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ABSTRACT

This handbook explains the procedures and rationale for the study of articulation between high school and community college career programs. After citing a thumbnail history of articulation practices and laws, the goals and methodology of creating an articulation survey are explained. The survey target group, questionnaire format, questions to be asked, administration, tabulation, and reporting are examined. An articulation workshop for people from different educational levels within the same program area is suggested as the easiest and most productive means to encourage better interactive and communicative relationships. Guidelines are presented for the workshop's preparation, program, objectives, summary, follow-up, and leadership. Suggestions are made for improving each of the three principal aspects of the articulation program: the information dimension, the communication dimension, and the interaction dimension. Appendices include the survey questionnaires, suggested tabular format, an articulation seminar program, proposed articulation seminar objectives, and a synthesis of the survey results. (GME)



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A HANDBOOK FOR ARTICULATING HIGH SCHOOL AND COMMUNITY COLLEGE CAREER PROGRAMS

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ACKNOWLEDGMENTS

This Handbook is dedicated to all those men and women in educational institutions who have as a sincere concern the elimination of barriers to easy movement between educational levels of students with vocational-technical goals and to those concerned with the maximization of educational resources.

This Handbook has been made possible through a series of grants from the federal government under the auspices of the Vocational Education Act Amendments of 1968 and through the Maryland State Department of Education: Division of Vocational Education. The assistance, generosity and foresight of these agencies and their principal officers is gratefully acknowledged. The receiving institution for these grants has been Catonsville Community College in Catonsville, Maryland. Acknowledgment is made to the officers and Board of that College for their enthusiasm and support in making the project a reality. Thanks are also due to the men and women in high schools and community colleges throughout the State, and especially in Baltimore County, for their efforts in responding to the need for data and for their interest in encouraging articulation activities.

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PURPOSE OF THE HANDBOOK

The literature of education is often full of references to successful innovations or promising research findings. However, the reader is often left without the necessary information to translate into action at his institution what has been read. While articulation between community colleges and high schools is only recently receiving renewed attention, the same situation is occurring. This Handbook attempts to reverse this position by providing information required for implementation to the reader.

In fulfilling this objective, the Handbook has three major functions:

- (1) to outline the basic steps which can be taken to recognize and research the status of articulative relationships between educational levels;
- (2) to describe the basic areas in which articulation takes place and how it can be improved;
- (3) to describe the specifics of developing and implementing an articulation survey and articulation seminars.

This Handbook should be of pragmatic value to anyone who is dedicated to improving articulative relationships. It is not intended to be exhaustive, but rather to outline some beginning steps. It is anticipated that these first steps will be followed with others geared to the unique needs of the specific situation.

A HANDBOOK FOR ARTICULATING
HIGH SCHOOL AND COMMUNITY COLLEGE CAREER PROGRAMS

TABLE OF CONTENTS

	<u>Pgs.</u>
ACKNOWLEDGMENTS.....	i
PURPOSE OF THE HANDBOOK.....	ii
INTRODUCTION TO ARTICULATION: HISTORY AND OVERVIEW....	1
DEFINITIONS.....	7
THE ARTICULATION SURVEY.....	8
Questionnaire Respondents.....	9
Questionnaire Format.....	10
Questions.....	11
Questionnaire Administration.....	13
Questionnaire Tabulation and Reporting.....	14
THE ARTICULATION WORKSHOP.....	18
Preparation.....	18
Program.....	19
Objectives.....	23
Summary and Follow-up.....	23
Leadership.....	25
ARTICULATION ACTIVITIES.....	27
Information Dimension Elements.....	27
Communication Dimension Elements.....	29
Interaction Dimension Elements.....	30
APPENDICES	
A. QUESTIONNAIRES.....	37
B. SUGGESTED TABULAR FORMAT.....	51
C. ARTICULATION SEMINAR PROGRAM.....	57
D. ARTICULATION SEMINAR OBJECTIVES.....	61
E. SURVEY RESULTS SYNTHESIS.....	63

INTRODUCTION TO ARTICULATION: HISTORY AND OVERVIEW

During the twentieth century, the development of the community college and the maturation of the comprehensive high school model occurring simultaneously has created a system of secondary and post-secondary education in the United States unmatched anywhere in the world.

These two developments have made possible not only extended education for all, but also more educational opportunities and choices. This simultaneous evolution has also created a myriad of difficulties, among which is that of achieving effective articulation between these educational levels.

