVC students had a very high opinion of teacher familiarity and understanding of the particular occupational area. Evaluations by both men and women exceeded 90 percent for each program except in three instances. Persuasion and marketing received relatively low percentages in the "most" and "many" categories, a total of 60 percent for men and 89 percent for women. Women gave 89 percent to the "many" and "most" choices in business and marketing and 86 percent to instructor knowledge in the trade and industrial fields. Although proportions were quite low, negative assessments ("few" or "none")

TABLE 103

Proportion of Teachers Considered Knowledgeable About the World of Work, by Percentage and Program

Program	Number of Instructors Knowledgeable About World of Work									
	Most		Many		Few		None		No Opinion	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	66	100*	25	--	3	--	--	--	6	--
Persuasion and Marketing Fields	50	78	10	11	--	--	--	--	40	11
Health Fields	92	86	8	9	--	--	--	--	--	4
Home Economics	--	100**	--	--	--	--	--	--	--	--
Business and Office Fields	77	72	15	17	--	2	4	1	4	9
Science, Engineering, Technology	85	100*	9	--	2	--	--	--	4	--
Trade and Industrial Fields	77	86	15	--	2	5	1	--	5	10
Social Science and Public Science	81	80	19	18	--	1	--	--	--	1
Arts and Humanities	56	75	41	25	--	--	--	--	3	--
Undecided	33	100*	33	--	--	--	--	--	33	--

*One student **Three students

centered in the business and office and in the trade and industrial fields. An unusually high percentage of "no opinion" once more appeared for the persuas. and marketing area (men-40%; women-11%).

Value Placed on Counseling

Students were asked to designate the degree to which counseling was considered helpful, using the "extremely valuable, worthwhile, little benefit, never used, and not offered" scale. As Table 104 indicates, women generally utilized counseling services more than men and found them more useful. There were two exceptions to this statement, the health fields and the science, engineering, and technology area which had only one female student. Nevertheless, a considerable number of responses were in the "never used" category,

TABLE 104

Value Placed on Counseling by Florida AVC Students, by Percentage and Program

Program	Value Placed by Students on Counseling Service									
	Extremely Valuable		Worth-while		Little Benefit		Never Used		Not Offered	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry Maritime Fields	13	--	44	100*	16	--	28	--	--	--
Persuasion and Marketing Fields	10	11	30	56	30	--	10	33	20	--
Health Fields	23	32	38	27	8	16	23	23	8	1
Home Economics	--	100**	--	--	--	--	--	--	--	--
Business and Office Fields	16	33	24	24	12	13	48	29	--	1
Science, Engineering, Technology	39	--	41	--	4	--	15	100*	--	--
Trade and Industrial Fields	22	40	28	45	16	10	31	5	2	--
Social Science and Public Service	44	38	--	28	6	5	50	29	--	--
Arts and Humanities	15	25	41	38	35	13	9	25	--	--
Undecided	50	--	50	100*	--	--	--	--	--	--

*One student **Three students

especially in persuasion and marketing (men-10%; women-33%), health (men-23%; women-23%), business and office (men-48%; women-29%), trade and industrial (men-31%; women-5%), social science and public service (men-50%; women-39%), and arts and humanities (men 9%; women-25%). At the same time, a large number of men found counseling of "little benefit" in the persuasion and marketing area (30%) and in the arts and humanities (35%).

Value Placed on Faculty Advising

When asked to rate the value of faculty advising on the same scale as that used for counseling student responses revealed a similar pattern of uneven use of the opportunity and variations in opinion (Table 105). The persuasion and marketing field again emerged as an area receiving low evaluations in the "extremely valuable" and "worthwhile" categories and relatively high assessments.

TABLE 105

Value Placed on Faculty Advising by Florida AVC Students, by Percentage and Program

Program	Value Placed by Students on Faculty Advising									
	Extemely Valuable		Worth-while		Little Benefit		Never Used		Not Offered	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	19	--	53	--	6	--	22	100*	--	--
Persuasion and Marketing Fields	20	--	20	25	30	50	--	25	30	--
Health Fields	31	34	38	33	8	10	15	21	8	3
Home Economics	--	100**	--	--	--	--	--	--	--	--
Business and Office Fields	23	33	31	35	12	11	35	20	--	1
Science, Engineering Technology	33	--	46	--	11	--	11	100*	--	--
Trade and Industrial Fields	27	20	32	55	14	10	25	5	2	10
Social Science and Public Service	31	39	6	37	13	10	50	12	--	2
Arts and Humanities	24	50	41	13	21	13	12	25	3	--
Undecided	50	100*	50	--	--	--	--	--	--	--

*One student **Three students

of "little benefit." This field also reflected relatively hig. percentage of "never used" for women (25%) and "not offered" for men (30%). The business and office field also showed high percentages of "never used" (men-35%; wom n-20%), as did the trade and industrial and the s ial ser ce and public service areas for men (25% and 50%, respectively) A number of women in the humanities neve used faculty advising (25%) Overall, while specific figures varied, the general picture of student usage of faculty advisement and of counseling was one of the same

Student Plans for Next Year

Replies to the question on personal plans after the current school year revealed considerable uncert nty (Table 106) Relatively few students had

TABLE 106

Plans of Florida AVC Students for Next Year
by Percentage and Program

Program	Student Plans After Current School Year									
	Work		Transfer to New School		Return to This School		Leave School		Indefinite	
	Men	Wom.	Men	Wom.	Men	Wom	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	16	--	--	--	61	100*	--	--	23	--
Persuasion and Marketing Fields	--	22	30	--	--	--	11	--	70	67
Health Fields	8	19	8	6	31	24	--	--	54	52
Home Economics	33*	33*	--	--	67**	67**	--	--	--	--
Business and Office Fields	4	16	4	8	72	40	--	6	20	31
Science, Engineering Technology	9	--	7	--	65	--	--	--	20	100*
Trade and Industrial Fields	10	5	4	14	59	57	2	--	25	24
Social Science and Public Service	19	17	25	4	31	47	--	--	25	32
Arts and Humanities	12	--	9	--	50	100	--	--	29	--
Undecided	--	--	--	--	--	100***	--	--	--	100*

*One student **Two students ***Three students

made a definite decision to work or to leave school. Neither had a large majority decided to return to the present school. More men than women indicated an intention to return to the school in the programs of agriculture, forestry, and maritime, of health, of business and office, and of trade and industrial. More women than men thought they would continue in the school in the fields of social science and public service and the arts and humarities. A significant number of men in social science and public service, however, intended to transfer to another school (25%). Roughly a fourth of the men and women students in all fields considered their plans to be indefinite, with two exceptions where much larger percentages were indicated. Somewhat over half the men and women in the health area viewed their plans as indefinite. The second exception, persuasion and marketing, appeared unique among the several programs inasmuch as no student male (N=10) or female (N=9) expressed an intention to return to the present school. Twenty-two percent of the women in this field expected to go to work and 11 percent expected to leave school, 30 percent of the men expected to transfer, and approximately two-thirds of both men and women regarded their plans as indefinite.

