

## Staff

The backgrounds appropriate for the certificate staff will vary according to types of programs. Academic preparation may be appropriate for instructors in the laboratory sciences and in some office technologies. The crafts require staff members with a much more work-based background. Ability to relate to the students is required of all certificate teachers, and this ability is based on a knowledge of situations facing students both at school and on the job. Certificate/diploma teachers normally serve a broader role than most, being closely involved in counseling, placement and even in recruiting. While the counseling role should be adjunct to that of the regular student personnel services, it is generally understood that vocational students are somewhat reluctant to use these services and will often call upon the instructors with whom they work so intimately and for such long periods of time.

Nearly all certificate faculty members with whom we spoke stressed the importance of up-to-date experience in their fields of work. Nearly all regarded counseling, placement and recruiting as legitimate parts of their professional responsibilities. Forty-four percent (44%) of the students polled said that instructors had been helpful with personal problems and 35% indicated that they planned to turn to instructors for help in placement.

On question 12, students were asked, "In your opinion, how up-to-date in their fields are the instructors in your program?".

Students from the campuses where certificate instructors are urged to gain academic credentials responded as follows:

Very up-to-date	55%
Sufficiently up-to-date	41
Not sufficiently up-to-date	4

Students from campuses where instructors are urged to stay up-to-date by gaining additional craft or industry experience responded in this way:

Very up-to-date	76%
Sufficiently up-to-date	23
Not sufficiently up-to-date	1

While student responses are heavily of the view that instructors are up-to-date in both settings, it is worth noting that industry and craft oriented instructors rate significantly higher in the "very up-to-date" category. Most of the programs are new and the instructors rather recently experienced in crafts or technologies in both cases. One can speculate, however, that instructors led away from their fields of expertise by academic requirements may become out-of-date rather quickly. The rather low turnover among certificate staff suggests that both types of teachers, the up-to-date and the obsolescent, will be around for some time.

#### Equipment

Just as it is important that instructors in practical programs keep up-to-date in their fields or work so that students

may be up-to-date, so also it is important that equipment be modern and in good condition. As far as possible students need to learn on the equipment they will be using or repairing in the world of work. Though this seems obvious, and is attested by many of those interviewed, the point needs to be made. Most programs studied are no more than four to five years old; equipment, most of it purchased with Vocational Education Act funding, is reasonably modern and usable. But conditions will change.

As the need for new equipment presents itself, expenses may have to be carried by the colleges in capital equipment budget allocations. Other sources are surplus government equipment, gifts from industry and business, or further special government funding. Though financial officers believe that this problem can be met within the limits of institutional budgeting, many instructors do not, and current budgets for capital equipment seem to be rather modest to meet any heavy demands.

To explore other sources of funding, including the time consuming search for government surplus and gifts from industry, each college with a sizable investment in technical and certificate programs should have an officer designated to work on this problem. He might or might not be the campus officer responsible for all certificate programs.

#### Support of Reform

The investigators are not naive enough to see their recommended changes as panaceas, nor are they unaware of the

practical obstacles. Let us consider certificate/diploma instructional reforms in the setting of the institutions and the state.

As long as financial support is based on full-time enrollment there is an incentive to set requirements which will hold students on campuses for prescribed periods of time and will place some premium on getting them enrolled even though later attrition is heavy. The prospect of a "rolling" enrollment is threatening financially to say nothing of the sort of minor nightmare it could cause in the offices of fiscal officers and registrars. Needed is state policy accompanied by local willingness to break away from full-time enrollment criteria for fiscal accounting and to reward institutions and programs for their innovative and experimental modes of instruction as much as for the number of bodies enrolled. Perhaps the only true test for a certificate/diploma program is how well it prepares students for entry into the world of work and for career development.

And the flexibility of modular programming may not, after all, be so costly even under present accounting formulas. If a certificate program is viable and popular (and many of them are) it may sustain or increase enrollment in a flexible system. Moreover, evidence suggests that many students completing relatively short certificate courses elect to remain on campus, take electives, or move into a second year of advanced work.

The highly individualized mode of instruction described here is no panacea for all programs. It may not lend itself particularly well to the higher technologies or business subjects let alone to the more theoretical work in the social sciences and humanities. Obviously no single scheme should be adopted for all purposes. But the rapidly developing reforms in instruction via flexibility, modules and audio-tutorial and video-tutorial modes offer promise to almost all types of undergraduate courses. We would like to see the certificate/diploma programs as leaders in instructional reform on campuses--some of them are currently.

The need for an individual mode of work for a certificate instructor has been previously cited. If such instructors are to be engaged in the very flexible types of teaching suggested here, it is important that they be encouraged to develop load schedules and types of student contact which will fit their work. They should be encouraged in this and not held to arbitrary institution-wide standards. While we respect the need for faculty associations to secure equitable and rewarding conditions of professional employment, we hope that such conditions will honor legitimate differences across program lines.

Whatever the problems and limitations, certificate/diploma programs seem likely to have optimum vitality if they provide conditions necessary for each student to proceed at his own pace. We recommend all steps feasible for achievement of this goal.

### Regional Relationships

Certificate/diploma programs are, more than most two-year college offerings, very closely tied to regional systems. These programs draw students more heavily than most from the immediate region, serve regional economic development needs, and send graduates into the local work force. Thus, the effectiveness of certificate/diploma programs depends quite heavily on how successfully they are set in the region.

We discussed the programs and institutions in their regional settings with a number of administrators and other staff members on campuses and with a number of advisory committee members, employers, high school counselors and instructors, BOCES representatives, anti-poverty officers, and college trustees. Findings and recommendations are based on these interviews and also on a review of printed materials. The scope of the study was sufficiently limited to make it impossible to interview large numbers of persons off-campus. This discussion will be organized around interviews with specific off-campus groups, supplemented by a background of information from campus interviews, the literature, and student questionnaire results.

#### Advisory Committee Members

Almost without exception, advisory committee (sometimes called council) members interviewed were complimentary of the

certificate/diploma programs with which they worked. They stressed that these programs attracted competent and well-motivated students, prepared them successfully for initial job entry, met recognized regional economic and educational needs, and provided a good basis for community support of the colleges. Many believed that certificate/diploma work should be expanded both in daytime and evening sessions. Expecting a bias in favor of career education from such a sample, we were, nonetheless, impressed by the high degree of support for existing programs.

Committee members saw present advisory committees as generally representative of community interests, a conclusion which we will challenge subsequently. Most respondents favored open admissions. They were divided on the question of whether or not certificate programs received equitable treatment vis-à-vis other college programs. Only half of those interviewed believed that their programs received a fair share of funds.

Respondents described the committees as largely functioning as group mechanisms and as advising chiefly on curriculum matters. Some reported regular meetings with an agenda drawing on their expertise. Others cited either frequent or infrequent meetings of a "pro forma" sort. A few expressed the view that they were used chiefly as "rubber stamps".

Advisory committees appear to be generally under-utilized. We found some college staff members who saw little use in

having advisory committees. This may have been because they did not use theirs efficiently or effectively.

We recommend careful selection of key persons to advisory committee membership at the earliest possible stage of program development, and serious utilization of members wherever this can be done without infringing on the responsibilities of program staff. We recommend the broadening of committees, where appropriate, to include union members, BOCES instructors, women, minority and poverty group representatives, and officers of large industries and corporations. Student representatives on advisory committees can introduce realism to discussions (see Section IV of this report) and should be utilized in a meaningful way.

In the initial stage of development the advisory committee can be used to: validate the program by advising on employment and demographic trends in the region, on specific job needs, on career development ladders, and on long-range projections for the field; help insure the acceptance of the program by communicating with vested interests in the community; and to assist the college in the planning of facilities and acquiring equipment.

Once a certificate program is in operation, the continuing functions and responsibilities of an advisory committee could include: reviewing curriculum to insure against its obsolescence; providing information relating to industrial changes and technological developments; developing guidelines for



hiring instructors; assisting in expanding placement opportunities for program graduates; teaching courses in the program when appropriate; and providing an open channel of communication between the college and the surrounding community.

In terms of the process of advisory committees, we urge that they meet regularly, perhaps three to four times per year, and that these meetings deal with substantive questions known to members in advance. Problems and objectives to be pursued by the committee should be identified early in the academic year. Then an agenda and work schedule can be developed to deal with them. One college attempts this through a series of workshops on campus involving staff, students, and employers.

In short, there are many valid and important functions that advisory committees can perform and we propose that they be used to the fullest extent consistent with program integrity.

### Employers

The few employers interviewed were generally impressed with both the types and quality of certificate/diploma programs offered in their regions. They cited successful job performance of program graduates, the journeyman competence of instructors, and the good relations maintained by the program with area employers and personnel directors. Since the sample was selected for us by the colleges and represented employers with relatively close connections with the programs, we expected a bias in favor of career education on the

campuses. Nonetheless, the very supportive tone of these interviews is impressive.

Employers and others stressed the importance to the regional economy of having more programs to prepare persons for job entry and career development. They expressed concern about the growing numbers of liberal arts transfer students on the two-year college campuses, wondering if these students would be prepared for careers upon graduation.

Planning and development issues are considered earlier in the report (p. 51-). One of the key groups in any coordinated regional planning effort will be employers. If the small sample we interviewed is typical, employers will be anxious to take part and will become strong advocates of certificate/diploma program expansion. They are also interested in sponsoring on-the-job internships for students.

#### High School Representatives

High school counselors and instructors interviewed were in general agreement that certificate/diploma programs in two-year colleges are useful for students who are not "college material" or have not had a complete high school program, or for adults who need retraining. They did not view these programs as suitable post-secondary routes for successful high school graduates.

Looking at regional programs in terms of how they had helped students going into them from high school, most of the

high school representatives felt that the programs had helped students significantly and specifically had helped them to find jobs. Few of the counselors worked very closely with the colleges, nor had they had a part in setting up or reviewing certificate programs.

Several high school staff members expressed concern about a lack of coordination between BOCES offerings and college certificate programs, and urged a greater articulation of programs or a possible merger of these. A number of persons stressed the importance of having advanced standing opportunities in college for graduates of either high school or BOCES vocational courses.

Given the points of view and experiences cited here, it is not surprising that high school students have some difficulty in finding out about certificate/diploma programs and, if they are successful in high school, are often discouraged from entering such programs. We believe that a good deal could be done practically to build bridges between the high schools and the career programs at the colleges.

High school counselors and vocational instructors should be in close contact with the certificate/diploma programs. They should be encouraged to visit these, to talk with staff and students, to see these programs vis-à-vis other college curricula, and to have attractive and informative printed information about the programs in their offices. As spokesmen for students of secondary school age they should have a part

in decisions about new programs and some voice in planning such programs. They, college staff members and students, and BOCES representatives should be in close contact in these matters.

Leadership in relations with secondary schools needs to come from the college administrators and instructors. Such leadership has emerged on some campuses; at others it is significantly lacking. Where it is lacking, we can expect high school students to receive an uninformed and often less than enthusiastic reading on career education opportunities in the colleges.

Finally, we must ask the question, "Should a successful graduate of a broadly based high school be encouraged to enter a certificate/diploma program at a community college?". If he or she is seriously interested in such a program and on a basis of sufficient information, the answer is clearly "yes". It is up to the high schools and colleges to provide the information and to keep the doors open to all without prejudicing the options for successful high school students.

#### BOCES Representatives

Interviews were held with a BOCES (Board of Cooperative Educational Services) officer in each of the seven college regions. Respondents were generally supportive of the idea of having two-year college career education programs, viewing these as helping both young people and the regional economy.