Concern with the necessity and means of articulating the policies and activities of secondary schools with those of higher education is not a new problem of the 1970's. References have been made to this concern on a number of prior occasions:

- The Morrill Act of 1862 gave impetus to the development of land grant colleges and universities which emphasized vocational skills such as engineering and agriculture after high school.
- The National Education Association's Committee on College Entrance Requirements in 1899 and the Committee of Ten in 1892 concerned themselves with admissions requirements which were to insure some standard for incoming students.
- In 1929 the Seventh Yearbook of the National Education Association's Committee on Superintendence was devoted to a discussion of articulation on all levels.
- Articulation conferences were held in California as early as 1932.
- The Six-Four-Four Plan of the 1930's involved a formalized rearrangement of the last two years of high school and the junior college in vocational technical areas.
- The President's Commission on Higher Education in 1947 underscored the need to provide easier transition between high school and college.

More recently, there have been a number of educational experiments which have had articulation as an important element. The two most prominent of these are Operation Bridgeheads in New York and the Richmond Plan in California. Operation Bridgeheads was developed as a part of a total information program by the City University of New York and has led to the development of what may be the only officially constituted agency whose sole responsibility is articulation between high schools and community colleges. California's Richmond Plan, while specifically aimed at innovating and implementing an intergrated approach to vocational subject matter in high schools, has as a fundamental element the broadening of awareness of further education possibilities at the community college level.

These two recent experiments indicate that there has developed in America a multiplicity of institutional types with differing missions. The goals and objectives of these institutions and of their specific programs have not been adequately specified or understood. The operations of these differing units often reflect unclear and overlapping objectives, petty distinctions and a surprising lack of concern for the student as opposed to the system.

Part of the problem has been the unique growth pattern of the community college. Initially, community colleges developed dependent upon the public school divisions which fostered them. They were part of these schools and yet separate from them. In succeeding years, community colleges sought to ally themselves more with higher education. In so doing, they developed curricula separately and without specifically taking note of the

preparation of students coming from the high schools. Most emphasis was placed on developing transfer curricula, with limited attention directed towards career areas. The community colleges also adopted an "open door" policy which, while aimed at promoting access to a higher education, also had the effect of limiting specific articulation with high school programs since all were welcome. Further, with ever increasing numbers of students interested in attending the community college, methods of encouraging attendance--such as program articulation--were subordinated by more pressing needs. However, community colleges failed to consider two factors: the increasing number of students coming to them with unrealistic educational expectations as a result of their backgrounds, resources, and capabilities and the number of students who were not coming at all because they did not see any educational continuity between their high school vocational programs and community college occupational programs.

What 100 years before had been primarily an elitist higher educational system, was completely changed by the middle of the twentieth century. Students could choose from a proliferation of fields of study and a wide variety of institutional types. Education for all was not struggled towards without loss of concern for the needs of some specific segments of the student body as colleges, particularly community colleges, sought to extend educational opportunities to their requesting public.

A compounding of factors -- such as society's increasing need for paraprofessionals, increasing concern for maximization of resources

and high school technical students' desire to continue their education in the same technical area --- serve to encourage articulation efforts. The recency of the need for effective articulation between high schools and community colleges in occupational education has raised a number of important concerns which have long surrounded training for specific vocations...and which remain issues today.

These issues are stated in summary form in order to provide background and to briefly describe their impact on program articulation.

1. When Should Occupational Education Occur?

This issue deals with whether occupational training on the job or during college years has advantages over that given to the necessarily younger student in secondary schools. Also of concern is the impact of accelerating change in specific occupational categories, particularly as it affects the need for upgrading skills and underscores the related need to educate for occupational flexibility.

2. How Much General Education Should There Be?

This is the age-old argument about whether the person who has a general education is more competent than is one who is educated specifically for an occupation - especially when such specific education comes early in schooling. Again, there is concern that the need for occupational changes during the lifetime of the student requires more general than specific education to encourage easier transition.

3. Who Should Do What?

Should it be the community college, the high school, the employer or someone else who is responsible for occupational education?

This issue concerns determining when occupational training should begin and the forms it should take in the various educational levels.

Directly related is the degree of sophistication of occupational education offered at the various levels and the types of jobs for which these levels should prepare students.

4. How Much Overlap Should There Be?

This issue questions the degree of duplication of effort permissible, warranted and advisable. Who decides and how is it decided that one level should not duplicate what another offers? Also of concern is determining when duplication is effective and which level should be offering a duplication program for which constituent population.