Personal Information

Size of Family

In nearly each program field more students came from families having three to five persons in addition to the respondent than from smaller or larger family groups (Table 107). However, more men in the health field had families of one or two and as many women in the trade and industrial area had this size family as did those in the three to five range. Relatively few had no family at all, although there were more in this category enrolled in the health field (men-10%; women-6%) and in science, engineering, and

nology (men-11%) than in others. Nevertheless, students with larger family ...es, i.e. six or more, were still appreciable inasmuch as about one in five ... from such a family in all program fields except agriculture, forestry, ... maritime

TABLE 107

Number of People in the Student's Family Other Than the Respondent, by Percentage and Program

Program	Number of People Other Than Self in Family									
	0		1-2		3-5		6-8		More Than 8	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	6	--	22	--	53	100*	16	--	3	--
Persuasion and Marketing Fields	--	--	20	22	40	56	20	22	20	--
Health Fields	10	6	40	27	20	49	30	13	--	4
Home Economics	--	--	33*	33*	33*	33*	33*	33*	--	--
Business and Office Fields	4	4	21	26	58	51	13	18	4	2
Science, Engineering, Technology	11	--	37	--	37	--	15	100*	--	--
Trade and Industrial Fields	4	5	27	37	49	37	14	11	5	11
Social Science and Public Service	--	1	13	15	75	52	13	27	--	5
Arts and Humanities	--	--	32	14	50	57	15	14	3	14
Undecided	33**	--	--	--	--	--	67**	--	--	--

*One student **Two students

Number of People Contributing Income

While by far the most students received income from one to two people (Table 108), sizable numbers had no assistance--especially men in the health field (60%, N=10) and in agriculture, forestry, and maritime programs (41%, N=32). Roughly one of seven students in social science and public service received no outside aid. Other than these instance about one student of every five in all

fields had no financial help from anyone. With but two exception over 70 percent of all students were assisted by other persons, these being men in health (40%) and in agriculture, forestry, and maritime programs (59%).

TABLE 108

Number of People Contributing Income to the Florida AVC Student, by Percentage and Program

Program	Number of People Contributing Income to Student									
	0		1-2		3-5		6-8		More Than 8	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	41	--	56	--	3	100*	--	--	--	--
Persuasion and Marketing Fields	10	--	60	89	30	11	--	--	--	--
Health Fields	60	26	30	69	10	5	--	--	--	--
Home Economics	--	--	--	100**	--	--	--	--	--	--
Business and Office Fields	22	23	70	62	4	14	--	1	4	--
Science, Engineering Technology	24	--	65	--	11	100*	--	--	--	--
Trade and Industrial Fields	26	26	61	68	11	5	2	--	--	--
Social Science and Public Service	13	15	75	73	13	10	--	1	--	--
Arts and Humanities	29	--	59	71	12	29	--	--	--	--
Undecided	33*	--	33*	--	33*	--	--	--	--	--

*One student. **Three students.

Amount of Contributed Income Used for Education

Students were asked to indicate the proportion of contributed income which was devoted to the present educational program. The large majority of both men and women (80% or more) in all fields reported 10 percent or less of this income being spent for education (Table 109). The two exceptions showed only a minor departure, 78 percent of the men in business and office fields and 77 percent of the women in the trade and industrial area giving the same response. In only

two instances did students indicate they spent more than 25 percent of their contributed income on their educational program, men in the health field (20%) and women in arts and humanities (14%).

TABLE 109

Amount of the Income Contributed to Florida AVC Students by Others Which is Spent for Education, by Percentage and Program

Program	Percent of Students' Contributed Income Spent for College									
	0		1-10%		11-25%		26-50%		Over 50%	
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
Agriculture, Forestry, Maritime Fields	65	--	26	100*	6	--	3	--	--	--
Persuasion and Marketing Fields	90	89	10	--	--	--	--	11	--	--
Health Fields	40	26	40	62	--	9	20	3	--	--
Home Economics	33*	33*	67**	67**	--	--	--	--	--	--
Business and Office Fields	39	47	39	41	17	8	4	3	--	1
Science, Engineering, Technology	37	100*	52	--	7	--	2	--	2	--
Trade and Industrial Fields	57	53	34	24	6	18	2	--	1	6
Social Science and Public Service	81	60	13	31	6	5	--	1	--	3
Arts and Humanities	48	71	33	14	18	--	--	14	--	--
Undecided	67**	--	33*	--	--	--	--	--	--	--

*One student. **Two students.

Education of Parents

A considerable number of Florida AVC students either did not know the level of their parents' education or preferred not to say (Table 110). However, about one in six of the fathers and about one in seven of the mothers had attended college for some period. Although no pattern was disclosed with respect to father-mother or men-women educational relationships, more parents did not achieve high school graduation than did and more graduated from high school

than received additional education. The fact that respondents were AVC students implied then that most were at a higher educational level than that of their parents.

TABLE 110

Education of Parents of Florida AVC Students, by Percentage

Highest Level of Education Completed by Parent	Father		Mother	
	Men	Women	Men	Women
Do Not Know-Prefer Not to Stay	20	21	17	12
Eighth Grade or Less	18	22	12	21
Some High School	16	18	17	20
High School Graduate	24	17	36	26
Technical or Business School	6	6	4	8
Some College	4	6	5	4
2-Year College Graduate	4	3	2	3
4-Year College Graduate	4	3	4	3
Some Post-College Schooling	2	2	1	1
Received Advanced Degree	3	2	2	2

Occupations of Fathers

About one-fourth of the fathers of Florida AVC students were in semi-professional, sales, professional, or executive occupations (Table 111). Slightly over a third were categorized as semi-skilled or in the skilled trades. A relatively small proportion were considered unskilled, somewhat more fathers of women (11%) than of men students (5%) being in this group. There were no particular distinctions between the work of fathers of men and of fathers of women except in the skilled trades (men-25%; women-18%).

TABLE 111

Occupations of Fathers of Florida AVC Students, by Percentage

Occupation of Father	Men	Women
Managerial or Executive	11	12
Professional	4	4
Sales	6	4
Semi-Professional or Technical	3	3
Semiskilled	12	16
Skilled Trades	25	18
Small Business Owner or Farm Owner	11	12
Supervisor or Public Official	8	6
Unskilled	5	11
Not Applicable or Prefer Not to Say	17	15

Occupations of Mothers

Approximately half of the mothers of students were classed as housewives (Table 112). The unskilled percentage was identical with that of fathers (men-5%; women-11%). No particular pattern of employment emerged from the proportions of mothers engaged in the other occupations other than about one in five were employed in semi-professional, secretarial, sales, or executive types of work.