A number of criticisms and reservations about certificate programs were expressed. BOCES graduates, some respondents said, were as well prepared for the world of work as were their older counterpart graduates of the two-year college programs. All the college students with BOCES backgrounds had gained, they thought, was maturity. A number of BOCES spokesmen viewed the college programs as duplicating BOCES offerings, a situation which they regarded as threatening and wasteful of effort and funds. Several respondents were critical of the quality of certificate/diploma instruction, stating that it was not as realistic and thorough as was that found in BOCES courses.

Some of the BOCES send very few graduates on to the college programs. Several interviewees reported that relations between BOCES and the college programs are very sketchy. Many urged that articulation of the two types of programs be improved and advanced standing schemes be worked out.

We discovered relationships of a distinctly better quality than those cited above in two instances. One college and BOCES have a short but successful history of sharing physical facilities. In one region, BOCES officers and college staff members are closely involved in regional educational planning and in articulating intelligently BOCES-college programs in career fields. But these appear to be exceptions.

Again, as in relations with high schools, the colleges could initiate some common-sense practices to insure a better

articulation with BOCES. We advocate advanced standing and placement for qualified students (pp. 78-). We recommend utilization of BOCES personnel on college advisory committees. Also needed is an intensive look at developmental career or vocational programs from grade 10 through two-year college graduation, to see how these programs can be made optimally coherent and efficient for students. BOCES and the colleges need not be competitors; they can serve different clienteles and they can serve the same clientele on a developmental basis.

We suggest that in each region BOCES and appropriate college personnel, with the assistance of their governing units and of SUNY and SED, come together regularly to iron out differences, put together programs and share ideas. Such a venture will be in the interests of students, the economy of the region, and the taxpayer.

#### Representatives of Anti-Poverty Agencies.

In interviewing representative officers of anti-poverty agencies in six of the seven college regions, we were struck with the fact that four reported no involvement in decision making about vocational programs at the colleges, while two reported only minor involvement. Only one respondent stated that low income families were using the college vocational non-degree programs to any extent. One representative reported virtually no contact with college administration and staff, three cited occasional contacts of an informal sort,

and one said contacts were frequent. There was general agreement that the colleges are providing important services for the regions, but that low income students are not being served by the colleges to any significant degree. (We would remind the reader that one college has an Urban Center, directed to the needs of low income groups.)

Respondents pointed out that many college staff members find it difficult to relate to low income persons and that programs offered are often not appropriate to such persons. It was noted that "first-come, first-served" enrollments are often filled up with middle-class students to the exclusion of the poor. Moreover, the poor can rarely afford to pay for such programs under present funding arrangements. Not only are there limited amounts of financial aid available on two-year college campuses, but some county social service departments remove persons from benefits when they attend college. Anti-poverty representatives also cited the failure of the colleges to actively build programs for poverty groups or to recruit into these and other programs.

We found one college region in particular where a local anti-poverty agency and the college were doing business together in an apparently successful way; there were problems, of course, but a serious effort was being made by the appropriate parties. We found other examples of colleges using financial aids and compensatory studies programs imaginatively to assist students from low income or otherwise disadvantaged back-

grounds. But these examples were the exception rather than the rule. There is need for the colleges, especially in their certificate/diploma and continuing education work, to plan and operate with the special needs of the poor and of minorities in mind.

Colleges should involve anti-poverty agencies and representatives more closely in certificate program planning and operation. Colleges need to develop techniques for ascertaining the educational needs of the poor, getting to them in recruiting for new programs, and finding sources of financial aid. Regions need to coordinate educational resources for the poor and other disadvantaged groups, pulling together the talents and opportunities present in the colleges, BOCES, manpower training agencies, OEO programs, and the like. There also needs to be special assistance for the non-English speaking groups.

#### College Trustees

Eight interviews were held with trustees or council members, representing six of the seven colleges in the study. Respondents were unanimously supportive of certificate/diploma programs, stressing their value for certain types of students and for the economic growth of their regions. In judging what should be the chief goals of the colleges, they agreed that educating people for jobs and offering comprehensive



programs were paramount in importance. Thus, all trustees seemed to support both career and transfer programs.

Several trustees expressed the view that certificate/diploma programs face problems caused by their lack of prestige in the community and indeed among some members of the college staff. One trustee in particular felt that college administrators were subtly working against such programs. It was pointed out by several trustees that regional high schools failed to give certificate programs equity in their college advising systems. Three trustees felt unequivocally that certificate programs on their campuses enjoyed conditions of equity with other offerings.

Noting that career programs are expensive to operate, most trustees insisted that the expense was worth it in terms of program outcomes. Six respondents agreed to a need for more programs of this sort.

Trustees do not, of course, exercise specific administrative functions in regard to certificate or any other sort of programs. Their's is a governance and general policy making role, and they approve and support certificate and other types of programs and services in this context. It is unrealistic, therefore, to expect of them specific service to certificate/diploma programs let alone advocacy of any one program. In point of fact, most of them, unless serving on the educational policy committee of their board or council, do not come into close contact with individual programs.

Nonetheless, it is significant that trustees interviewed agree on the importance of career education, and this agreement is registered by trustees from colleges with thriving certificate programs as well as those from institutions with meagre programs. Perhaps there is a role for trustees in preserving balance in the college curriculums and in assuring a proper place for career programs of a non-degree sort. We recommend such a role as the colleges join other agencies in planning and development on a regional basis.

Another comment seems in order here. Perhaps more than others, trustees can tie a college into its community. We suggest to trustees, generally, that some of the colleges are not tied in very effectively to the needs and interests of important groups in their regions, and that some campuses do not seem to know very much about the reactions of the public to their endeavors. We can cite the example of one college which is currently analyzing a questionnaire sent to a sample of its regional public in an effort to find out how the people feel about the college and its programs and services.

### The Responsibility of State Government

Currently there appears to be little positive leadership exerted by SUNY's Two-Year College Division in matters affecting certificate/diploma programs. Central State University staff and bureaus do not seem to provide institutions with leadership in long range planning for such programs, in acquainting them with newer developments, in suggesting program developments or providing informational resources, in providing institutions with precise economic and demographic data, or in fully evaluating proposed programs. If such leadership is available, it is neither recognized nor taken advantage of by the colleges studied. Spokesmen at these colleges stressed the need for more SUNY leadership and help. They made it plain, however, that it is leadership, not domination, fixed direction or standardization which they seek.

Most of the college spokesmen view the State Education Department's Two-Year College Bureau as providing a degree of leadership and as being helpful in respect to certificate/diploma programs. They cite the degree of expertise in the Department in vocational and occupational education and give examples of how this is used to the benefit of campus programs in the career areas. The SED Bureau staff, albeit small, leads in informal ways through visits, interchange of ideas and practices, conferences, reviews of national trends, and so forth. Many respondents recognized the value of such

leadership, testified to its usefulness, and expressed the desire for increased activity of the sorts described.

The scores of other agencies of state government and interrelated federal agencies with competencies affecting programs of a certificate/diploma nature--manpower, labor, commerce, planning, economic development, anti-poverty, human relations, etc.--were not discussed or viewed in this study in any comprehensive way. But in general, our staff came away from the colleges feeling a need for an improved coordination of state, federal and regional services of government as these might strengthen certificate/diploma programs. We found at least one region where manpower development is being seriously studied on a regional basis. There are regions in which anti-poverty and minority group agencies work fruitfully with college staff in certificate type programs. There is a degree of give and take in the relations of SUNY and the State Education Department as they deal with approval of certificate/diploma programs--they work together efficiently in this endeavor. But a good deal remains to be done before state government works with community and other two-year colleges in a fully coordinated and optimally effective way. This issue itself would make an excellent subject for study; we regret lacking time and means to do it.

State University of New York and the New York State Education Department might work together to provide the

following types of leadership:

1. Sponsor, fund and release from regulatory norms pilot projects in certificate/diploma programs on individual campuses. Such pilot programs could be either suggested by state agencies or initiated by individual colleges. Instructional experimentation of the sorts discussed earlier lend themselves to piloting. These could include programs designed to prepare for emerging types of occupations, modular scheduling, audio-tutorial methods of study, on-the-job training, advanced placement, new schemes for utilizing equipment, special programs for the disadvantaged, new linkages between certificate/diploma studies and liberal arts, and many others. Such pilot projects would receive special funding and be freed from usual regulations as to admissions, curricular standards and degree requirements. The FTE formula would be largely ignored.

2. Coordinate state resources in planning and development to assist individual colleges in making decisions about new certificate/diploma programs, and lead in developing new sources of data needed to inform such decisions. There is a wealth of economic and demographic data available to state-wide agencies; individual colleges lack the funds and time to develop meaningful regional data on which to base new program decisions. This is the appropriate role of state government. Obviously, optimum local and regional inputs to planning and development should be sought.

3. Lead in the coordination of two-year college efforts in providing certificate/diploma programs. This study is one step in providing such leadership; its chief aim is to inform colleges of work going on at seven institutions. There is much more to be done. We found a surprising lack of information on individual campuses about the state of the art at other institutions within the state or about national developments. Though the agricultural and technical colleges have a tradition of moving in state or even national circles, some community colleges appear to be decidedly parochial in outlook. Only state agencies can provide the continuous stimulation and clearing-house for the free market of ideas and practices.

4. Assist and give leadership to the process of coordinating regional educational resources as these bear on the effectiveness of certificate/diploma programs. There is considerable evidence that BOCES vocational programs and college certificate programs are not as well articulated as they might be. Since BOCES operates under the auspices of the SED and boards of education and each community college operates under SUNY and local sponsors, this is an ideal place in which to undertake cooperative leadership to assure optimum articulation of programs and services. Who knows, over time, even physical facilities, instruction and personnel services might be shared efficiently! And, in truth, there are

conspicuous examples in place of effective sharing of students, instructors and physical spaces among BOCES and colleges.

Opportunities to lead in coordinating regional resources are not limited to vocational offerings in BOCES and colleges. Employers' associations, union locals, professional and public service organizations, units of local government, four-year colleges, manpower agencies, anti-poverty agencies, human rights organizations, high school counselors and administrators--these and a score of other groups affect and are affected by the vitality of two-year college certificate programs. While ideally each region should seek to coordinate its resources and in any event, should provide the inputs, there is an obvious need for the leadership of state agencies. And probably the local two-year public college, living as it does daily at the inter-face of local and state authorities, is the logical initiator of regional coordination. This college already has the advantage of doing regular business with both SUNY and the SED. (See pp.87- for a discussion of regional relations.)

5. Adopt regulatory policies which encourage individual colleges to experiment with certificate/diploma programs, to be flexible, to let individuals proceed at their own pace, to try new and bold programs, and to be rewarded for quality rather than enrollment or length of academic unit.

(These matters are discussed at greater length in the section on instruction pp.75.)

Let us repeat. No college wants state domination or bureaucratically imposed rigidities in the interests of standardization. Nor do they want benign neglect. In the matter of certificate/diploma programs they seek leadership which at the same time would provide for regional autonomy in those areas of decision making which affect the integrity of the institution and the special needs of the region. State leadership can inform, encourage, offer resources, fund experimental work, and assist with coordination of regional resources.