Perhaps the fundamental question is can we afford to provide education for all and can we afford not to?

In the final analysis, one critical issue remains for us to ponder and decide: Should there be cooperative program development between high schools and community colleges in occupational education? While there are no unequivocal answers to the first four much debated issues, the response to the last question must be a definite "yes."

Articulation between the educational levels, especially in occupational education, has only benefits. Students are the most important beneficiaries; those who have taken high school programs in a similar

technical specialty are not penalized by having to retake courses and are encouraged to prepare themselves for higher order jobs. The schools also benefit; they can maximize the use of their personnel, facilities, and equipment, thereby having available resources to devote to other pressing problems. Society benefits, too; aside from the more effective use of resources, there is the more thorough training of skilled manpower.

If we are to reap the greatest benefits which education in technical areas has to offer, we must strive to take advantage of the strengths of each educational level, maximize their resources and minimize barriers to students.

DEFINITIONS

To be sure that the reader has a consistent understanding of the terminology used in this handbook, the following definitions are provided:

Articulation - The multi-dimensional process of dovetailing institutional operations and responsibilities to enhance progression of students in curriculum areas from one level (high school) to another (community college) and maximize resources. Articulation must be an on-going process which may be carried out in concert with initial program planning but also after programs are already operational.

Information Dimension - An aspect of the articulative process which concerns primarily external information giving elements which operate on individuals within and without the educational system in both a planned and an unplanned manner such as public relations, publications, recruitment, parental influence and peer influence.

Communication Dimension - An aspect of the articulative process which concerns activities specific to the facilitation of effective articulative relationships such as dialogue, counter-part conversations and articulation policy statements.

Interaction Dimension - An aspect of the articulative process which concerns actual involvement of individuals, groups, and institutions in cooperative experiences and activities such as facilities sharings, cooperative program planning and developing advanced standing policies in college programs.

Counterpart - An individual holding a similar type of position at a different educational level such as counselors at high schools and community colleges or instructors of specific occupational subjects at these levels.

THE ARTICULATION SURVEY

Any institution desiring to develop a more effective articulative climate needs first to assess what the current relationships are between high schools in the area and the local community college. To this end, a comprehensive type of survey--either by mail or interview--is warranted. The objectives of such a survey are directly related to the issues in the articulation discussed on pages 4 and 5; that is:

- Do the participants in the schools involved feel that there is a need for articulation?
- Do they feel that both high school and community college have a role in occupational-technical education?
- To what extent do they feel that some duplication and overlap in programs is warranted?
- To what extent should program duplication and overlap be avoided?
- Which of the two levels should be responsible for what type of occupational-technical training?
- When should occupational-technical training start?

The determination of these questions will set the stage for assessing the articulation climate.

The second critical purpose of the survey is to determine what forms of articulative activity already exist in the region. Often there are existing contacts and informal relationships which can be capitalized on in encouraging articulation. This process also helps to determine where the needs are greatest and where stimulation of the relationships are most likely to be immediately productive.

As with most surveys, the responses will only be as good as the questions are precise and as the results are to the point. Appendix A contains copies of the questionnaires which were successfully used in one articulation survey which was statewide in scope. Note that each target population was identified carefully and counterpart questions were worded precisely to be meaningful to that population. Note also that the survey contains questions relating to attitudes toward articulation.

Questionnaire Respondents. Whom to ask is always an important part of the survey design. For the purpose of an articulation survey, there are three principal levels with subgroups within each level:

Administrators

Community College Level
 President
 Dean of Instruction
 Directors of Career Programs
High School Level
 Principals
County School Division Level
 School Superintendents
 Vocational Education Supervisors
 Individual Program Supervisors

Counselors

Community College Level
 Counselors
 Dean of Students
High School Level
 Counselors
County School Division Level
 Pupil Personnel Supervisors

Instructors

Community College Level
 Department Heads
High School Level
 Department Heads

With this type of respondent hierarchy, one can easily see the basis on which the correlation of data elements will take place. The questionnaires are designed with these subgroups in mind and the responses are reported in such a way that counterpart analysis can be made.

Questionnaire format. Each questionnaire has several major parts.