Family Income Estimated by Students

A considerable number of students indicated they did not know the amount of the annual family income (men-27%; women-32%). Of those giveing a figure, however, only 10 percent of the men and 16 percent of the women indicated less than $5,000 per year (Table 113). About one in four estimated this income at between $5,000 and $10,000 while 23 percent of the men and 15 percent of the

TABLE 112

Occupations of Mothers of Florida AVC Students
by Percentage

Occupation of Mother	Men	Women
Housewife	56	49
Managerial, Executive, or Professional	4	6
Sales	5	2
Secretary-Stenographer	7	7
Semi-Professional or Technical	3	4
Semiskilled	8	10
Small Business Owner	3	3
Supervisor or Public Official	2	1
Unskilled	5	11
Not Applicable or Prefer Not to Say	8	6

TABLE 113

Family Income Estimated by Florida AVC Students
by Percentage

Yearly Family Income	Men	Women
I Do Not Know	27	32
Less Than $3000 Per Year	3	9
$3000 to $4999	7	7
$5000 to $7499	12	12
$7500 to $9999	13	10
$10,000 to $14,999	13	9
$15,000 to $19,999	6	4
$20,000 to $24,999	2	1
$25,000 or More	2	1
Consider Confidential	14	13

women considered it as being $10,000 or more. It should be emphasized that 41 percent of the men and 45 percent of the women did not provide a figure for one reason or another.

Methods Used to Meet School Expenses

Table 114 indicates that family and personal resources (work and savings) together are the principal means of financing school for Florida AVC students, both men and women. Although 27 percent of the men indicated federal funds received through the school as a major source of funds for these expenses, relatively few obtained appeciable support from state or school funding or from borrowing. While approximately equal numbers of men and women students indicated no reliance on parents, somewhat more women than men listed them as a major source

TABLE 114

Methods Used by Florida AVC Students to Meet School Expenses by Percentage

Individual Methods	Major Source		Minor Source		Not a Source	
	Men	Women	Men	Women	Men	Women
Parents Pay Expenses	35	42	23	14	42	44
Work to Pay Expenses	43	30	32	21	26	49
Received State Funds Through the School	5	6	2	2	93	92
Received Federal Funds Through the School	27	7	7	2	66	91
Received School Funds	2	4	3	3	95	93
Using Personal Savings	18	20	21	18	62	62
Borrowed Money from Banks or Other Commercial Institutions	2	1	4	3	94	97
Received Money from Other Sources	10	23	13	14	77	63

of finance for school purposes. More men than women worked to pay their expenses although about equal numbers used personal savings. Considerably more women than men received funds "from other sources."

Satisfaction with Current Program

Three-fourths of the women AVC students and 61 percent of the men stated they were highly satisfied with their current program (Table 115). About equal numbers were satisfied but planned to change (men - 12%; women - 10%), while more men than women expressed dissatisfaction while planning to remain in the present program (men - 12%; women - 3%). Very few were dissatisfied to the extent of change.

TABLE 115

Satisfaction of Florida AVC Students With Current Program, by Percentage

Satisfaction with Current Program	Men	Women
Highly Satisfied	61	74
Satisfied but Plan to Change	12	10
Dissatisfied but do Not Plan to Change	12	3
Dissatisfied and Plan to Change	4	2
No Opinion	11	11

Most Important Student Goals

Florida AVC students indicated that they are heavily job oriented, 72 percent of the men and 81 percent of the women reporting their goals as being to secure vocational or professional training or to develop skills for finding a job (Table 116). An additional 10 percent of the men and 7 percent of the women gave their purpose as one of earning a higher income. Goals of mind development, learning to enjoy life, and developing a philosophy of life had few adherents (men - 11%; women - 7%).

TABLE 116

Most Important Goals of Florida AVC Students in Attending School, by Percentage

Most Important Goal	Men	Women
To Develop My Mind	9	5
To Secure Vocational or Professional Training	54	58
To Earn a Higher Income	10	7
To Develop Skills for Finding a Job	18	23
To Learn to Enjoy Life	1	1
To Develop a Philosophy of Life	1	1
Reason Other Than Listed Above	7	7

Self-Rating of School Performance

In rating their own performance in their programs, about half the Florida AVC students felt that their accomplishments were about as expected (Table 117).

TABLE 117

Ratings by Florida AVC Students of Their School Performance, by Percentage

Personal Rating of Performance	Men	Women
Much Lower Than Expected	2	2
Lower Than Expected	11	9
About the Same as Expected	49	51
Higher Than Expected	34	31
Much Higher Than Expected	5	7

Approximately a third considered their performance as better than anticipated (men-34%; women-31%). Only 13 percent of the men and 11 percent of the women placed themselves in the "lower" or "much lower" than expected categories Little difference was disclosed in the respective self-evaluations between males and females.

Perceptions of Involvement in Formulating School Policies

Students were asked to indicate whether or not they actually have a role in formulating school policies and procedures and whether they believe they should participate in making policies and in preparing regulations. In answer to the first part of the question, a third of the men and 40 percent of the women responded "do not know" (Table 118). Of the remainder, 43 percent of the men and 36 percent of the women answered affirmatively. One-fourth of each gave a "No" answer.

TABLE 118

Beliefs of Florida AVC Students on Their Actual Involvement in Formulating School Policies and Regulations, by Percentage

Students Have the Opportunity to Help Formulate School Policies and Regulations	Men	Women
Yes	43	36
No	25	24
Do Not Know	33	40

On the other hand, 80 percent of both men and women felt that students should help fashion school policies and regulations. Eleven percent of both sexes gave a "do not know" reply and only a few expressed the belief that students should not be involved (men-8%; women-9%).

TABLE 119

Beliefs of Florida AVC Students on Their Proper Involvement in Formulating School Policies and Regulations, by Percentage

Students Should Have the Opportunity to Help Formulate School Policies and Regulations	Men	Women
Yes	80	80
No	8	9
Do Not Know	11	11

Participation in Extracurricular Activities

In response to a question on the degree of participation in extracurricular activities, about two thirds of the replies indicated "no participation" either for men or women (Table 120). About one in five men (20%) and women (21%) indicated a "great deal" or a "fair amount," while 14 percent of each sex listed a "small amount." Percentages for men and women were almost the same for each response category.

TABLE 120

Degree of Participation by Florida AVC Students in Extracurricular Activities, by Percentage

Degree of Participation in Extracurricular Activities	Men	Women
A Great Deal	7	5
A Fair Amount	13	16
A Small Amount	14	14
No Participation	66	64

Summary

Although ability test scores of Florida AVC students on the CPP instrument were consistently below those of the national sample, their vocational interests closely approximated those of the national group. Scientific interests of Florida students were above the norm. On measures of non-academic competencies Florida women scored above the national average in all areas but one (clerical) and Florida men exceeded the norm in seven of the ten competencies. With respect to high school grades, Florida AVC men were higher than average in mathematics, natural science, and vocational while women were below the norm in all subject areas except mathematics where the Florida and national scores were the same.