## IV VIEWS OF STUDENTS

### Overview

Of the 1513 students on the seven campuses in certificate programs, 904 were sent questionnaires (due to the large enrollments at Alfred, Hudson Valley, and Delhi we took samples). Three hundred fifty-nine (359) responded in time to be included in our analysis, representing a response rate of about 40%. (A copy of the questionnaire, covering letter, and results may be found in Appendix ,

The validity of our questionnaire data must be examined. To do this, the following three questions are relevant:

1. Do the students know enough to answer intelligently?
2. Are their responses candid?
3. Is the sample representative?

For the questions asked, the students have reliable knowledge because these questions deal with their day-to-day affairs. Not only is their contact with these matters great, but their responses within programs are as consistent as one would expect. Furthermore, their written comments are knowledgeable.

The openness of the responses exceeded the investigators' expectations, perhaps because much of our past questionnaire work had been with the four-year college student who is often inundated with questionnaires throughout his academic career. On questions where uncertainty would be expected, the students so indicated. While only 6% responded "don't know" when asked about whether their program received adequate

support (question 10), three or four times that number felt obligated to reply "don't know" to questions 7 and 8 which dealt with their knowledge of the attitudes of students, staff, and administrators.

We feel that the sample was representative. In age 47% of the respondents were 16-19, 37% were 20-23, and 16% were over 23. Seventy-six per cent (76%) were male and 24% were female, again typical of certificate programs as a whole. As to year in school, 74% were in their first year, 23% in their second, and 2% were in their third.

Responses by program ranged from 20% to 60% of those questioned, but in very few programs did fewer than 30% or more than 50% of the students reply.

The questionnaire is analyzed from the perspective of total student response, with breakdowns by program groups where these are noteworthy. However, the uniformity of responses across campuses and programs, especially on non-program matters, is high. Hence, little discussion of program differences is necessary.

The lack of differences in responses when grouped across campuses was surprising. Alfred and Delhi, the two agricultural and technical colleges, differed from the others in the types of programs offered rather than in student reaction to them.

The questionnaire responses are presented on a percentage basis. For questions which allowed multiple responses,

the total response necessarily exceeds 100%. The responses are discussed in categories rather than in the numerical order of the questionnaire.

### Recruitment

Adequate recruiting for these programs is essential for their effective operation. Several questions involved this issue, dealing with how information about the program was obtained and how accurate it proved to be. Question 3 has direct bearing on this, asking:

"How did you first hear about the program you are now in?"

A. High school counselor or teacher	44%
B. BOCES counselor or teacher	8
C. College admissions officer visiting your school	6
D. A college instructor	6
E. A visit to campus	12
F. A friend or relative	25
G. An employer	2
H. Newspapers, tv, radio, etc.	3
I. Other	10

Analysis of this response underscored the comparatively small role taken directly by college personnel. While the high school or BOCES counselors or teachers may be informing the students at the urging of the college admissions people,

such information is likely to have less than positive connotations considering the responses to question 5, which asked:

"Did your high school or BOCES encourage you to enroll in this program?"

- |        |     |
|--------|-----|
| A. Yes | 32% |
| B. No  | 68  |

The lack of encouragement revealed by question 5, coupled with the negative attitude toward vocational, non-degree programs that was uncovered in some interviews with high school and BOCES personnel and college people in contact with them indicates that many students, if they ever hear of such programs, are given less than enthusiastic pictures of them.

Word-of-mouth, either from friends or relatives, plays a key role (25%) in recruitment, but much depends on second-hand information considering the inadequate publicity available for a number of programs. Only 3% of the students heard of their program via the media, a remarkably low number considering the willingness of newspapers and radio stations to provide free public interest announcements for the asking.

The frequency with which students first heard of their program from employers (2%) indicates that employers are either ignorant of the existence of these programs or are reluctant to send their workers to them, perhaps seeing them as of little value. But it also reflects the fact that

relatively few students come to college from employment.

Question 26 asks:

"Did you come to college directly from."

A. High school	59%
B. High school-BOCES	12
C. A job	16
D. Homemaking	7
E. Military service	2
F. Unemployment	5
G. Other	1

It is important to note that while many of the 16% who has jobs before going to the two-year college might not have held these jobs in their areas of concentration at college, only one-eighth of the students with a job heard of the program first through an employer.

Surprising, too, is that 12% of the students heard of their programs first from a visit to campus (question 3), which reflects the low stress frequently given these programs in college catalogs and recruiters' sessions at the high schools. Examining response by program, the college recruiters seem to play a heavier role in introducing students to the "typical" vocational program; often auto mechanic, rather than the lesser known offerings such as plumbing or office assisting. This may reflect an admissions orientation toward recruiting for the college as a whole,

with only modest attention to vocational programs.

Returning to question 26 on student origin prior to coming to the community college, we see that many (71%) arrive from high school and BOCES. It is disappointing that not more are from older segments of the population, particularly housewives and veterans.

Considering that many people are financially unable to attend college after high school, the veteran has an opportunity which our study indicates is not taken, perhaps from lack of awareness. Not once did any of our interviewees comment on veterans as a potential source of students.

Efforts to attract housewives can be quite successful especially when local media are employed. One of the seven colleges, which uses extensive advertising for its certificate programs through the Continuing Education Division, draws 13% of its student body from housewives--nearly double the rate of 7% found elsewhere. This active recruiting policy permits programs to thrive. Without such efforts to recruit post-high school individuals, the school would not be able to run these programs. Active recruiting must be considered in planning many types of programs.

### Program Quality

Considering that many of the vocational program applicants are students who have a background of academic difficulty, we felt that the responses to questions 2 and 6 showed that these programs are doing a good job in stimulating an interest not found in previous education.

Question 6 asked:

"How well has the program met your expectations?"

- |                    |     |
|--------------------|-----|
| A. Very well       | 43% |
| B. Reasonably well | 41  |
| C. Not very well   | 17  |

More critically, question 2 asks:

"How well do you like the program you are in?"

- |                    |     |
|--------------------|-----|
| A. Very well       | 56% |
| B. Reasonably well | 37  |
| C. Not very well   | 6   |

This rate reflects a satisfaction probably exceeding that of many students in traditional academic programs at either two or four-year schools, many of whom would probably be happier in more pragmatic, job-oriented programs. Perhaps this is reflected in question 4 as well, which queried:

"Why did you choose to enroll in the program you are now in?"

A. It appealed to me	67%
B. It was recommended to me	20
C. It will help me get a job	35
D. It will help me transfer into a degree program	5
E. It follows naturally from my high school or BOCES program	17
F. Other	15

Two-thirds of the students enrolled because the program appealed to them. Can this be said of most college students? The next favored reason was that the program will help them to get a job (35%). Only 5% enrolled for potential transfer reasons. Many people interviewed saw these programs as "back doors to degree programs". This simply is not the case, according to our respondents.

Perhaps the most reliable indicator of program quality can be determined by the quality of the teaching staff. Student rating of ability to teach is the best indicator of quality available to us, and the student response indicated that teacher quality was high. When asked in question 11:

"In your opinion, how good is the teaching ability of instructors in your program?", the responses were:

A. Very good	64%
B. Reasonably good	31
C. Not very good	6



Question 12 asked:

"In your opinion, how up-to date in their fields are the instructors in your program?"

The response was:

A. Very up-to-date	66%
B. Sufficiently up-to-date	31
C. Not sufficiently up-to-date	3

While the students had high regard for the teaching ability and field knowledge of their teachers, the instructional program did leave something to be desired. Question 15 asked:

"Have you been able to skip those parts of the program in which you have already mastered the skills and information?"

A. Yes	19%
B. No	73
C. Not sure	7

Here is a major difficulty in some of the programs, especially those with a rigidly defined subject matter. The science-oriented programs provided the most problems here, especially when one considers responses to question 14 which indicates that students in "hands on" programs are more able to work at their own pace than their more classroom-oriented peers. Most students indicated that they could work at their own pace when asked:

"Can you work at your own pace in the program?"

A. Yes	60%
B. No	31
C. Not sure	10

When we consider only those students from the "hands on" programs, about 70% can work at their own pace. For the more scientific programs such as nursing and technologies, the rate is understandably less. The programs in which the fewest students felt they could work at their own pace were the office skills and secretarial programs.

Students felt that they could make inputs in how programs could be improved, answering question 18:

"Do you have a chance to suggest ways in which the program can be improved?"

A. Yes	68%
B. No	21
C. Not sure	11

Despite this positive response, when asked to suggest program improvements, few were able to list improvements other than greater input of money for additional teachers, equipment and facilities. Of the 223 suggestions of ways that programs could be improved, half were for more equipment, space, and teachers; or more directly to the point--more money.

Other suggestions for program improvement were frequently elaborations of our structured questions, e.g., work at own pace, more practical orientation. But many points are quite well taken although they are ways in which all education can be improved.

Many mentioned the need for more teacher coordination. Generally these were students in the highly sequential programs where large teaching staffs were involved. A related complaint was that too much or too little time was being spent in certain areas. While classes with wide ranges of ability and background necessitate some dissatisfaction, this can be alleviated through some of the proposals mentioned in the section on instruction.

The need for electives was often voiced by students. Many of these programs are quite rigid, but if provisions were made to allow students to progress once competence is demonstrated, electives could be fit in as integral components of their education.

An additional desire expressed is the need for more on-the-job, work-study arrangements. Nearly all programs we studied are very practical, and many involve extensive field experience. But the establishment of relationships between potential employers and the students would reinforce the students' desire to learn as well as giving them a head start in today's job market.

It should also be mentioned that only one student suggested awarding a degree as an improvement.

The feeling of inadequate program support revealed in responses to question 23 was the crux of several queries.

Question 10 asked:

"Do you think that your program is given enough support (money, equipment, staff) by the college administration?"

A. Yes	24%
B. No	71
C. Don't know	6

This overwhelming negative reaction does not square with the views of administrators who were interviewed. Accurate or not, this perception is cause for concern.

A number of students sensed that their programs also suffered on a relative basis in terms of the attitudes of other students and staff and administrators. Question 7:

"Do you think that the college administration believes that your program is as important as others in the college?"

A. Yes	46%
B. No	33
C. Don't know	21

Question 8:

"Do you think that students and staff members in other programs believe that your program is as important as others in the college?"

A. Yes	37%
B. No	37
C. Not sure	25

Responses to these two questions were uniform across all campuses except one where the separate campus probably limited comparisons to other certificate programs on the same site rather than to degree programs on the distant, main campus. Removing this one school from the total response changes the results to question 7:

A. Yes	33%
B. No	44
C. Not sure	22

Many students feel that their programs are getting the short end of things despite assurances by administrators to the contrary.

Likewise, in question 8, removal of the same college from consideration gives a far more negative focus on campus attitudes toward the certificate and diploma programs.

Question 8, without this college, yields:

A. Yes	27%
B. No	48
C. Not sure	24

Three additional questions dealt with instruction.

Question 16 asks:

"Do you think that there is enough practical work in your program?"

A. Yes	74%
B. No	20
C. Undecided	7

Question 17 asks:

"Do you think that there is enough theory in your program?"

A. Yes	79%
B. No	12
C. Undecided	10

These responses indicate a strong student view that the balance is maintained. The only program where this balance did not exist was electrical construction, with the students there feeling that too much electrical theory was required.

Related to the questions on theory and practice, is question 13:

"What do you think of the length of your program?"

A. Too long	7%
B. About the right length	68
C. Too short	25

The interesting thing to note here is that attitudes on program length did not differ between one-year and two-year programs. From this we conclude that the issue is not so much one of length as one of ability to work at one's own pace.

### College Services

We also asked students about their placement and counseling services. What these responses underscore is the heavy reliance placed on instructors to perform these services, which supports interviews in which instructors view such functions as part of their duties.

Question 19 and 20 dealt with this issue. Question 20 asked:

"Who do you turn to for help in finding a job?"