First is the masthead which tells the respondent who is conducting the study. Second is the address portion which indicates which group the particular questionnaire is directed to and also has space for numbering or coding. The third part contains general directions for the questionnaire. Then the questionnaire becomes specific, the first portion dealing with information, communication and interaction questions. The response format is as much forced choice as possible to limit completion time and to provide simpler and more accurate tabulating of responses. The majority of the responses are of a check-off nature, i.e.:

- | | | |
|-------------------------------------|------------|--------|
| 1. Do you meet at least once a year | Yes | () 08 |
| with high school administrators in | Not yearly | () 09 |
| your county (city) to discuss | No | () 10 |
| cooperation in occupational subject | | |
| areas? | | |

Note that, where needed, response provisions are made for answers other than "Yes" and "No". These are also worked into the data format for codification. The far right column on the questionnaire provides the data processing card format for the keypunch operator to follow, thus eliminating an additional coding step and building in better reliability of data transposition. Note also that questions on each of the questionnaires have similar data blocks; this facilitates correlation analysis and

program writing. In the example above, for instance, the "08" data block in all of the questionnaires will contain "Yes" answers.

Where a more lengthy response is required, an underlined blank space is left for a short answer, i.e.:

3. Who Sponsors such meetings? _____ 17

Note that a check block is not provided but that there is room for the key punch operator to indicate that a response was made.

The last part of the questionnaire contains three questions which are the same on all forms. In terms of format, one has multiple response possibilities and is handled like the foregoing, only with a much larger number of check blocks. The last two are free response items and a blank space is provided for any answer the respondent wishes to give. No attempt is made to computer code these free responses.

Questions. The questionnaire is broken into two types--one dealing with articulation attitudes and the other with actual articulative practices. This latter group has three principle subparts which correspond to the three principle aspects of articulation: the information dimension, the communication dimension and the interaction dimension. Each questionnaire attempts to pose questions relating to these areas in a manner relevant to the particular respondent group.

Assessment of information dimension elements involves determining the regular information flow at several levels between counterparts--faculty, counselors, students and administrators. An example is question 5

on the Community College Counseling Staff Questionnaire:

- | | | |
|--|------------|-----|
| 5. Does your community college sponsor an annual Open House or other such activity designed to acquaint area high school students with the college's occupational study opportunities? | Yes | () |
| | Not Yearly | () |
| | No | () |

Communication dimension assessment involves determining counterpart meetings which may be occurring on a regular basis and whether or not there is top-level (Board of Trustees or similar) mandate for cooperative interrelationships. An example is item 5 on the High School Administrative Staff Questionnaire:

- | | | |
|---|-----|-----|
| 5. Is there in your county (city) a set of guidelines or a policy statement which clearly indicates what subject areas are considered high school level and which are considered community college level? | Yes | () |
| | No | () |

Interaction dimension assessment is a results oriented area which stresses determination of whether there are already developed cooperative programs and whether there is joint faculty hiring or joint facilities development. Question 7 on the Community College Administrative Staff Questionnaire is an example:

- | | | |
|--|-----|-----|
| 7. Does your community college recognize high school work completed in occupational studies by granting credit or awarding advanced placement in similar occupational specialty programs at the community college? | Yes | () |
| | No | () |

The format and structure of the articulation attitude questions are similar for all of the areas surveyed. On each questionnaire there is a question which specifically asks the respondent to indicate whom he/she feels should be the initiating agent to encourage articulation.

It is important to determine the attitude of the respondent group as a whole to this question since it may reveal both subtleties about the power structure within a particular political subdivision which may affect articulation and also may identify those leaders whose opinions and activities influence others.

Each questionnaire also contains two open-ended items which are useful for the collection of information which is not directly addressed elsewhere and for allowing the respondent a measure of individuality and detail in his/her response.

18. Please describe below any administrative practices either existing or currently planned for the future at your community college which are designed to promote better relations between the college and its feeder high schools in occupational subject areas.
19. Can you suggest additional administrative practices which you feel could be developed at your college to improve relations between the community college and its feeder high schools in occupational subject areas.

Questionnaire Administration. To the extent possible, questionnaires should be sent directly to an individual whose name is known, rather than to a position, in order to encourage responses. A number of publications are available in each state to assist in this task. Community college catalogs and local contacts in the central district office and in each school division can also assist in determining the names of individuals. Enough questionnaires should be printed to allow for a second mailing to about 40 per cent of each respondent group. A stamped response envelope with return address should be provided.