In self-estimates of skills in relation to those of peers, Florida AVC men perceived themselves in the "top ten percent" more often than did the nation-wide sample with respect to each skill area. In the "above average" category, men viewed themselves higher in scientific ability but lower in adaptability, getting along, and liking school than did the national group. Women were higher than the norm in the "top ten percent" for adaptability, liking school, physical energy, and work motivation. Except for academic motivation, adaptability, clerical ability, and commonsense, each of which was below the nation-wide sample, perceptions of ability by Florida AVC women approximated those of the national group.

Computations of ability scores by educational programs in which enrolled showed Florida students generally below the norm. There were exceptions for the fields of agriculture, forestry, and maritime, of science, engineering, and technology, and of the arts and humanities. By vocational choice the Florida averages were rather consistently below the national average except

.n the persuasion and marketing and ir the science, engineering, and tech-nology areas

With regard to vocational goals, Florida men and women in AVC programs closely approximated the national sample in the percentages viewing the respective goals as 'important" and "very important," the men in both groups giving much less stature to community service than to other concerns. When asked to rate job characteristics the Florida students again gave answers corresponding to those of the national group with respect to those considered "important" or "very important," both men and women agreeing on the pre-eminence of "interest," "co-workers," and "responsibility" in the order named. However, Florida men and women showed more preference for indoor working conditions. As did the national sample, both sexes indicated a strong desire to work with people and women in both groups, more so than men, favored variety.

Generally, Florida AVC students reported more work experience than their peers, much more so in the case of the women. The Florida group also indicated that a considerable proportion of their initial work plans were not fulfilled In connection with the stability of original vocational plans, the Florida student responses showed that the plans of women were more realistic than those of men. Change of field by men was concentrated in the areas of persuasion and marketing, of science, engineering, and technology, and of the arts and humanities. Women changed their plans most in the fields of persuasion and marketing, of science, engineering, and technology, and of social science and public service.

Measures of satisfaction felt by Florida AVC students toward developmental services suggested that men thought much less highly of these services--and used them less--than did women. Students made no particular distinction between the usefulness of the four developmental skill areas listed.

When asked to rate their degree of satisfaction with the development of vocational skills, overall satisfaction appeared high except in the persuasion and marketing field. Satisfaction with equipment and facilties also was made apparent although about 30 percent of the men in persuasion and marketing and of the women in the arts and humanities had "no opinion."

Florida students showed themselves well pleased with the quality of their instruction, women more so than men. The persuasion and marketing field again received relatively low scores. These students also had a high regard for teacher knowledge, teacher interest in students, and teacher knowledge of the world of work. Once more, however, the persuasion and marketing field was an exception to the general sense of favor. Counseling and teacher advising were viewed with mixed feelings. Women generally used these services more than men and found them more useful, although quite appreciable numbers--particularly men--never used them or found them of little benefit. Queries on future plans revealed considerable uncertainty about what students expected to do after the current school year.

The last group of questions involved family and personal information The data indicated that Florida AVC students tend to come from families containing three to five persons not including the student. Most students queried received income from one to two people, although a significant proportion were self-supporting. Of this income, less than 10 percent was used for educational purposes in the great majority of cases.

Due to the large numbers of nonresponsive answers, data on parents education was not particularly revealing. It was clear, however, that most Florida AVC students had already achieved a higher educational level than their parents. Few mothers or fathers of students were considered as unskilled, although half of the mothers were categorized as housewives. About one-fourth

of the fathers were placed in the semi-professional or professional occupations and about one-third in the semi-skilled or skilled trades categories

As was true for parents' education, data on family income contained a high proportion (over 40%) of "do not know" or "prefer not to say" answers Nevertheless, about one in four students estimated family income as between $5,000 and $10,000 yearly while 23 percent of the men and 15 percent of the women rated it as over $10,000. Family and personal resources were the principal means of financing school for most AVC students, relatively little help being received from school, state, or federal funds or from borrowing.

Three-fourths of the women AVC students and 61 percent of the men stated they were highly satisfied with their current program and few were sufficiently dissatisfied that they expected to change fields. Responses showed Florida AVC students to be primarily oriented to the world of work and doing as well or better in their program than they had expected. About 40 percent considered they presently have a part in formulating school policies and regulations, while 80 percent believe they should have such a role. Two-thirds of these students, however, indicate no participation in extracurricular activities

FOOTNOTES

1. For example: Clark, Burton R., The Open Door College: A Case Study, McGraw-Hill Book Co., 1960; Community College Research Symposium: The Community College Student, Washington State Superintendent of Public Instruction, 1963; Cross, K. Patricia, The Junior College Student: A Research Description, Educational Testing Service, Inc., 1968; Knoell, Dorothy M., and Medsker, Leland L., From Junior to Senior College: A National Study of the Transfer Student, American Council on Education, 1965; Metcalf, Alan W., Community College Student Characteristics, Washington State Superintendent of Public Instruction, 1965.

2. Center for the Study of Higher Education, University of Michigan, as cited in Harris, Norman C, Technical Education in the Junior College/ New Programs for New Jobs, American Association of Junior Colleges, 1964.

3. Spector, Irwin L., and Frost, Ronald A. "A Comparison of ACT Scores of Technology Students of Glendale Community Colleges Students with the College Population in General," ERIC, #ED020728, May 1967.

4. Gladney, Marilyn B., "A Comparison of Terminal with College Parallel Females at Georgia Southwestern College," ERIC, #ED012170, May 1966.

5. Hilleary, Helena "A Study of the Characteristics of Students Enrolled in Business Data Processing Classes, Los Angeles Metropolitan College, Fall 1965, ERIC #ED010735, September, 1966.

6. Stewart, Lawrence H., "Characteristics of Junior College Students in Occupationally Oriented Curricula" ERIC, #ED011450, March, 1966.

7. Taylor, Ronald G., and Hecker, Donald L., "Interest and Intellectual Indices Related to Successful and Non-Successful Male College Students in Technical and Associate Degree Programs" ERIC, #ED021127, December, 1967.

8. Phillips, Donald S. "Personal and Social Background Characteristics of Entering Technician Education Students at Four Post-High School Institutions, ERIC, #ED032388, January, 1968.

APPENDIX A

OBJECTIVE: OCCUPATIONS--QUESTIONNAIRE

Name of institution: _____

Name of person completing questionnaire: _____

THIS QUESTIONNAIRE IS CONFIDENTIAL. YOUR NAME IS REQUESTED SO WE CAN TELL IF EVERYONE IN THE SAMPLE HAS RESPONDED.

Position: _____

Length of time in this position: _____

Name of program for which this questionnaire is being completed: _____

Length of time that the program has been in operation at this institution: _____

Did you take part in planning this program? ____Yes ____No

Do you take part in implementing this program? ____Yes ____No

Do you take part in evaluating this program? ____Yes ____No

Respond to all sections of the questionnaire, even if you answered no above.