- |                              |     |
|------------------------------|-----|
| A. College placement officer | 21% |
| B. Instructors in program    | 35  |
| C. Employer                  | 21  |
| D. Friends                   | 30  |
| E. Family                    | 23  |
| F. No one                    | 16  |
| G. Other                     | 10  |

Question 19 asked:

"Do you expect any serious problems in getting a job after completing this program?"

- |               |     |
|---------------|-----|
| A. Yes        | 21% |
| B. No         | 54  |
| C. Don't know | 25  |

Three-quarters of the students in these programs will be receiving their diplomas only one month after responding to this questionnaire. One would hope that these students would have jobs lined up at least that far before graduation.

That many do not (the "yes" and "don't know" categories), indicates that these students need more help in career planning than they are getting.

Question 1 also dealt with the student services on campus, asking:

"Who at the College has been helpful to you with your personal problems?"

A. A counselor	11%
B. An instructor	49
C. Friends	44
D. Others	5
E. No one	19

While previous sections show that the seven colleges differ considerably from one another in approaches to and operation of certificate/diploma programs, the student views set forth in these questionnaire responses are quite uniform across campuses. Instead, differences in views relate to specific programs and are as great within colleges as among them. This means that the views of students represent a rather stable basis on which to make program revisions. Students like and find useful certain structures, certain approaches, certain personnel services. They are also quite precise in denoting structures, practices, and services which they do not like or find helpful. The subsequent section on recommendations draws on their views.



## V RECOMMENDATIONS

### Administration and Organization

1. We urge that top administrators lead their communities in recognizing the values in career education for many young persons and adults as well as for the regional economy. We suggest, tentatively, that they may choose to counter the rather widespread mystique surrounding degrees and other credentials with positive arguments in favor of occupational education. We think that there need be no intrinsic conflict between career-directed and transfer-oriented programs in two-year colleges. (pp. 31-)

2. We urge top administrators in two-year colleges to exercise their powers in developing appropriate certificate/diploma programs. Such leadership should result in an institutional image denoting these programs as fully worthy associates of programs leading to degrees and transfer. We urge the sort of leadership which will result in the adoption of institutional policies and procedures to foster growth of certificate/diploma programs--thorough assessments of regional economic and employment conditions, generous open admissions procedures, skillful recruiting, personnel standards equitable to instructors in career education programs, encouragement of appropriately divergent instructional and evaluative modes for certificate programs, and careful follow-up studies of graduates. (pp. 31-)

3. Certificate/diploma programs are more likely to succeed if their critical mass (numbers of staff, students, physical space) is comparable to that of other programs on a campus or if they function as integral and respected parts of degree-granting academic units. Whenever possible, colleges should undertake certificate programs of a sufficient size to give them divisional or departmental status or place smaller certificate programs under the auspices of hospitable degree-granting divisions. (pp. 36-)

4. When certificate/diploma programs are located in a separate division we recommend that every effort be made to keep this division closely allied to kindred degree programs in technologies, business, health services and the like. Such an alliance should include easy exchange of students with options to transfer each way, sharing of staff, common courses, cooperation in recruiting and placement, and sharing of instructional and curricular ideas. (pp. 36-)

5. Certificate/diploma programs housed in degree-granting divisions should be as closely integrated as is feasible and treated with full equity. The practical "hands on" nature of the certificate courses should be maintained. There should be an easy mixing of certificate and degree students in classes and a movement of students from one program to another. Options should be open for one-year certificate students to move into the second year of degree programs. Staff and facilities should serve both programs. (pp. 36-)

6. We recommend that on each campus there be a single administrative officer responsible for all certificate/diploma programs, no matter what plan of organization is employed. This administrator may be directly in charge of some programs (as a division chairman for example) and indirectly in charge of others (those housed in other divisions), but his will be the ultimate responsibility for the all-college and off-campus relations of all certificate/diploma work. Only thus can other recommendations we make be implemented. The administrator will, hopefully, have experience in career education. Whenever possible, his position should be created through the realignment of responsibilities rather than by the addition of a new administrative slot. (pp. 36-)

7. College administrations must be realistic about what and how many certificate/diploma programs are to be offered, and should not be persuaded or forced into programs which fit neither regional settings nor institutional character. But such realism needs to be based on a solid assessment of both regional and institutional characteristics, goals, and futures as best as these can be determined. In deciding on new certificate/diploma programs we urge administrators to use realism and all available information tempered with a willingness to experiment and speculate. (pp.38-)

8. For reviewing certificate/diploma program costs and efficiency, and for planning new programs, we urge the colleges and SUNY to move to program or mission budgeting and cost

accounting. Current systems of fiscal accounting and planning make it difficult for institutions to compare the costs and efficiency of these programs with other programs and services. A program-based analysis of costs and needs would make more rational than at present the criteria on which new and additional funds are allocated to certificate and other programs. (pp. 41-)

9. Whatever methods of funding allocation are used, we urge each college to fund certificate/diploma programs in ways which will encourage individualization in learning and instruction as well as instructional innovation. Allocation of funds on a formula inclined to make all college programs alike would be especially detrimental to programs where performance of individuals in shop or laboratory conditions is the heart of the matter. (pp. 41-)

10. We recommend to administrators, faculty associations, trustees and state authorities that certificate/diploma faculty be treated equitably and as full citizens of the academic community. Thus we urge adoption of personnel policies and procedures which will reward this faculty for its own background of experience, its own special instructional and counseling skills, and its continuous effort to keep abreast of the fields of work which these programs serve. Any required formal study which leads these instructors away from their fields of expertise ought to be discouraged. Individually and as a faculty, these instructors should have

salary, tenure, rank, title and working conditions equal to those of other equally qualified staff members but determined by the special conditions of their work. (pp. 43-)

11. Two-year colleges should use the new Associate in Occupational Studies degree only where it fits the conditions of special career fields and never as a substitute for certificate/diploma programs. There should always be practical "hands on" programs of two years, one year or shorter duration, admitting openly from all ranks of society, and encouraging individual progress toward performance standards necessary for job entry. In any case where use of the A.O.S. degree would compromise a program of this sort, the degree should not be used. (pp. 48-)

12. Certificate/diploma program planning and decision making (to establish, seriously modify or terminate) should be made on a thorough knowledge base, as part of an on-going institution-wide planning and development process, and with regional, state and national trends and needs in view. The State University and the State Education Department as well as other public agencies should provide both leadership and resources to the colleges in this effort. The present institutional decision making schemes, which usually encourage much initiative and influence on the part of interested staff members, should be strengthened to keep faculty and administrators as key participants, but extended and opened to all other appropriate persons and sources of information. (pp. 51-)

13. We recommend to colleges undertaking new certificate/ diploma programs that they study carefully the potential markets for graduates, the high schools and BOCES and others; work closely with potential employers from the earliest possible moment; address the potential student market in forceful and persuasive ways; and listen very carefully to knowledgeable people in the region. During program operation, we recommend a continuous program to inform, recruit, and listen to the world outside. Particularly, we recommend a much more sophisticated and lively use of printed materials and the media than is now the case. Certificate programs need their own catalogs which reflect their special flavor and style. (pp. 56-)

### Student Personnel Services

14. The concept of open admissions should be adhered to in certificate programs. Although pressures are increasing for more stringent admissions requirements, these will serve to restrict the entry of many members of the population who can profit most from such skill-oriented programs. (pp. 59-)

15. Recruitment should be expanded in those colleges which have small numbers of students in these programs. Without a critical mass (which will vary in size depending upon whether it is a separate program or an integral part of another one) these programs will not enjoy the instructional flexibility necessary to develop individualized programs. Also, small programs (e.g., 10 students) do not warrant the particularized services we feel they require to be highly successful. (pp. 59-)

16. Certificate program recruitment should be modified in the direction of enrolling more minority group members, the rural poor, veterans, older adults, and non-high school graduates. A part of this modification should involve making the certificate programs functionally more attractive to members of these groups. (pp. 59-)

17. Opportunities for advanced placement and advanced standing need to be expanded in certificate programs. This would facilitate the enrollment and rapid passage of students able to demonstrate some of the skills taught in the programs.

The development of performance-based objectives would enable the measurement of student readiness for advanced placement.

(pp. 59-)

18. Colleges should adopt the practice of rolling admissions. This, in conjunction with advanced placement, allows for the spaces of students leaving the program to be rapidly filled and a condition of high enrollment to be maintained.

(pp. 59-)

19. Each college should administer a battery of diagnostic and vocational performance tests to all incoming students in certificate programs. Information derived can help determine the special needs of each student and programs to meet these needs. (pp. 65-)

20. Many students in certificate programs are in need of some remedial assistance. Appropriate courses should be tailored to these needs and become regularly scheduled components of the programs of students requiring them. (pp. 65-)

21. Each college should develop in-service workshops to enhance the counseling abilities of instructional staff members working with students in certificate programs. If possible these workshops should be led by experienced members of the college counseling center. (pp. 65-)

22. Colleges should acquire the services of a counselor experienced in working with vocationally-oriented students. Such an individual would not pre-empt the on-the-spot services provided by instructors but rather offer skilled back-



up support when necessary. Instructors should be encouraged to refer more serious counseling problems to this individual. (pp. 65-)

23. Each college should consider adopting a faculty advisor system for the students in certificate programs. The services of advisors can include initial personal orientation to the certificate programs, general academic and personal advising during the year, informing students of counseling opportunities available on campus, and referring students to other individuals and agencies. (pp. 65-)

24. Each college counseling center should initiate self-studies and student surveys geared to determining the effectiveness of their various programs in meeting student needs. (pp. 65-)

25. The placement of graduates of certificate programs should be more formalized. Although frequently effective in terms of finding jobs, the present methods are often limiting in terms of geographic area and range of job opportunities. Formalization should include the acquisition of a counselor experienced in vocational job placement who has this duty as one of his prime responsibilities. (pp. 65-)

26. The vocational placement counselor should also be utilized in the development of cooperative work experience opportunities for students in certificate programs. (pp. 70-)

27. Each college should survey its graduates of certificate programs in order to acquire information on an annual basis concerning the improvement of its admissions, counseling, instructional and placement functions. (pp. 70-)

### Instruction

28. We recommend as an instructional model for certificate/diploma programs one insuring optimum flexibility for the student to proceed at his own pace and to have maximum options along the way. Such a model would, in one form or another, combine the elements of open admissions, diagnostic testing, performance-based advancement, remedial modules of instruction, developmental modules of instruction, advanced placement, advanced standing, and flexible graduation or completion points. (pp. 76-)

29. For certificate/diploma and other career programs, and possibly for an entire college, we urge serious consideration of a new institutional calendar with numerous points of entry and departure, modules of instruction of varying lengths, a "rolling" admissions policy, and instructional and other services designed with this degree of flexibility in mind. (pp. 79-)

30. We urge instructional and counseling schemes which will optimize opportunities for students to move laterally across programs, from certificate to degree programs, from degree to certificate programs, from career to transfer programs, with encouragement and facility, whenever this is deemed appropriate. We also urge adoption of ways in which certificate students can be encouraged to carry elective subjects out of field. In particular, we commend any two-

year college structure in which a degree transfer student who wishes to change into a certificate program for the right reasons is considered to be making a perfectly appropriate move. (pp. 79-)

31. Modular scheduling in certificate/diploma programs will facilitate setting up of cooperative work experiences, a move we recommend. Certain modules can be scheduled by staff and students in a craft, plant, office or public service. Such on-the-job experiences can add realism to study, help in future placement, and tie employers closer to the programs. (pp. 81-)