Each questionnaire should be coded in such a way as to identify the respondent. The coding structure will vary depending upon the nature of the survey population, but it should contain a means to identify the respondents political subdivision, school within the subdivision, the position and level of the school or office. This coding easily permits analyses by counterpart groups and analyses in several modes. It will also assist in determining who has not yet returned a survey and who, therefore, should be sent a follow-up questionnaire.

The following would be a typical code:

1-12-07-15

The first digit represents high school, community college, or county level; the second two digits represent the respondent's position (such as principal or counselor or electronics instructor); the next two digits represent the political subdivision; and the last digits represent the school within that subdivision. If response by sex is desired, or on any other basis, these may also be added.

The coding should be written on each questionnaire distributed and the code structure should be integrated into the data layout format which will be used for processing the information.

Questionnaire Tabulation and Reporting. The organization of the conclusions to be drawn from such a survey vary depending upon the presentation of the data gathered. The format should be readable and supported by verbal description. Appendix B contains some sample tables for reporting the results of questions such as those appearing in Appendix A. Other formats are, of course possible.

It is difficult to provide guidelines for organizing and drawing conclusions from the data gathered. Much would depend upon the responses and the objectives of the study--whether it set out to survey the situation in general or to prove a particular hypothesis. Nevertheless, some guidelines are offered for organizing and reporting the results of the survey.

The obvious should be done first. We need to know what is happening at the present time within the division(s) being surveyed. If there are counterpart meetings or information exchange, we need to know who is involved, who has initiated the activity, and the frequency of the meetings. If there are announced cooperative goals or a Board adopted policy statement mandating articulation, we need to know this. If advanced placement is being granted to students who finish similar vocational programs in high school or if cooperative program planning exists, we need to know the details. In short, there needs to be a summary of current activity--or even more important, current inactivity.

Beyond the facts of articulative activity, lies the realm of attitude. Do people in the region feel that a need for articulation exists; who should be providing the leadership; and where are the problems in leadership?

It will also be helpful if a concise report of the study highlights is available. This might be as brief as two pages. It will quickly provide a summary of major findings for interested persons and will undoubtedly encourage further reading of the larger report.

The results of the survey are important not only to assess the current status of articulation within the region, but primarily to assist regional leadership in identifying areas of emphasis and concern. To determine how to move positively, one must first know whether there is a problem, its magnitude and whether people concerned perceive it as such. Additionally, and especially in an educational environment, we need to encourage the participation of those people concerned, not only to make them aware of the problem and its facets, but also to seek their assistance in solving it.

Establishing awareness prior to problem solution is critical to the success of the next step in improving articulation--the development of the articulation seminar within a specific program. Appendix E in this handbook contains a paper delivered to a particular group during a recent articulation seminar. Serving as an introduction to the seminar, the paper shares with the group the results of the research done in the region prior to the seminar (see also Appendix C, First Day, Morning Session). As such, these summaries of the research determine the climate of the articulation seminar by providing data on local concerns--not generalizations about other areas and other locations.

Whether or not the survey is run formally, the questions contained in the questionnaires in Appendix A should be asked of a representative sample of individuals in the region. One needs a baseline of information to determine the current status of articulation in order to assess changes which should occur as a result of planned activities. (Ideally, too, a questionnaire follow-up should be done after attempts have been made to improve

articulation in order to determine if these activities have been beneficial). In conclusion, the survey determines who is articulating with whom, how often and what is being articulated as well as what guidelines for improving articulation are being established or should be established.

THE ARTICULATION WORKSHOP

We suspect that most articulation surveys reveal that there is a need to do more in the way of articulative activity. There are a number of things which can be done almost immediately to encourage better interactive and communicative relationships. Probably the most important, certainly the most productive, and perhaps the most easily accomplished, is the articulation workshop.

An articulation workshop brings people from different educational levels within the same program area together to discuss common articulative problems, to learn more about the other's program and its goals and to determine a plan for program articulation improvement. Such workshops can be held between high school and community college administrators, counselors, Board members, or faculty members working in the same program area.

Preparation and Participants. Considerable preparation is needed before attempting an articulation workshop. First, of course, the participant group needs to be identified. Several different groups could meet in different locations simultaneously if there were sufficient impetus, but it is best to start with a fairly cohesive and recognizable entity, such as teachers of secretarial science at both the community college and high school. Private school faculties might also be asked to participate. Invitations to the individual participants should only be sent after appropriate administrative clearances are received. This is not only an organizational necessity in order

to achieve participation, but is also an excellent opportunity to solidify or expand to another level of articulative relationship.