List below the courses you are teaching or have taught in this program.

Now teaching:	Have taught:
_____	_____
_____	_____
_____	_____
_____	_____

IMPORTANT INSTRUCTIONS

1. Where items do not apply to you, indicate this by the symbol N/A.
2. If you do not know the answer to a specific question, indicate this by the symbol U/K.
3. If the responses provided limit you, please expand on them in the questionnaire margins.
4. If you wish a definition for terms used in this questionnaire, refer to the Glossary, on the last page.

SECTION I -- PLANNING

This section asks questions about the planning that takes place before a program is started.

1. Rate the importance in planning of each factor listed below. Leave no blanks.

U/K	X	O	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Philosophy of your institution_____
Goals of your program_____
Data from similar programs_____
Job opportunities in the field_____
High school interest surveys_____
Adult interest surveys_____
Community support_____
Enrollment potential_____
Needs of disadvantaged students_____
Requirements of outside agencies...
  Industrial guidelines_____
  Licensing agency(ies)_____
  Accreditation guidelines_____
Curriculum for the program_____
Instructor(s) for the program_____
Building space for the program_____
Equipment for the program_____
Cost of starting the program_____
Program costs relative to other programs_____
Availability of funding_____
Institutional self-studies_____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

2. Rate the importance in planning of each manpower needs information source listed below. Leave no blanks.

U/K	X	O	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Local manpower survey(s)_____
Florida Employment Service Reports_____
Department of Education Reports_____
Professional association reports_____
National manpower studies_____
U.S. Census reports_____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

3. Rate the importance in planning of each job market listed below. Leave no blanks.

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Specific employer(s)_____
City_____
County(ies)_____
Region_____
State_____

Nation_____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

4. In planning the program employment opportunities were projected for: (Check ✓ one)

____Current needs ____1 year ____2 years ____3 years ____4 years ____5 years or more

5. Who first requested the program? (Check ✓ one or more.)

____Dean of occupational studies
____Instructor(s)
____Director (Area Vocational Center)
____President (Junior College)
____Prospective employer(s)
____County Vocational Director
____County Superintendent
____Advisory committee member(s)
____Prospective students
____Other (specify)
_____
_____

6. Who directed the planning? (Check ✓ one or more.)

____Dean of occupational studies
____Instructor(s)
____Director (Area Vocational Center)
____President (Junior College)
____Prospective employer(s)
____County Vocational Director
____County Superintendent
____Advisory committee member(s)
____Prospective students
____Other (specify)
_____
_____

7. Planning the program took: (Check ✓ one.)

____Less than 6 months ____ 6 to 11 months ____12 to 23 months ____24 months or more

Questionnaire -- continued

8. Was a committee established to plan the program?

____Yes, Committee Meetings Were Held... ____No Committee Established

____Several Times a Week ____Weekly ____Several Times a Month ____Monthly ____Less Often ____Varied Intervals

9. Have you participated in planning which was not carried out? (Check___one.)

____Yes: Please list below the reasons for not carrying out the plans. ____No.

____ _____
_____
_____
_____

10. Rate the importance in planning of each person or group listed below. Leave no blanks.

U/K Unknown X Cannot Rate O Not Used N/A Does not Apply 1. Not Important 2. Little Importance 3. Average Importance 4. Very Important 5. Absolutely Necessary

Director(Area Vocational Center____
President (Junior College)____
Dean of occupational programs____
Program instructors____
Other instructors____
Counselors____
Students____
Local advisory councils (institution wide)____
Advisory committees (specific occupations)____
Union representatives____
District Board of Trustees____
County School Board____

County Superintendent____
County Vocational Director____
Licensing agency(ies)____
Florida Department of Education...
Division of Community Colleges____
Division of Vocational Education____
Consultants____
Advisory committees____
Other (specify and rate)
_____
_____
_____

Questionnaire -- continued

SECTION II -- IMPLEMENTATION

This section asks questions about the ongoing program.

1. Rate the importance for operating the program of each factor listed below. Leave no blanks.

U/K Unknown	X Cannot Rate	0 Not Used	N/A Does not Apply	1. Not Important	2. Little Importance	3. Average Importance	4. Very Important	5. Absolutely Necessary

Getting students____
Characteristics of the job____
Information from potential employers____
Specific teaching techniques____
Behavioral objectives____
Admission requirements____
Capabilities of students____
Library materials____
Tests of student performance____
Qualifications of faculty____
Student-teacher ratio____
Student-counselor ratio____

Placement services____
Cooperative work programs____
Curriculum content____
General education courses____
Advisory committee recommendations____
Building space____
Equipment____
Other (specify and rate)
_____ ____
_____ ____
_____ ____

2. Rate the importance for admitting students of the following types of student characteristics. Leave no blanks.

U/K Unknown	X Cannot Rate	0 Not Used	N/A Does not Apply	1. Not Important	2. Little Importance	3. Average Importance	4. Very Important	5. Absolutely Necessary

Physical____
Educational____
Attitude related____
Interest related____

Work experience related____
Other (specify and rate)
_____ ____
_____ ____

3. Have behavioral objectives been written for the program? (Check____one.)

___Yes ____No: SKIP TO QUESTION 5

4. Rate the importance of each type of information used for writing behavioral objectives listed below. Leave no blanks.

U/K	X	O	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Job analyses____
Task analyses____
Student characteristics____
Specific behaviors expected____
Specific attitudes expected____
Level of proficiency expected____
Measuring instruments used____

Instructional materials used____
Instructional techniques used____
Other (specify and rate)
_____ ____
_____ ____
_____ ____

5. Rate the importance of each type of learning in the program. Leave no blanks.

U/K	X	O	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Discrimination (knowing when to do it? knowing when it's done)____
Problem solving (knowing how to decide what to do)____
Recall (knowing what to do: knowing why to do it)____
Manipulation (knowing how to do it)____
Speech (knowing how to say it)____
Other (Specify and rate)
_____ ____
_____ ____
_____ ____

6. Rate the importance for recruiting students of the following methods or persons. Leave no blanks.

U/K	X	O	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

High schools____
Newspapers, radio, T.V.____
Within the institution____
Brochures____
Catalogs____
Guidance counselors____
Instructors____

Former students____
Potential employers____
Other (specify and rate)
_____ ____
_____ ____
_____ ____

7. The instructional techniques were determined by: (Check ✓ one or more.)

_____The instructor
_____The occupational head
_____The planning committee
_____Characteristics of the job
_____Other (specify)
_____

8. Rate the occupational library materials available. (Check ✓ one.)

_____Excellent _____Good _____Fair _____Poor _____No Materials

9. Rate the audio visual aids available (Check ✓ one.)

_____Excellent _____Good _____Fair _____Poor _____No Audio Visual Aids

10. Are students tested before they enter the program? (Check ✓ one.)

_____Yes (specify test[s])
_____
_____
_____No

11. Are students tested for proficiency at the end of the program? DO NOT INCLUDE COURSE FINAL EXAMS. (Check ✓ one.)

_____Yes
_____No (SKIP TO QUESTION 13)

12. The test was developed by: (Check ✓ one.)

_____Instructor
_____Planning committee
_____Licensing agency
_____Test company
_____Another institution
_____Other (specify)
_____
_____

13. What percentage of the total program is specific technical-vocational (non-general education) courses. (Check ✓ one.)