32. The backgrounds of faculty and the kinds of professional improvement they undertake should vary according to the type of certificate/diploma program in which they are teaching. Their broad role in counseling and placement should be recognized and supported. It is especially important that instructors not be led away from their fields of expertise by unrelated academic requirements. (pp. 82-)

33. Colleges are urged to consider seriously plant and equipment needs when undertaking new certificate/diploma programs, and to continuously review equipment needs for ongoing programs. Specifically, we recommend a focusing on replacement of equipment initially purchased with special Vocational Education Act funding and which, though now relatively new, will become obsolescent in a predictable period of time. We suggest that capital equipment budgets be

planned with fixed schedules of equipment replacement. We urge colleges with career and technological programs to have a single administrative officer responsible for the replacement of equipment through purchase or gift. (pp. 83-)

### Regional Relationships

34. Program advisory committees should be re-examined to see if they are broadly representative of interest groups in the region (e.g., unions, large industries and firms, business and professional bodies, minority groups, women, and anti-poverty agencies). We believe that a special effort should be made through these groups to relate to the region and to other vocational programs such as those in BOCES. (pp. 87-)

35. We recommend the formulation of advisory committees at the earliest possible stage of program development. During the initial stage they can help validate a program, assist in acquisition of equipment and the planning of facilities, and work for its acceptance in the community. On-going responsibilities such as reviewing curricula, reporting business trends, and fostering program growth should also be accepted by advisory committees and performed in an organized manner. (pp. 87-)

36. We urge a much more systematic approach to employers in the region than is now characteristic for most certificate/diploma programs. Employers need to be identified, consulted with, invited to campus, and asked to advise on instruction, manpower needs, and placement. They should, too, be involved systematically in those regional planning and development efforts for which colleges take the initiative. (pp. 90-)

37. Colleges should take the initiative in seeing to it that high school counselors and instructors are well informed about certificate/diploma programs, are in close informal contact with these and other programs, and are involved in those program decisions affecting admissions and advanced placement. We consider it especially important that college personnel join with secondary school staff in overcoming a certain implicit bias against taking non-degree programs in college. (pp. 91-)

38. BOCES vocational divisions and two-year college certificate programs are engaged in the same sort of work, albeit usually at two different levels and in somewhat different contexts. We urge that these two agencies come together regularly to improve articulation of like programs, iron out differences and misunderstandings, and share ideas and practices. Wherever feasible and desirable, we urge the two institutions to build common programs and share common facilities. (pp. 93-)

39. Colleges should take leadership in coordinating regional resources in such a way that poverty groups could avail themselves more fully than at present of certificate/diploma program opportunities. Such leadership will demand both imagination and verve in trying to design appropriate curricula, securing funding, communicating, winning the cooperation of other relevant public agencies, and the like. (pp. 95-)

40. We note that college trustees and council members are often in an unusually good position to relate college goals and programs to regional interests and needs. We therefore urge trustees to take an especial interest in certificate/diploma and other regionally significant programs, and to help in interpreting such programs to the people of the region. (pp. 97-)



Responsibility of State Government

41. We recommend to State University of New York and the New York State Education Department the following steps to encourage effectiveness of certificate/diploma programs at two-year colleges:(pp. 100)

A. Sponsor, fund and release from regulatory norms pilot programs designed to test models of instruction of an innovative sort.

B. Modify full-time enrollment (FTE) regulations and accounting schemes to encourage certificate/diploma programs to operate with maximum flexibility without financial penalty.

C. Assist institutions in obtaining financial aid sources for poverty and other disadvantaged groups who cannot now afford to take certificate/diploma work.

D. Coordinate and better utilize state resources in planning and development to assist individual colleges in making decisions about career education programs.

E. Use the A.O.S. degree as a supplement to but not a replacement for certificate/diploma programs.

F. Provide leadership to all public two-year colleges in making decisions about certificate/diploma programs by holding conferences, issuing informational literature, visiting campuses, urging inter-campus exchanges, and so forth.

G. Lead in regional efforts to better coordinate vocational instruction at BOCES, two-year colleges, and other educative agencies. Particularly, leadership is needed in coordinating instruction, student movement, and staff and facilities sharing between the BOCES and two-year colleges.

H. Assist the colleges as they seek better coordination of all regional resources bearing on certificate/diploma and other career programs.

I. Adopt regulatory policies which encourage individual colleges to experiment with certificate/diploma programs, to be flexible, to let individuals proceed at their own pace, to try new things, and to achieve quality of instruction regardless of size of enrollment.

J. In the case of SUNY, to exercise a more vigorous role in evaluating proposals for new certificate/diploma programs.

K. In short, to lead, assist, offer resources, help provide a state-wide perspective for planning and development; not to dominate or direct or obfuscate through bureaucratic regulation.

APPENDIX A  
REQUEST FOR DATA

REQUEST FOR DATA

Specific requests for information varied slightly from college to college. This was the request made to Tompkins-Cortland Community College.

Factual data needed on these TC3 Certificate Programs--  
Mechanical Technology, Construction Technology, Licensed  
Practical Nursing, Human Services.

Enrollments in each program including initial enrollments,  
dropouts, number in each program now, numbers estimated  
to complete each program.

Breakdown in enrollments by sex.

In general terms, how programs serve special groups, i.e.,  
blacks, homemakers, the poor, veterans, the handicapped.

Breakdown in enrollments by county of origin.

Admissions criteria for each program.

Admissions process for each program (how done and by whom).

Origins of students in programs by career line--how many from  
jobs, from secondary school, from secondary school-BOCES  
combination, from military service, from homemaking, by  
transfer from a degree program, by transfer from another  
college, on leave from a job, holding a job concurrently,  
etc.

For enrollments, rough breakdown by ages--under 20, between 20  
and 30, over 30.

Instructor-student ratio for TC3 as an institution--  
instructor-student ratio for each certificate program.

Estimated cost per student unit of instruction at TC3 as an  
institution.

Estimated cost per student in each of the certificate  
programs (if this sort of data is available).

General profile of instructors in certificate programs  
(training, education, experience)--not by specific  
staff member.

**REQUEST FOR DATA**

**Statement of goals, curriculum outline and other printed data for each certificate program. Data on internship experiences, if any.**

**Names of any certificate programs which have been terminated.**

**Inventory (if any) of software and hardware used specially in certificate programs.**

**Tuition charges per student in certificate programs (only if different from general college charges).**

**Any appreciable sources of financial support for each certificate program over and above state, county, tuition shares.**

**Roughly what sources of informational data are compiled in each student's personnel folder (general sense of this only).**

**APPENDIX B**  
**SAMPLE INTERVIEW SCHEDULES**

A

## TWO-YEAR COLLEGE STUDY

Interview Form: Director, Certificate or Diploma Programs

Institution \_\_\_\_\_

Let me explain the purpose of this study, briefly. Then let's specify the name of each program we will talk about.

- 1.1: What are the goals set for each program?  
 Are they different than they were in the beginning?  
 How were they set in the beginning?  
 By whom?  
 Are they reviewed periodically? By whom?
- 1.2: How and by whom was the decision made to have each program in the beginning?  
 On what sorts of evidence, planning data, employment surveys, requests, etc., was the decision based?  
 How many individuals or groups were involved in the early decision making process?
- 1.3: If a decision were made to continue or to terminate any program, how and by whom and on what evidence would such a decision be made?
- 1.4: Do you and your associates consider each program to be a successful one, a moderately successful one, or a less successful one, based on the goals you have for it? (Consider each program separately.)
- 1.5: On what criteria do you base your judgment of success of lack of it?

(Use probes where necessary to elicit information. If little comes forth on planning, name some typical planning information which may have been used, or ask for instances of request from public, employers, or schools.)

- 2.1: How and on what criteria are the students for each program selected?  
 Who does the selecting?  
 How is recruiting done?  
 What relations exist with high school and BOCES counselors?

A

Director

Are employers involved in selection and recruiting?  
 Is selection done by the normal college admissions  
 process?  
 If not, how is it done?

(Probe to see how extensive recruiting is. Is it done in  
 businesses and industries?)

2.2: What are the students in each program like?  
 How many are there--how many men, how many women?  
 By what routes have they come to the program--school,  
 BOCES, armed services, work, employment services?  
 What is the median age, approximately?  
 The ranges of ages, approximately?  
 Is there test evidence to indicate ranges in academic  
 ability, motivation and interests, dexterity, etc.?  
 What is this evidence?  
 Can we see it, in confidence?

2.3: How are these students counseled educationally and  
 vocationally?  
 How are they assisted in getting a job?  
 What criteria are used in placement--how is a person  
 matched with a job?  
 Is placement done by the college placement service or  
 in some other way?

2.4: How do these students get along in the college outside  
 their specific program?  
 How well are they accepted by other faculty and staff?  
 How well are they accepted by students in the degree  
 programs?  
 How active are they in the extra-curriculars (sports,  
 publications, music, social affairs)?  
 How widely do they use such facilities as library,  
 dining rooms, lounges, etc.?

(Use probes to bring out responses to "2" questions. Start  
 with initial question; use sub-questions as needed. Try to  
 get as precise figures and estimates as you can.)

3.1: How are instructors for each program chosen, and on  
 what criteria?  
 Can you describe briefly and informally for us the  
 backgrounds and qualifications of each instructor?



A Director

How closely is each instructor linked to the occupational field for which his courses prepare students, and in what ways is he so linked?

- 3.2: How do instructors in each program get along in the wider college community?  
 How are they treated by faculty in the degree programs, and how do they handle such faculty?  
 How active are they in general college activities-- faculty meetings, committees, social life?
- 3.3: How are instructors in each program treated by the administration?  
 Do they enjoy conditions of equity in relation to other staff when it comes to salary, increments, promotions, tenure (if any) etc.?  
 What is the turn-over rate in staff?

(Probe lightly knowing that individual faculty members and general administrators will give us more on this.)

- 4.1: Speaking generally, what is the content of instruction in each program, and how does learning progress or develop?  
 Is there a formal curriculum?  
 Is it written?  
 May we see it?  
 How is the curriculum worked out and by whom?  
 How is it reviewed and revised, and by whom?  
 Are employees, employers, personnel people or others involved in curriculum decisions? How?
- 4.2: How is it determined that the curricula fit properly between secondary school and job entrance, and who makes such a determination?
- 4.3: How is curriculum evaluated--how is it determined that it is realistic in preparing students for job entry?  
 Who evaluates and how often?  
 Are changes made on a basis of evaluation? Specify.
- 4.4: What are the chief methods of instruction used, and in what proportions?

A

Director

What instructional innovations, if any, are under consideration?

Is laboratory or shop work predominant, or are lectures, or are discussions and recitations, or are field projects, or are these balanced?

Who makes instructional decisions and on what basis?

4.5: Is the program work-based in the sense that students are on a real job part of the time as a requirement of the program?

If yes, specify.

4.6: Generally speaking, what machinery, equipment, software, media or other materials are used in instruction?

How are decisions made on this and by whom?

4.7: What part do students take in curricular and instructional decisions, if any? Specify.

Do they help evaluate curricula and instruction? Specify.

(Probe only as far as respondent seems to be knowledgeable. We can get much of this from instructors.)

5.1: Why is each program a one-year (two-year) one? (Please be quite specific.)

In a two-year program, how does the second year build on the first?

In the one-year programs what links, if any, are there to the degree programs?

5.2: If this is a one-year program should it, in your opinion, be extended to be a two-year program?

Why or why not?

How would you reach a decision to do this, and who else would be involved in the decision?