The site, date and duration of the articulation workshop can be determined by the appropriate supervisors and deans. Suggestions for timing of such an activity might be during a planned in-service experience which is scheduled during the year, an orientation program which is part of the year's beginning activities, or a special workshop period cooperatively agreed upon.

The workshop can productively last for a day or a day and one-half which should provide adequate time for necessary activities and determining an articulation plan of action. Follow-up is a must if the workshop accomplishments are to be implemented. Often a smaller steering group can be appointed at the original workshop to follow-up and to schedule other activities as needed.

Program. All three dimensions of articulation can be inter-woven into an effectively planned articulation seminar experience. There should be information exchange; there should be face-to-face communication between counterparts; there should be planning for maximization of resource use and solidification of interactive relationships.

A number of different formats might be employed for carrying out the program. Actually, one of the primary objectives of the articulation conference will have been accomplished in many cases just by bringing counterpart individuals together. However, focusing the discussion groups is critical to the outcomes sought.

The articulation seminar program is very straightforward in its organization and approach. Following a socializing coffee hour, the introductions should set the tone of a meeting between equals with common concerns --not a meeting where one group attempts to dominate the other. The agenda should be outlined for clarity and to diminish any timing problems. A welcome address or addresses should be given by a high official(s) involved with the stimulation of articulation. This concludes the more ceremonial aspect of the program.

The next important step is outlining the seminar objectives. The objectives for one seminar, discussed in detail in the next section and appearing in Appendix D, speak to the reasons why the seminar is being held and the outcomes sought. These objectives can be inter-woven with or separate from the keynote speech and an overview of the relevant research. This is the point at which the results of the articulation survey are shared. Together, the survey results, the objectives of the seminar and the keynote address set the substantive stage for what is to come.

Following this point are three other brief presentations which are important to clarifying informational elements. Two of the three are from the community college perspective, not because of any superiority, but because it is the college who is the recipient agency and because high school staff have not been as well informed in many cases about the college as the college staff has about the high school.

One of these presentations is an overview of career education at the community college level, focusing on the purposes of college-level career

education, some of the objectives of specific program(s) and the philosophy of the college regarding the career ladder concept. It is here that the college will set the stage for understanding by high school level personnel of its purpose and practices in general and in specific program(s).

The second college presentation is specific to the admission requirements of the college. This presentation speaks to the availability (or not) of advanced placement or other programs designed to credit the student for prior knowledge and skills. It also is specific to the screening/testing procedures utilized and other procedural matters.

The third presentation can best be done by an impartial source, such as someone from a public employment agency. It deals with the job opportunities for graduates of vocational programs and differences in job opportunities between educational levels. What should be covered here is the real difference from an employers point-of-view between completion of a high school versus a community college program in a particular occupational specialty. The results can be most revealing either if community college graduates actually do earn more and have a higher employment level and better prospects, or, if they do not.

Following these informational presentations are three workshops. Each is designed to delve deeper into real articulation concerns. These are face-to-face workshops designed to foster close discussion as well as to encourage the counterparts in particular program areas to get to know each other better.

The first workshop session is informational in orientation. It includes a discussion of what objectives each level has for its own programs, what the curriculums look like and how they evolved and what options are available to students in these programs. This would also be an excellent opportunity to discover what the similarities and differences are between programs at these levels.

The second workshop session completes the information exchange process and focuses on concerns which the first session may have raised.

The third session is an attempt to synthesize program objectives, recognizing differences as well as similarities. While it will be unlikely that substantive and final decisions can be made at this session without a thorough follow-up, a start can be made to draw together some basic plans for action. This is the creative part of the program because it involves people who are affected by the decisions and plans made. While bureaucracy may demand several levels of decision-making prior to adoption of far-reaching change, this third session yields immediate benefits to participants as they outline an agreed upon course of action. However, interchange between faculties with occupational competencies and currency in their field will lead to better classroom results regardless of administrative machinations.

The concluding phase of the seminar involves presentations by the various group leaders on their recommendations, questions and clarifications from the floor, and an attempt by the seminar leaders to

synthesize the discussion into a plan for action in the coming months. A prototype program for the entire seminar is attached as Appendix C.