____0-25% ____26-50% ____51-75% ____76-90% ____91-100%

14. What percentage of the first term is specific technical-vocational (non-general education) courses. (Check ✓ one.)

____0-25% ____26-50% ____51-75% ____76-90% ____91-100%

15. Is there any recognition (certificate, etc.) for students who do not complete the total program.

____Yes (specify)_____ ____No

16. Are students given credit for work experience?

____Yes (specify) _____ ____No.

17. Can students get credit by examination in some courses?

____Yes (specify portion of program) _____ ____No

18. Indicate the percentage of each type of teaching in a typical student's program. (Responses need not equal 100%)

Lecture____%
Laboratory____%
Discussion____%
Demonstration____%
Independent study projects____%
Apprenticeship experiences____%
Co-operative work experiences____%
Learning laboratory experiences____%

Programmed texts____%
Computer assisted instruction____%
Field trips____%
Workshops____%
Other (specify)
_____ ____%
_____ ____%
_____ ____%

19. Which of the persons or agencies listed below have conducted studies about the program? (Check ✓ one or more.)

____Research department
____Instructors
____Students
____Program directors
____Guidance counselors
____Potential employers
____Occupational heads
Other (specify)
_____

20. Are in-service training opportunities provided for the...

faculty ____Yes ____No
administrators ____Yes ____No
advisory committee members ____Yes ____No

21. Are sabbaticals available for the...

faculty ____Yes ____No
administrators ____Yes ____No

Questionnaire -- continued

SECTION III -- EVALUATION

This section asks questions about the things you consider important in evaluating the program. IT IS NOT AN EVALUATION OF THE PROGRAM ITSELF.

1. Rate how important it is to consider the assistance and support of the following people when the program is evaluated. Leave no blanks.

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Dean of occupational studies____
Program Director____
Instructor(s)____
Director (Area Vocational Center)____
President (Junior College)____
Prospective employer(s)____
County Vocational Director____
County Superintendent____
Advisory Committee Member(s)____
Students____
County School Board____
Other (specify and rate)
_____ _____ _____
_____ _____
_____ _____

2. Rate how important it is to consider the following factors when the program is evaluated. Leave no blanks.

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Statement(s) of objectives____
Percentage of technical (non-general education) courses____
Sensitivity to technological change____
Sensitivity to job opportunities:
Local____
Regional____
National____
Sensitivity to student needs and interests____
Sensitivity to needs of disadvantaged students____
Comparable programs____
Recommendations of accrediting agencies____
Recommendations of professional/trade associations____
Recommendations of local advisory committee(s)____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

3. Rate how important it is to consider the following factors when the program is evaluated. Leave no blanks

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Academic credentials of instructors_____
Work experience of instructors_____
In-service training of instructors_____
Use of behavioral objectives_____
Relation of skills taught to job skills_____
Variety of teaching techniques_____
Cooperation with industry_____
Use of work-study (co-op) programs_____
Safety standards_____
Use of consultants_____
Availability of teaching materials_____
Student evaluation of instruction_____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

4. Rate how important it is to consider the following factors when the program is evaluated. Leave no blanks.

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Work space_____
Storage/disposal facilities_____
Layout of work areas_____
Nearness of lab/shop areas to classroom areas____
Equipment maintenance____
Safety practices____
Housekeeping practices____
Parking space available____
Attractiveness of work space____
Equipment utilization rate____
Other (specify and rate)
_____ ____
_____ ____
_____ ____

5. Rate how important it is to consider the following factors when the program is evaluated. Leave no blanks.

U/K	X	0	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate	Not Used	Does not Apply	Not Important	Little Importance	Average Importance	Very Important	Absolutely Necessary

Coordination between counselors and instructors____
Recruitment of students____
Screening of students____
Information provided by counselors____
Counseling for disadvantaged students____
Placement program____
Follow-up studies____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

6. When you evaluate this program, do you consider counseling and guidance practices? (Check ✓ one.)

_____Yes _____No

7. Rate the importance of each source of evaluative criteria listed below. Leave no blanks.

U/ Unknown	X Cannot Rate	0 Not Used	N/A Does not Apply	1. Not Important	2. Little Importance	3. Average Importance	4. Very Important	5 Absolutely Necessary

Accreditation standards_____
Publications of the Division of Vocational Education_____
Publications of the Division of Community Colleges_____
Other publications of the Department of Education_____
Consultants (other than those in the Department of Education)_____
Publications of the U. S. Office of Education_____
Education journals_____
Publications of trade, craft, or professional associations_____
Manuals for industrial or professional practice_____
Advisory committee(s)_____
Occupational education head_____
Occupational instructors_____
Students_____
Institutions offering similar programs_____
Other (specify and rate)
_____ _____
_____ _____
_____ _____

8. How often does evaluation occur? (Check ✓ one.)

____Every term ____Annually ____Other (specify):_____

9. Have prior evaluations resulted in changes in administrative practices, curriculum, teaching methods, or any other aspect of program operations? (Check ✓ one.)

____Yes: Use the space below to describe these changes ____No ____No prior evaluation

_____
_____
_____

Questionnaire -- continued

10. How much is each of the following involved in the evaluation of the program? Leave no blanks.

U/K	X	N/A	1.	2.	3.	4.	5.
Unknown	Cannot Rate Involvement	Does not Apply	Not Involved	Little Involvement	Average Involvement	Very Involved	Can't do Without

Director (Area Vocational Center)____
President (Junior College)____
Head of occupational studies____
Program director____
Advisory council (institution-wide)____
Advisory committee (specific program)____
Other representatives of business and industry____
District Board of Trustees____
County school staff____
County supervisory staff____
County School Board____
Personal of local secondary schools____
Program Advisory Committee of the Division of Vocational Education____
Other personnel of the Division of Vocational Education____
Personnel of the Division of Community College____
Other agencies of the Department of Education (specify and rate)

_____ ____
_____ ____

Consultants (other than with the Department of Education)____
Other (specify and rate)

_____ ____
_____ ____

Union Representatives____
Occupational instructors____
Other instructors____
Counselors____
Students____
Other personnel of the institution (specify and rate)

_____ ____
_____ ____
_____ ____

This questionnaire has been designed to gather data which will give a meaningful picture of post-secondary occupational education. Please attach any additional data which you feel would be helpful to us in better describing these programs in Florida.