5.3: If this is a two-year certificate program, should it be made into a degree program in career education (AOS)?

Why or why not?

In what ways might a decision to go to a degree program be reached, and by whom?

A Director

In your view, how would the program be changed if it were to become a degree program?  
Is this being considered now?

- 6.1: Does each program enjoy conditions of equity in relation to others in the college?  
What about its level of support and encouragement from central administration, from the board of trustees or council?  
What about its level of fiscal support in comparison with other programs?  
Does the program receive equipment, supplies, other items it requests? How successfully?
- 6.2: Do you feel that each program has the support of county sponsors (for community colleges), of public, and of business, industry and unions?  
What is the basis for your judgment here?
- 6.3: Does each program enjoy prestige in comparison with other college programs?  
Explain the basis for your judgment?
- 6.4: Do general college regulations give students the freedom to take courses in other programs and departments and to use general college facilities? Specify.
- (For community colleges, probe for level of regional support and prestige, and evidences of this.)
- 7.1: Are there any particular groups in the region, minority groups, the poor, women, the elderly, etc., which have been unable to profit from these programs when they wished to do so?  
Are there any such groups which have profited unusually from the program?  
Explain why a group has not been able to profit or has profited unusually.  
How is each program related through recruiting, admissions and placement to the needs of minorities, the poor, women, the elderly, etc.?  
Explain.

A

## Director

7.2: How is each program coordinated with other similar programs in community or two-year institutions, with preparatory programs in BOCES and secondary schools, with technology and advanced vocational programs in four-year colleges, and with union apprentice and industrial manpower training programs?

What is the degree of coordination, how does it work, how was it initiated, and who makes the decisions?

7.3: How is each program coordinated with other diploma or certificate programs of the college, with degree programs of the college, with the college's continuing education program?

Specify in each case of coordination, the degree of coordination, how it takes place, and who is responsible (i.e., do certificate/diploma programs share labs or shops, pool equipment, exchange instructors, carry on team teaching, share counseling and placement, etc.)?

7.4: If your institution is a community college, what region do you see each program as serving in terms of selection of students, placement, employment, opportunities, etc.?

To what degree and in what ways does each program meet regional needs?

7.5: Does each program have a formal advisory council or committee?

In what ways does this council or committee function? What part does it have in decision making on selection of students, placement, evaluation, curriculum development?

How often does it meet?

What happens at meetings?

If such advisory work is done more informally, please explain.

(Probe for brief responses here--get a general picture--try to get at the degree of regional coordination.)

8.1: Can you summarize by describing an important decision made about one program, and indicate, step by step, what took place and who was involved, and how the administrative organization of the college as it

A

Director

relates to this program functioned?

Please talk informally about these programs and career education generally.

B

## TWO-YEAR COLLEGE STUDY

Interview Form: President or Dean of the College  
 Institution \_\_\_\_\_

Let me explain the purpose of this study, briefly. These are the programs we wish to talk about:

- 1.1: As you view it, what are the chief characteristics of this institution?  
 What are its principal goals and directions for the immediate future?  
 How does and can it serve the people of the region and the state?
- 1.2: More specifically, how do you view certificate/diploma programs as meeting institutional goals and directions? Which purposes of the college and its public are best served by these programs?  
 Do certificate/diploma programs in any way hinder or make more difficult the achievement of institutional goals?  
 Can you rank the certificate/diploma programs in the order of their successfulness?  
 Have any certificate/diploma programs been discontinued? Why?
- 2.1: What do you think of the students in the certificate/diploma programs?  
 How do they get along in the college in comparison with students in other (degree) programs?  
 What is your relation to these students?
- 3.1: What do you think of the faculty and staff in the certificate/diploma programs?  
 How do they compare with other faculty members (probe here with specifics, if necessary)?  
 How do they get along with other staff members?  
 Is the degree-non-degree issue a serious one?  
 What are your relations with the particular staff members?
- 3.2: Is your faculty-staff organized? In what form and for what purposes?  
 Specifically, do you negotiate with a staff association for an annual contract? If so, how are negotiations for next year proceeding?

B

President or Dean

- 4.1: As you look at the curricula and instruction in the certificate/diploma programs, what do you think of these?  
Can you cite programs with especially strong curricula and/or instruction? What are these? Why are they strong?  
Do you have an impression of weakness or lack of strength in the curricula and teaching in any of the programs? Which ones? Why?
- 4.2: Do you believe that current certificate/diploma programs are sufficiently realistic to prepare people for the jobs or skills aimed for? Please illustrate.  
Are these programs sufficiently theoretical to provide an intellectual basis for the world of work? Please illustrate.
- 4.3: Do you believe that all college programs should have a component of liberal and scientific studies?  
Do the certificate/diploma programs have this? If not, why not?
- 5.1: Is your college interested in moving to the two-year degree program in career or vocational education?  
Why or why not?  
If you are moving in this direction, what steps have been taken?
- 5.2: How would your one-year programs be altered if they were changed to two-year programs?  
How would your two-year certificate/diploma programs be changed if they were converted into degree programs?
- (5.1 and 5.2 may not apply to Alfred and Delhi.)
- 6.1: Do the certificate/diploma programs enjoy a condition of equity with other programs of the institution?  
More specifically, do these programs receive an equitable share of administrative services, counseling and placement services, physical facilities, equipment and materials, library and media support?  
Please give illustrations to support your general views here.

B

President or Dean

- 8.1: How is decision making regarding certificate/diploma programs exercised?  
To be specific, how would a decision be made concerning institution of a new program, or termination of an existing one, or modifying one considerably?  
Who would be the parties to making such a decision?  
On what evidence or basis would a decision be reached?  
What would be your role? (If a real decision making situation can be used, so much the better.)

Open-ended summary questions:

What are basic institutional plans for the future which will affect diploma/certificate programs? How will these programs be affected?

What is your general assessment of the values in certificate/diploma programs? Do you wish to see practical programs leading directly to job entry continue at this college? Do you favor expansion of such programs? If so, which ways?

What are the conditions under which certain of these programs have succeeded here? If these conditions obtained, would such programs achieve success on other campuses in the state?

Are there documents which will add to our knowledge of the nature and plans of the college? What are these? Can we read these?



E

## TWO-YEAR COLLEGE STUDY

Interview Form: Advisory Committee Member

Institution \_\_\_\_\_

Let me tell you briefly of the nature and purpose of our study.  
I am particularly interested in your views about the \_\_\_\_\_  
\_\_\_\_\_ program of the college.

- 1.1: What do you think of the program?  
How well does it meet its goals?  
Would you rate it as very successful, successful, reasonably successful, or not very successful?  
On what basis would you make your rating?  
If there should be changes, what should these be?  
How close is your contact with the program?  
Are you familiar with the students, the instructors, the curriculum, the shop work, placement of graduates, how graduates succeed on the job?
- 1.2: How does the advisory committee function?  
Was it set up before or after the program was operating?  
If before, what part did the committee take in starting the program?  
Does it meet as a group or operate individually?  
If it meets as a group, how often?  
How are agendas established?  
What sorts of issues does it deal with (curriculum, placement, recruiting)?  
What decisions, if any, is it asked to give advice on?  
(For example, does the committee help to evaluate the program?)
- 1.3: Is the advisory committee representative of the people of this region?  
How was it selected and by whom?
- (Probe here a little to see what is said about the lack of union representation.)
- 6.1: Do you think that the students and teachers in this program are treated by the college equally with students and staff in degree programs?  
Does this program get its fair share of funds, administrative and counseling services, placement services, library facilities, equipment and housing?

E

## Advisory Committee Member

Does the college regard this sort of program as important?

On what criteria do you base your judgments here?

- 7.1: Do you think that the program is tied in well with regional (state) needs?  
Is the training program realistic--does it prepare students to enter jobs effectively?  
Are employers, unions, other parties in the region involved in the program?  
How does this work fit in with what the BOCES is doing in vocational education?
- 8.1: Suppose that an evaluation of this program was made, and the college decided to seriously change the program, perhaps to eliminate it. How would you and other members of the advisory committee be involved in such a decision?
- 9.1: Is the program one which can be used by anybody with qualifications?  
Does it provide an opportunity for poor people, for minorities, for women?

F

## TWO-YEAR COLLEGE STUDY

Interview Form: Director of Counseling or Counselor  
Institution \_\_\_\_\_

Let me explain briefly the nature and purposes of this study.  
We are concerned chiefly with these programs: \_\_\_\_\_

- 1.1: Do you have any written reports or brochures concerning the counseling services?  
If so, may I have copies or read reports?
- 1.2: If materials and reports do not show these things, will you please discuss briefly the counseling operations at the College, your point of view about college counseling, and give me some sense of the types of information contained in a student's personnel folder (we may have obtained this already).
- 2.1: How are students informed as to the availability of guidance and counseling (brochures may be the answer)?  
Are there any special services provided for students in certificate/diploma programs?
- 2.2: What tests are administered to students?  
Do certificate/diploma students take any test not required of others?
- 2.3: Is there any specific orientation program for certificate/diploma students?
- 2.4: Specifically, what efforts are made to assist students in choosing academic programs suited to their interests and abilities?  
Please explain how this works in the case of students in vocational programs?
- 2.5: Are special efforts made to counsel low income students?  
Minority group students? Specify.
- 3.1: Are any members of the counseling staff prepared specifically for vocational guidance?

F

Director of Counseling

- 3.2: What part do faculty members in vocational courses (certificate/diploma) take in counseling? Specify.
- 6.1: What facilities are available for academic and personal and occupational counseling?
- 6.2: In general, are students in certificate/diploma programs given as much counseling time as are students in degree programs?  
Is there a way to document the fact that they are or are not?
- 6.3: Are any compensatory programs (reading, study skills, math) available to students in certificate/diploma programs? Specify.
- 7.1: What relationships does the College counseling staff have with secondary school and BOCES counselors? Specify.
- 7.2: What relationships do counselors have to the placement function? Specify.  
If counseling and placement are linked, how do the counselors relate to employers and to the region generally?
- 7.3: What role does the counseling staff take in decisions affecting admissions? Curriculum? Evaluation? Student life on campus?

G

## TWO-YEAR COLLEGE STUDY

Interview Form: Instructor

Institution \_\_\_\_\_

Let me explain the nature and purposes of this study, briefly. We are especially interested in the certificate/diploma programs. You teach in the \_\_\_\_\_ program. Let's talk about that.

- 1.1: Were you involved in the decision to set up this program?  
 If you were, what part did you take?  
 If not, why not?  
 Can you tell me something of the process involved in setting up the course?  
 Why was it set up and by whom and on the basis of what kinds of evidence or criteria?
- 1.2: How is this program reviewed, updated?  
 By whom?  
 What part do you take?  
 What sort of evaluation is made of the success of the program?  
 Who makes it?
- 2.1: How are students admitted to this program, and on the basis of what criteria?  
 What part do you take in admissions?
- 2.2: How are students counseled in connection with this program?  
 What part do you take in counseling?
- 2.3: How are students placed in jobs after completing the program?  
 What part do you take in this?  
 How successful is placement? Specify.
- 2.4: What are the students in this program like, generally speaking, in terms of ability, skills, attitude, motivation, willingness to work, etc.?  
 How do you think they compare in these qualities with other students in the college including students in the degree programs.?