Objectives As in instructional matters, a set of objectives should be developed prior to the conference and should be used both to share with participants at the beginning of the seminar and as a means of assessing accomplishments. The first time around, many persons will assume that a larger number of objectives can be accomplished than is possible. A few trials will allow the setting of reasonable objectives, which can be stated in behavioral terms and can be measured. A sample set of objectives for a first conference can be found in Appendix D.

Summary and Follow-Up Each conference should be summarized in a concluding session. The purpose of the session is to draw together the many ideas and solutions resulting from the seminar into some cohesive direction which will affect articulation positively. This may seem to be an oversimplification, but it is extremely important that those who came and participated feel that they have made some progress, that they have resolved some issues, that they have made some progress toward resolving some issues, that they have come to a better understanding of articulation, and that they have made progress toward solving what they perceive to be real problems.

Follow-up is also important. A written summary of the conference should follow the actual meetings within two weeks. This summary should include the salient points of agreement and some indication of future direction. If dates and second stage target objectives can

be fixed by the leadership, these too should appear. Also included should be a roster of participants and copies of any joint resolutions or policy statements which were adopted or recommended at the conference.

Articulation seminar follow-up is as important as the research which precedes it and the seminar itself. Follow-up can make a critical difference in actually achieving the seminar recommendations and in making a workable articulation program part of the on-going concern of those affected by it. This is the area which requires the best skills of administration and personnel management. It is also the area which, through inattention, leads to frustration and stagnation of articulative activity.

The conference cannot determine the specifics of articulation activities. The directions and plans which result from the conference must be followed-up with subsequent meetings between appropriate counterparts both at the administrative/counseling and instructional levels. Further indepth analysis of needs may be required of current activities on both levels. Students need to be surveyed regarding their aspirations and desires. Course by course analyses need to be undertaken to determine where objectives overlap appropriately and where they do not. Specific policies regarding advanced placement or pre-registration in college courses for those continuing in the same or related programs need to be developed and disseminated.

The objectives of the follow-up period are to maintain the momentum toward specific articulative activities and to achieve program

articulation which results in improved transfer between the high school and community college in specific career fields.

Leadership Articulation seminar leadership may be handled in a number of ways. All involve one sine qua non--there must be individuals in the community college and high schools who are dissatisfied with the current status of relationships and who feel that they can be improved through cooperative, coordinated action.

While one agency can provide leadership, there is some question whether this is the best approach. Management theorists have long recognized the difficulties in achieving positive response where there are status concerns evident. And there are some community college-high school regions where community college people are perceived as haughty and/or where high school personnel are perceived as lower status or disinterested in the continuing education of occupational students.

The most positive form, therefore, that articulation leadership can assume is a coordinated effort right from the beginning. Such an effort should involve similar status individuals, if possible (though we realize that few will agree on this): Presidents and School Superintendents, Directors and Deans, Supervisors and Division Chairmen, etc. If counterpart status individuals are involved and are knowledgeable about articulation and the objectives they wish to achieve, the probabilities of success are greater.

Of course, since all organizations are political hierarchies, it is important to get the sanction of top leaders at the outset, even where

the actual program will be carried out by individuals at a lower echelon. In fact, and as noted elsewhere, a joint Board of Trustees-Board of Education mandate for articulation is a powerful tool in setting the stage for effective articulative relationships, especially if a joint resolution or policy statement has been adopted toward this end.

Consultants can be employed to take actual leadership of the articulation program if desired, or to provide input in the developmental stages of articulation activities. The employment of consultants has two principal advantages: first, they should have had experience in one or more phases of articulation activity and be knowledgeable about the questions which need asking and the data needed to be gathered; second, they can be more candid in their questioning and unbiased in their evaluation since they are not permanently employed by either faction. This "scapegoat" quality is occasionally important where there are frictions between educational levels.

The conventional wisdom about a consultant, however, still holds--they are individuals whom you pay to tell you something which you basically knew, who sometimes make unpopular or difficult recommendations and leave you responsible for implementation. At best, consulting help should be used to initiate articulation efforts and not as a substitute for development of articulation leaders within the region. Consistency of response and follow through demands such a local competency approach.

ARTICULATION ACTIVITIES

As previously noted, there are three principal aspects of the articulation program: the information dimension, the communication dimension, and the interaction dimension. Suggested procedures for improving each are noted below.

Improving Information Dimension Elements

The following points are directed toward improving the component processes of the Information Dimension.