Thank you for completing this questionnaire. Please return it to the occupational education study coordinator at your institution.

Michael I. Schafer
Associate Director, IRC

GLOSSARY

Behavioral Objectives - A written description of the visible, measurable activity to be displayed by a learner after instruction.

Course - Specific educational experiences which are designed to teach a specific subject or skill but which may not prepare a student for an occupation. There may be several courses in a program or one course may constitute an entire program. Example--one course in welding to prepare to be a welder or a welding course as a part of auto body repair..

Credit by Examination - Allowing a student to skip a course because he has passed a test showing he already knows the material taught in that course.

Disadvantaged Students Those students who in the past have not had the opportunities and/or experiences available to the majority of the students at your institution.

Evaluation - Determining whether the program is doing what it should, in terms of the program's objectives.

Factors That are Considered in the Evaluation Process - Those things which one looks at if he wants to determine if a program is doing what it should.

General Education - Courses that a student would take to become a better citizen as distinguished from those courses that teach specific skills for an occupation. Examples: English, history, general science, etc.

Implementation - The ongoing operation of the program.

Labor Market - That economic situation or area in which a person may find employment (in the field for which he is trained).

Length of Time Involved in Planning - The period starting from the time a decision was made to have the program and ending with the first day of teaching first-time students in the program.

Planning - The developmental activities that went into establishing the program and initially brought it into being. NOT day to day planning that goes on in an existing program.

Program - Series of experiences that a student goes through to prepare himself for an occupation such as nursing, auto mechanics or welding. A program may consist of several courses.

Total Program - All of the courses in a program that a typical student would take.

APPENDIX B

Institution_____

Respondent _____

INTERVIEW GUIDE*

This interview is being conducted as a phase in the Junior College Research Council's study of post-secondary occupational education. You have been selected for this interview because of your special expertise and experience with these programs. The interview is conducted in complete confidence. Your responses will be coded and tabulated and in no instance will you be identified by name or institution within the study. I would encourage you to give us your opinion on each of these items even where these may differ from current institutional or stated policy. We realize that these are your opinions and we value them as such. The interview will encompass three phases of occupational education: planning, implementation and evaluation. These questions pertain to the specific program in which you teach. Feel free to indicate those questions which you feel do not apply to you.

1. How should planning for an occupational program be started? (Explanatory comment: By this we mean from where should the idea originate?)

   --Include in recorded response who should initiate planning and the processes for initiation. Ask these as subquestions if necessary.

WHOM?

Members of the Community	Students	Faculty	College Administration	County Officials	Governmental Agencies	Industry	Other

* This interview guide was modified slightly for each of the three groups of respondents -- faculty, administrators, and advisory committee members -- in light of their responsibilities for occupational education programs.

PROCESS?

Informal	Formal	Committees	Other

2. Is this the way program planning was started?

Yes_____ No_____

WHOM?

Members of the Community	Students	Faculty	College Administration	County Officials	Governmental Agencies	Industry	Other

PROCESS?

Informal	Formal	Committee	Other

3. If for any reason a decision had to be made between starting your program or another, how should this decision be made? (Explanatory note: That is, in cases of limited funds, facilities, etc., what should be the basis for selecting one program over another?)

1._____

2._____

3._____

4._____

5._____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

4. What types of information are needed for making these judgements? (Do not ask if answered in #3).

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

5. Which of these types of information are not currently available?

   _____

   _____

   _____

6. How <u>should</u> one determine the equipment, space and monetary requirements for a new program? (Explanatory note: By this we mean industrial aids, guides similar programs, state requirements, enrollment projections, etc. How is each type of information obtained?)

<u>Information Sources</u>	<u>How Obtained</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Information Sources	How Obtained
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

7. Are you involved in hiring people for occupational programs or in recommending them to be hired?

_____ Yes (go to questions #8 and #9)

_____ No (skip to question #10)

8. What are the minimum qualifications of faculty?

A. (formal preparation)_____

_____

_____

B. (teaching experience)_____

_____

_____

C. (related work experience)_____

_____

_____

9. What should be the minimum qualifications for faculty in relationship to each of the following:

A. Formal preparation

_____

_____

B. Teaching experience

_____

_____

C. Related work experience

_____

_____

10. How is the curriculum developed for your program? (Explanatory note: Be sure to note who is involved in curriculum development and the processes. Ask these as subquestions if necessary)

Information Sources	Procedures
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

WHOM?

_____

Members of the Community	Students	Faculty	College Administration	County Officials	Governmental Agencies	Industry	Other

_____

PROCESS?

_____

Informal	Formal	Committees	Other

_____

11. Assuming you had all the time and money necessary, what changes would you initiate to make this a perfect program?

Additions	Deletions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

12. What criteria are actually used in selecting students for the program?

A. _____

B. _____

C. _____

D. _____

Who sets these criteria:

1. _____

2. _____

3. _____

4. _____

What criteria do you feel should be used for selecting students?

A. _____

B. _____

C. _____

D. _____

E. _____

13. (Using the list from above ask) For what reason did you select (A)_____ as a criteria?

_____

_____

For what reason did you select (B)_____ as a criteria?

_____

_____

For what reason did you select (C)_____ as a criteria?

_____

_____

For what reason did you select (D)_____ as a criteria?

_____

_____

For what reason did you select (E)_____ as a criteria?

_____

_____

14. What kind of job placement services are available for students in the program?

1._____

2._____

3._____

4._____

5._____

15. How would you improve placement procedures?

16. What should be the role of an advisory committee in the planning for the program, in the ongoing program, and in evaluation of the program?

Planning	Implementing	Evaluating

17. What is the current role of an advisory committee in each of these three areas?

Planning	Implementing	Evaluating

18. How do present facilities, space, and financial resources meet the needs of your program? Cite specific areas of need.

19. Please describe your idea of an ideal evaluation program (Explanatory note: be sure to get response on how often to evaluate, who evaluates and what criteria should be used. Ask as subquestions if necessary).

How often?

Who?

What should be criteria used?

20. What kinds of follow-up studies are used to gather data on students or the program?

21. How could follow-up studies be improved?

22. What additional procedures are used to assess your program to see if it meets the needs of students and industry?

Students	Industry

23. What concrete changes have taken place as a result of evaluation? Please be specific.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

24. Is there anything else you can tell me to improve our understanding of your program, its planning implementation and evaluation?

_____

_____

_____

_____

_____

_____

APPENDIX C

ADVISORY COMMITTEE QUESTIONNAIRE

Please leave no blanks. Use the symbol U/K if you do not know the answer to any question.