## G. Instructor

- 2.5: What part do students take in classes, labs, shops, field trips?  
Do they take part in evaluating or assessing the program and making changes in it? Specify.
- 2.6: Are students in the program prepared realistically for the job they wish to enter? Specify.
- 3.1: How did you happen to come to the college?  
To this program?  
Had you taught before coming here, or did you teach here in another program?  
What sorts of job or professional experience had you had prior to entering this program?
- 4.1: What is the program like in terms of its content and scope?  
Can you describe briefly its goals and nature (we may have seen a curriculum outline before)?
- 4.2: How is the program taught?  
What types of instructional techniques and technologies and materials do you use?
- 4.3: What are the performance standards in the program?  
How are students tested, graded, rated?  
Do students drop out?  
If so, why in your opinion?
- 5.1: If yours is a one-year program, do you think it should be a two-year program?  
Why or why not?  
If it went to two years, what would you change and/or add?
- 5.2: If yours is a two-year program, do you think it should be a degree (AOS) program?  
Why or why not?  
If it became a degree program, what changes would you make in it?  
Would you increase the practical and applied work, the theoretical work?

G Instructor

Would you add on-the-job training?  
 Would you require work in the sciences and technologies?

- 6.1: What sort of library, audio-visual, laboratory, shop and classroom and other facilities do your students have? Are you satisfied with these? What else is needed? Are students in this program as well supplied with these facilities as are students in other programs? How fully do students use the resources they have? Specify.
- 6.2: Are you satisfied, generally, with salary, rank, tenure and other employment conditions at the college? Specify. Do staff members in the certificate/diploma programs get equal treatment with faculty members in degree programs in terms of salary, rank, tenure, etc.? Specify.
- 7.1: How does your program complement and/or supplement similar programs in BOCES, if any? Do you use BOCES facilities? Specify. Do you work with BOCES or high school instructors in any way? Specify.
- 7.2: How does your program relate to other programs in the college? Specify.
- 7.3: How is your program related to the world of work--to jobs or skilled trades or public service? What are relations to business and industry? Specify. How is your program related to union membership, if at all? What are the relations with union members and locals? Do program graduates move into unions easily, if this is necessary?
- 7.4: What does your advisory committee(council) do for and with your program(if there is one)? Specify. Is it helpful? Specifically, does it help with recruiting, placement, relations with management and labor, curriculum, instruction, finances, lobbying?

G

## Instructor

- 8.1: If you decided that this course should be quite radically changed, how would you go about making the changes if these cost money, changed direction, involved college policy decisions?



J

## TWO-YEAR COLLEGE STUDY

Interview Form: BOCES Officer

Institution \_\_\_\_\_

Name of Officer \_\_\_\_\_

Let me explain briefly the purposes of this study. Specifically, we are interested in the graduates of the \_\_\_\_\_ programs at the college.

- 1.1: What do you think of these certificate/diploma programs at the college in terms of how well they serve the region and the needs of young people? Have you, or any of your associates, had a part in setting up or revising these programs? Specify.
- 2.1: Do graduates of comparable programs at BOCES go on to the college for one-year or two-year programs in the same or related fields? How many? If not very many, why not?
- 2.2: How well are these students served by the college programs? Do the latter appear to carry the students along into a further development in preparation for a job or career?
- 3.1: Are you well satisfied with the qualifications and abilities of the instructors who teach in the college's certificate/diploma programs? Please be specific but not about any individual.
- 4.1: Can you describe how the college curriculum in a field which builds on a BOCES program does this--how do the two programs fit together?
- 7.1: What are the relations between BOCES, the constituent school systems, and the college, in the matter of these certificate/diploma programs? Does the college use your facilities? In what ways and on what sort of arrangement? Do the respective staffs work together and on what basis?

J

BOCES Officer

Do the counselors work together and on what basis?  
Is there any give and take between the two sets of students?

-----  
Looking to the future, what would you like to see the college do in the matter of vocational education?

APPENDIX C  
INDIVIDUALS INTERVIEWED

AGRICULTURAL AND TECHNICAL COLLEGE AT ALFRED

David Huntington	President
Roger Rawe	Vice President
Leigh Schaeffer	Assistant to the President
Shirley Wurz	Dean of Students
Harold F. Babcock	Associate Dean of Students
Milo E. Van Hall	Dean of Planning and Development
George Morgenfeld	Dean of Instruction
Donald Gibbs	Director of Admissions
William Mombert	Manager of Business Affairs
James Bliss	Vocational Counselor
Vera Hinkle	Assistant Librarian
Theodore McClure	President, Citizen's National Bank Wellsville, New York Member, Board of Trustees
Donald F. Jones	Chairman; Wellsville Vocational Division
George Herrick	Professor of Psychology; Chairman, Division of Social and Behavioral Sciences
Lewis Price	Assistant Professor, Social Science
Ronald Coleman	Associate Instructor, Building Construction
Catherine Ingeller	Instructor, Food Service
Philip MacMichael	Associate Instructor, Drafting
William Rennells	Associate Instructor, Automotive Mechanics
Robert Seldon	Associate Instructor, Electrical Service
Ann Thomas	Instructor, Business Office Skills
Herbert Wightman	Curriculum Coordinator, Belmont BOCES; Drafting Advisory Committee
Frank Russell	Guidance Counselor Andover Central School

AGRICULTURAL AND TECHNICAL COLLEGE AT DELHI

William R. Kunsela	President
William F. Kennaugh	Vice President
B. Klare Sommers	Dean of the Faculty
James Parker	Director of Counseling
Glenn Reynolds	Admissions Counselor
Kenneth Bender	Placement Counselor
Herbert Sorgen	Librarian
Anthony Hunter	Director of Reading and Study Skills
Daniel Moskwa	Director, Vocational Education Division
Willard Vetter	Chairman, Science Department
Joseph Greenfield	Chairman, Drafting Department
Roland Groppe	Chairman, Carpentry Department
Sherman Decker	Instructor, Automotive Mechanics
Dorothy Hutton	Instructor, Licensed Practical Nursing Program
Florine Geasey	Nursing Supervisor, O'Connor Hospital; Advisory Committee Member
E. A. Smith	Director, Western Delaware County BOCES; Vice Chairman, Vocational Division; Advisory Committee Member
Donald Tubbs	Guidance Counselor Andes Central School
Richard Webler	Guidance Counselor Downsville Central School
John Ball	Director, Et Delhi

## HUDSON VALLEY COMMUNITY COLLEGE

Reuben Merchant	Executive Vice President
Richard Peverly	Vice President for Business Affairs
Ralph O'Brien	Vice President and Dean for Student Affairs
William O'Brien	Director of Counseling and Testing
Edward Wightman	Counselor; Associate Professor, Developmental Program
Norma Powell	Assistant to the Placement Director
Tamara Dobrovolsky	Assistant Librarian
Lester Higbee	Chairman, Board of Trustees
Herbert T. Barnard	Dean, Certificate Division
Edward Houlihan	Assistant Professor, Social Sciences; President, Faculty Association
Charles Billings	Associate Professor; Chairman, Department of Banking, Insurance and Real Estate
Allan Bills	Associate Professor; Chairman, Drafting Department; Chairman, Machine Tool Operation Department
Caryl Decker	Associate Professor; Chairman, Electrical Construction and Maintenance Department
Willis Kittell	Professor; Chairman, Dental Hygiene Department
John Richard	Associate Professor; Chairman Department of Automotive Mechanics
Daniel Ashley	Instructor, Automotive Mechanics
Sylvester Labanowski	Instructor, Refrigeration Mechanics
John McLeod	Instructor, Refrigeration Mechanics
Ray W. McKnight	Instructor, Electrical Construction and Maintenance
Robert Valenzi	Instructor, Electrical Construction and Maintenance
Frederick Boettger	Director of Vocational Programs Troy High School Advisory Committee Member

## HUDSON VALLEY COMMUNITY COLLEGE CONT'D

R. Conway	Counselor at Urban Center Hudson Valley Community College
Mr. Foley	Guidance Counselor Troy High School
John Kaufmann	Neighborhood Youth Corps, Troy
Ross Phelps	Director, Occupational Education Rensselaer County BOCES
Bruce Wright	Head, Engineering Department Garden Way Manufacturing Employer

## ORANGE COUNTY COMMUNITY COLLEGE

Robert Greenman	Academic Dean
George Stangler	Dean of Administration
Lewis Popham, 3rd	Dean of Continuing Education
Howard C. Smith	Associate Dean, Continuing Education
William Morrison	Director of Admissions, Registrar
James Lounsbury	Director of Placement and Student Financial Assistance
Patrick Sweeney	Counselor, Guidance and Counseling Center
Lawrence Turrini	Counselor, Guidance and Counseling Center
Robert Morris	Librarian
Edward Dougherty	Vice Chairman, Board of Trustees
Stephen Winter	Chairman, Business Administration Division
Herman Pollack	Chairman, Physical Sciences Division
Howard Fenner	Instructor, Television Repair Program
Frank Schuerholz	Guidance Counselor Middletown High School
Anthony Naroff	Director of Continuing Education, BOCES
Sally Freeman	Director, Regional Economic Community Action Program (RECAP)
Donald Fishbeck	Owner, Wallace Oil Company, Middletown Employer
Donald Bialas	Owner, Mid-Tronics, Television Repair Store Employer



## SULLIVAN COUNTY COMMUNITY COLLEGE

Richard Grego	President
John Phillips	Dean of the College
William Schneider	Assistant Dean of the College
Guy Goldsmith	Dean of Administration
Edwin Kurlander	Dean of Students
John McCaughey	Assistant to the Dean; Registrar
Murray Salzman	Director of Counseling and Placement
Herbert Lyons	Placement Director
Jerome Gittleman	Librarian
Mortimer Michaels	Member, Board of Trustees
Agnes Manell	Associate Professor; Chairman, Faculty Interest Committee
Ralph Davey	Chairman, Faculty of Civil Technology
Joel Lerner	Chairman, Faculty of Business
Burreil DeHaven	Associate Professor, Medical Lab Assistant Program
Barbara Jones	Associate Professor, English
William Shaw	Instructor, Air and Water Pollution Control Program
Eugene Cohen	Pharmacist Science Curriculum Advisory Committee
Walter Rhulin	President, Rhulin Insurance Company Monticello Advisory Committee Member
J. J. McCarthy	Director of Guidance Sullivan County BOCES
Virginia Commijon	Sullivan County CACHE Employment Counselor

## TOMPKINS-CORTLAND COMMUNITY COLLEGE

Hushang Bahar	President
Peter Blomerly	Professor and Dean of the College
Thomas Murphy	Dean of Administration
Thomas V. Mecca	Assistant Professor and Director of Continuing Education
Robert Gould	Associate Professor and Assistant to the Dean for Technologies
Richard Shaw	Director of Financial Aids and Placement
Jack Hewett	Assistant Professor and Director of Admissions
Walter Poland	Assistant Professor and Director of Student Affairs
Nancy Craft	Assistant Professor and Librarian
Helen Hoefler	Member, Board of Trustees
H. Ira Blixt	Member, Board of Trustees
Earl Levengood	Associate Professor and Chairman of Business Technologies
Martha E. Gibbs	Assistant Professor and Director of Licensed Practical Nursing Program
Charles Bechtold	Instructor, Mechanical Technology
Edna Joyce Damery	Instructor, Business Technology
George Schlect	Instructor, Construction Technology
William Pentland	Advisory Committee Member, Mechanical Technology
Frank Saul	Professor of Architecture, Cornell University; Advisory Committee Member, Construction Technology
Cora Schofield	Advisory Committee Member, Human Services Program
Elizabeth Sprague	New York State Electric and Gas Company, Advisory Committee Member, Secretarial Sciences

## TOMPKINS-CORTLAND COMMUNITY COLLEGE CONT'D

Jean Strobel

Nursing Supervisor, Tompkins  
County Hospital; Advisory Committee  
Member, Licensed Practical Nursing  
Program

Joan Wright

Professor of Human Ecology, Cornell  
University; Consultant, Human  
Services Program

Thomas Mahoney

Tompkins County BOCES  
BOCES Representative to Business  
Technology Advisory Committee

Charles Herndon

Executive Director, Tompkins  
County Equal Opportunity Commission

**APPENDIX - D**

**LETTER, STUDENT QUESTIONNAIRE, AND RESULTS**

## ULSTER COUNTY COMMUNITY COLLEGE

George B. Erbstein	President
Robert Brown	Dean of Administration
Robert J. Markes	Dean of the Faculty
Jean Miles	Admissions Counselor
James Quirk	Counselor
Jeno D. Dory	Assistant to the Registrar
Gordon Kidd	Librarian
Mrs. George F. Bushnell	Member, Board of Trustees
S. Robert Kelder, Sr.	Member, Board of Trustees
James Hadley	Chairman, Division of Engineering Technologies
Walter Hopkins	Chairman, Department of Mechanical Technology
Neil Whitehurst	Chairman, Division of Business
Terry Parmenter	Chairman, Department of Retailing and Business Administration
Joan Beckwith	Assistant Professor of Secretarial Studies
Joseph Keefe	Professor of English
David Smith	Instructor, Landscape Development and Maintenance
George Vizvary	Assistant Professor of Drafting
Lilian Styles	Advisory Council Member (Business)
Ms. Drake	Guidance Counselor, Roundout Valley High School Stone Ridge, New York
John K. Nolfo	Guidance Counselor, Kingston High School
Jack Roosa	Executive Officer, Ulster County BOCES
Michael Aronica	Director of Occupational Education, Ulster County BOCES
Mr. Thompson	Personnel Director, Metropolitan Life Insurance Company Troy, New York



**New York State College of Agriculture and Life Sciences**  
a Statutory College of the State University  
**Cornell University**

171

Department of Education  
Stone Hall  
Ithaca, N. Y. 14850

Dear Student:

Will you please take a very few minutes to help with a study of programs like the one in which you are enrolled at college. It will help the study a lot if you will answer the questions (largely a matter of circling choices) and return the completed questionnaire to me in the enclosed, self-addressed and post-paid envelope. I need your response by as early a date as is convenient but no later than May 15. Thank you very much for your help.

My colleagues and I are studying the certificate or diploma programs (largely vocational programs) on the campuses of seven two-year colleges in New York State, including yours. We recently visited your campus to talk individually with instructors, administrators, and counselors.

Now we need the views of you and your fellow students if this study is to give a balanced and complete picture of these programs. The study is designed to find out what conditions make these programs work well or less than well. We need your frank views and comments. Please do not sign the form.

Again, my sincere thanks for your help.

Sincerely,

F. H. Stutz  
Professor

FHS:jcs

Questionnaire and Results

1. Who at the College has been helpful to you with your personal problems? (circle as many letters as you wish)

11% A. A counselor  
49% B. An instructor  
44% C. Friends  
5% D. Others (specify)  
19% E. No one

2. How well do you like the program you are in?

56% A. Very well  
37% B. Reasonably well  
6% C. Not very well

3. How did you first hear about the program you are now in?  
From:

44% A. High school counselor or teacher  
8% B. BOCES counselor or teacher  
6% C. College admissions officer visiting your school  
6% D. A college instructor  
12% E. A visit to campus  
25% F. A friend or relative  
2% G. An employer  
3% H. Newspapers, TV, radio, etc.  
10% I. Other (specify)

4. Why did you choose to enroll in the program you are now in?  
(circle as many letters as you wish)
- 67% A. It appealed to me
  - 20% B. It was recommended to me
  - 35% C. It will help me get a job
  - 5% D. It will help me transfer into a degree program
  - 17% E. It follows naturally from my high school or BOCES program.
  - 15% F. Other (specify)
5. Did your high school or BOCES encourage you to enroll in the program?
- 32% A. Yes
  - 68% B. No
6. How well has the program met your expectations?
- 43% A. Better than I expected
  - 41% B. About what I expected
  - 17% C. Not as good as I expected
7. Do you think that the College administration believes that your program is as important as others in the College?
- 46% A. Yes
  - 33% B. No
  - 21% C. Don't know
8. Do you think that students and staff members in other programs believe that your program is as important as others in the College?
- 37% A. Yes
  - 37% B. No
  - 25% C. Don't know



9. Do you have many friends in the College who are in degree programs?
- 60% A. Yes
- 40% B. No
10. Do you think that your program is given enough support (money, equipment, staff) by the College administration?
- 24% A. Yes
- 71% B. No
- 6% C. Don't know
11. In your opinion, how good is the teaching ability of instructors in your program?
- 64% A. Very good
- 31% B. Reasonably good
- 6% C. Not very good
12. In your opinion, how up-to-date in their fields are the instructors in your program?
- 66% A. Very up-to-date
- 31% B. Sufficiently up-to-date
- 3% C. Not sufficiently up-to-date
13. What do you think of the length of your program?
- 7% A. Too long
- 68% B. About the right length
- 25% C. Too short

14. Can you work at your own pace in the program?
- 60% A. Yes
  - 31% B. No
  - 10% C. Not sure
15. Have you been able to skip those parts of the program in which you had already mastered the skills and information?
- 19% A. Yes
  - 73% B. No
  - 7% C. Not sure
16. Do you think that there is enough practical work in your program?
- 74% A. Yes
  - 20% B. No
  - 6% C. Undecided
17. Do you think that there is enough theory in your program?
- 79% A. Yes
  - 12% B. No
  - 10% C. Undecided
18. Do you have the chance to suggest ways in which the program can be improved?
- 68% A. Yes
  - 21% B. No
  - 11% C. Not sure

19. Do you expect any serious problems in getting a job after completing this program?
- 21% A. Yes
  - 54% B. No
  - 25% C. I 't know
20. Who do you turn to for help in finding a job?
- 21% A. College placement officer
  - 35% B. Instructors in program
  - 21% C. Employer
  - 30% D. Friends
  - 23% E. Family
  - 16% F. No one
  - 10% G. Other (specify)
21. What sort of a job are you seeking (if any) after you complete this program?
- 
22. Please suggest any way in which you think your program could be improved.

Biographical information (please circle the appropriate letter)

Age:

- 47% A. 16-19
- 37% B. 20-25
- 16% C. Over 23

## Sex:

- 76% A. Male
- 24% B. Female

## Year at the College:

- 74% A. First
- 23% B. Second
- 2% C. Third

## Did you come to college directly from:

- 50% A. High school
- 12% B. High school-BOCES
- 16% C. A job
- 7% D. Homemaking
- 2% E. Military service
- 5% F. Unemployment
- 1% G. Other

APPENDIX E  
SELECTED WRITTEN SOURCES OF INFORMATION

Agricultural and Technical College at Alfred

Vocational Division Bulletin  
Proposal for an Area Vocational Program  
Summary Profile of the Vocational Division  
Vocational Division Academic Regulations  
Vocational Division Studies 1968-71  
Course Outlines of Auto Mechanics Program  
Final Budget Request 1972-73

Agricultural and Technical College at Delhi

Vocational Education at Delhi College  
Evaluating Educational Outcomes at Delhi 1964-70  
Delhi College Self-Evaluating Report 1972  
Delhi Placement Center Annual Report 1970-71  
Delhi College Handbook  
Vocational Education Division, Student Profile, Four-year summary  
Vocational Education Division Course Outlines 1971-72  
Comparison--1971-72 Appropriation and 1972-73 Executive  
Budget Request

Hudson Valley Community College

Hudson Valley Community College Catalog 1970-72  
Hudson Valley Community College Certificate Program Catalog  
1970-72

**Hudson Valley Community College Cont'd**

**3rd Annual Report: SUNY Urban Center in the Capital District, 1968-69**

**Continuing Education Division Catalog 1971-72**

**Placement Report 1971-72**

**Operating Budget Request 1971-72**

**Revised Operating Budget Request 1971-72**

**Agreement between the Rensselaer County Legislature, the Board of Trustees of Hudson Valley Community College and the Hudson Valley Community College Faculty Association 1971-72**

**Orange County Community College**

**1971-72 Bulletin**

**Continuing Education Bulletin, Spring 1972**

**"Factual Data on Practical Electronics and TV Service in Certificate Programs" Prepared by Mr. Howard Tanner, Instructor**

**Operating Budget Request 1971-72**

**A Design for the Comprehensive Development of Orange County Organizational Plan**

**Recommendations for Counseling and Guidance in Certificate Programs**

**Area survey of need for TV Servicing Program**

**Proposal Abstract of Vocational Education Project under VEA Act (for TV Servicing)**

**Occupational Education Proposal submitted to SED, Vocational Education Act Amendments of 1968 (Public Law 90-576)**

### Sullivan County Community College

Sullivan County Community College, State University of  
New York, 1971-72 (General Announcement)

Budget Request Summary 1971-72

President's Annual Report 1970-71

Profile, Sullivan County Community College Entering Class  
of September 1971

Public Health Technology; Air and Water Pollution Control;  
One-Year Diploma Program, March, 1969, revised December, 1969  
A number of papers on program

Medical Laboratory Assisting; an outline of this program  
with supporting papers including A Proposal for Authorization  
of a One-Year Program in Medical Laboratory Assisting  
leading to a Certificate of Proficiency, April, 1966

Tabular Data of Certificate Programs, 1972

Course Outlines: Business Mathematics (spring 1972),  
Basic Technical Math (fall 1971-72)

Proposal for Authorization of a One-Year Program in Drafting  
leading to a Certificate of Proficiency, April, 1966

### Tompkins-Cortland Community College

Catalog 1971-72

Request For Approval Of A Curriculum; Associate In Applied  
Science Degree and Certificate Program In Mechanical  
Technology--Drafting and Design Option, February, 1971

Request For Approval Of A Curriculum; Associate in Applied  
Science Degree and Certificate Program in Construction  
Technology--Architectural Design Option, February, 1971

Demographic-Economic Information On Tompkins and Cortland  
Counties and Implications for TC3, Robert L. Mann

Program and Master Plan--1980, Robert L. Mann



**Tompkins-Cortland Community College Cont'd**

**Request for Approval of a Certificate Program in Secretarial Studies, Tompkins-Cortland Community College, June, 1971. Survey criteria supporting this request**

**Program of Practical Nursing--brief description and statistics on the program**

**Ulster County Community College**

**Guide to Programs**

**Ulster County Planning Board--Land Use 1985**

**Ulster County Population, Economy, Government, Transportation, etc., County Planning Board, 1968**

**Placement Service**

**Catalog**

**Operating Budget 1971-72**

**State University of New York**

**"How To Apply For Admission" 1972-72**

**Memo--The Associate in Occupational Studies Degree  
To: Chief Executive Officers of Baccalaureate Institutions  
From: Lawrence E. Gray, Chief, Bureau of Two-Year College Programs**

**Annual Report--Administration of Post-Secondary Occupational Programs in New York State Under the Vocational Education Amendments of 1968 (P.L. 90-576)--1970 and 1971**

**Outline of a New Curriculum and/or Option Proposal, from the Office of Vice Chancellor for Two-Year Colleges** UNIVERSITY OF CALIF. LOS ANGELES

**AUG 1 1973**

**CLEARINGHOUSE FOR  
JUNIOR COLLEGE  
INFORMATION**