1. Name of the program for which you serve as an advisory committee member:

_____

2. Name of the institution offering the program:

_____

3. Are you the chairman of the committee (check ✓ one) ____Yes ____No

4. Committee meetings are held: (check ✓ one)

____Monthly ____One each Term ____Annually ____less often than Annually ____Varied Intervals

5. How long have you been a member of this committee? (check ✓ one)

___Less than 6 months ___6 to 12 months ___13 to 24 Months ___More than 24 months

The next two questions ask about committee functions. The first question asks what actually happens. The second question asks what should happen.

6. Rate the IMPORTANCE of each function as your committee NOW operates. LEAVE NO BLANKS.

0. Not a Function	1. Not Important	2. Little Importance	3. Average Importance	4. Very Important	5. Absolutely Necessary

Recommend a profile of skills and abilities that program graduates should have _____

Recommend criteria for admitting students to the program _____

Advise of changes in the labor market related to the program _____

Advise of technological changes in the occupation _____

Advise in the selection of facilities and equipment for the program _____

Assist in establishing on-the-job experiences for students _____

Assist graduates in finding jobs _____

Recommend personnel as potential instructors _____

Stimulate community interest and support for the program _____

Other (specify and rate)

_____ ____

_____ ____

7. Rate the IMPORTANCE of each function as your committee SHOULD operate. LEAVE NO BLANKS.

0. Not a Function	1. Not Important	2. Little Importance	3. Average Importance	4. Very Important	5. Absolutely Necessary

Recommend a profile of skills and abilities that program graduates should have _____

Recommend criteria for admitting students to the program _____

Advise of changes in the labor market related to the program _____

Advise of technological changes in the occupation _____

Advise in the selection of facilities and equipment for the program _____

Assist in establishing on-the-job experiences for students _____

Assist graduates in finding jobs _____

Recommend personnel as potential instructors _____

Stimulate community interest and support for the program _____

Other (specify and rate)

_____ ____

_____ ____

_____ ____

8. How long has the program which your committee serves been in operation at the institution? (check ✓ one)

____Less than 6 months ____6 to 12 months ____13 to 24 months ____More than 24 months

9. Please provide any additional information you feel would be of value in describing the functions of your committee.

Thank you for completing this questionnaire. Please return it to: Florida Community Junior College Inter-institutional Research Council, College of Education, University of Florida, Gainesville, Florida 32601.

APPENDIX D

DUTIES OF THE DIRECTOR OF THE DIVISION
OF VOCATIONAL EDUCATION

The Division Director is responsible for (1) general administration and supervision of the Division of Vocational Education and the state-wide Occupational Education programs for which the Division is responsible, (2) coordination of these activities and programs with those of other educational fields, (3) authorizing the disbursement of State and federal funds, and (4) exercising such powers and discharging such duties, responsibilities, and functions assigned by the Commissioner of Education and the State Board of Education for the purpose of effecting the greatest possible coordination, efficiency and effectiveness of the state-wide programs of Occupational Education.

With qualified professional assistants he:

a. Provides for the establishment and maintenance of the following for the Division of Vocational Education:

1. The legal basis for its operation
2. Statements of philosophy and objectives
3. Appropriate organizational structure
4. Adequate staffing
5. In-service development of staff
6. Adequate financing
7. Coordination with other agencies
8. Communicating activities within the Division and with others
9. Division operating policies and procedures
10. Space, furniture, equipment, reference materials, and services essential to the work of the Division staff

b. Provides for the establishment and maintenance of the following for the programs for which the Division is responsible:

1 The legal basis for the operation of each program

2. Long-range and annual plans for development of statewide instructional programs, area vocational technical centers and designated community college departments of vocational and technical education

3. Program planning by level of students to be served and minimum standards necessary for programs to meet objectives

4. Policies and procedures for local program development and operation and services such as curriculum materials development

5 Program research, innovation, field testing, evaluation and dissemination of results

6. Fiscal support for local program operation and construction of facilities for area vocational technical centers a and designated junior college departments of vocational and technical education

7. Certification and accreditation standards

8. Local program reports and statistical, fiscal, and narrative reports to U. S Office of Education, Commissioner of Education, and State Board for Vocational Education

c. Provides for establishment and maintenance of services to 67 school boards and 27 community college boards of trustees in the planning, development, operation, evaluation, and improvement of vocational, technical and adult general education programs and facilities at the local level

1. Adequate provisions within the Division organizational structure for positions to provide essential services to School Boards and Community College Boards of Trustees

2. Assignment of staff to provide essential services consisting of:

a. Supervisory services by area for the planning, development and operation of programs to meet the needs of business, industry, and students coordinated between school boards and community college boards and trustees

b Consultant Services for local program development and evaluation

c Consultant Services for the improvement of teaching

d Consultant Services for local useful research, studies, innovations, field testing, evaluation, and dissemination of results

e Consultant Services for youth organizations

f. Consultant Services for educational planning for vocational, technical, and adult general education facilities

g. Supervisory Services for construction contracts involving federal funds and compliance with U S wage and hour laws

3. Policies and procedures for Division staff in their working with local school officials, School Boards, Community College Boards of Trustees, and Universities

d. Provides for the establishment and maintenance of pre-service and in-service development programs for local administrative, supervisory, and instructional personnel:

1 University pre-service and in-service teacher training programs

2 Division sponsored in-service development programs for local personnel

3 School Board and Community College Board of Trustees sponsored programs of in-service staff development

APPENDIX E

DUTIES OF THE ADMINISTRATOR OF FUNCTION AREA II:
PROGRAM ADMINISTRATION AND SUPERVISION

The Administrator, VTAE Program, coordinates section staff assignments to work with personnel of the Planning function and those to work with the Supervisors in charge of Area offices; with the assistance of Section Administrators, develops ways and means of practical implementation of annual long-range plans for instructional program development; coordinates activities of Sections in the development of pre-service and in-service programs for local instructional personnel; refers program planning needs to Planning function and programs needing field testing and evaluation to Research and Evaluation Function; coordinates program reports and data collection with Program Services Function; provides for the identification of essential federal funding needs for local programs, and the review of federal fund projects by appropriate professional staff; reviews the evaluation and productivity of local programs and coordinates their improvement by appropriate action by program administrators and area office staff; coordinates development of legislative budget request; allocates authorized units to Sections of annual program plans; and, recommends policies and procedures for the improvement of Vocational, Technical and Adult General Education programs, and the Program Administration and Supervision function.

APPENDIX F

APPENDIX F

DUTIES OF THE DIRECTOR OF THE DIVISION
OF COMMUNITY COLLEGES

Administers the provisions of Chapter 6A-8, State Board of Education Regulations, relating to community colleges.

2. Administers all state appropriations for the support of community colleges.

3. Provides leadership in the planning, development, and improvement of all community college programs and services.

4. Evaluates and recommends needed improvements in community college programs and services and in the laws and regulations relating to community colleges.

5. Cooperates with other divisions of the Department of Education and other agencies to promote articulation and coordination of community colleges with other educational programs.

6. Accomplishes the purposes and objectives of community colleges consistent with the total educational goals of the state.