1. *Inform Faculty.* An informed faculty is one of the key elements in a program of regular articulation. While inter-visitation and regular counterpart meetings are prime opportunities to exchange information, these activities are not able alone to convey all changes in programs, requirements, personnel and objectives. Because faculty are involved in program development and because they are in a prime position to positively influence students to continue their education, it is especially necessary that regular informative channels be developed and utilized.

The open and operative channels of informative transmission often used by counselors are not adequate for keeping teaching faculties up-to-date with important information, such as special community college admissions requirements for specific programs. It is essential that lines of communication and information exchange between high school and community college occupational faculty become more formalized and operate independently of those utilized by counseling staffs.

2. *Inform Students.* The impact of an informed high school faculty is to transmit to students information about and positive attitudes towards continuation in community college programs. Students often need more information, however, than can be provided by this means alone. Thus, high school and community college need to involve themselves in efforts to reach all students with information about occupational study opportunities.

The first step in this process should be the Open House and College Night type of activity geared to transmit information in an easy, unburdensome manner. For the high school, the College Night offers an excellent opportunity to cement relations with local colleges, as well as create an atmosphere in which students may sample a spectrum of collegiate opportunities. For the community college, the Open House is an ideal occasion to break the articulation ice by inviting counterpart staff as well as students to visit the college and become aware of its programs, services, personnel and facilities.

The next step in this process should involve visitations to area high schools by community college admissions staff and occupational faculty, deployment of informative displays in places where high school students congregate and, perhaps, informative media presentations on television, radio or in local movie theatres. This entire information area is one in which considerable initiative is required and in which there are any number of innovative possibilities.

3. *Involve Parents.* Articulation involves professionals in counterpart interactions, communications and information transmission. This

information process, as well as the communicative and interactive ones, involves students as both givers of information and as recipients. It is in the last regard that involving another group (parents) is suggested.

There are sufficient indications that parents of high school age youth are involved in their child's decision to attend college. It behooves the high school and community college, therefore, to make some special efforts to reach the parents of students who are enrolled in high school occupational programs, to inform them of the occupational study opportunities available at the community college and of the benefits of continuation of their formal education. This plan element enhances the informative process and acts as reinforcement of informative elements and activities carried on during school hours.

Improving Communication Dimension Elements The fact that there are only two elements to the plan suggested for improvement of the communication dimension processes belies their importance to the total articulation process. Both are essential steps in any effective articulation plan.

4. *Confirmed Board Mandate.* An indispensable early step in improving articulation requires that the mandate for cooperation in occupational education, generally agreed to be extant, be translated into a set of guidelines and/or a policy statement which expresses the agreement of involved individuals regarding the roles and responsibilities of each. This translation process necessarily involves face-to-face communication and the development of understanding by the participants of counterpart attitudes and plans. Thus, this step is both a means and an end in itself.

To make its value complete, the Board of Trustees/Board of Education policy statement and/or guidelines need to be widely circulated, discussed by other counterpart groups and revised as needed.

5. *Arrange Counterpart Meetings.* If, as Dr. Norman Harris has suggested, the face-to-face process is the sine qua non in the development of understanding and hence, articulation, the most important communicative step which needs to be taken is the assurance that counterpart individuals on all levels--college, high school, and county--be involved in regularly scheduled, at least annual, meetings. While guest speakers and state-level staff will enhance the scope of such contacts, the primary purpose of these meetings is the opportunity for counterparts to react to one another, to share ideas and inadequacies, and to plan for cooperative, articulative processes.

Such counterpart meetings should extend, as well, to the students at the high school and community college. While these student meetings will most likely center about the transmission of information about college studies and atmosphere, they serve a dual purpose. Beside offering a "peer-eye view" of the local college, college students can convey to high school students a more meaningful understanding of the real opportunities and advantages of continuing their education.

Improving Interaction Dimension Elements Because articulation necessarily involves a number of daily interactions which perpetuate the process, the plan includes a large number of elements related to this dimension.

6. *Arrange Counterpart Interaction.* Capitalizing upon the opportunity offered by regular communicative meetings, the next logical step is the development of a regular program of intervisitation between staffs at all levels.

Counselors benefit from the contact with one another as it enhances their communications and the development of real understanding of program goals. Administrators on all levels benefit from a regular opportunity to divorce themselves from the "big picture" and come to a more personal understanding of the people and programs which constitute that broader perspective. And faculty, perhaps most important, can develop a comprehension of the physical limits and behavioral objectives of counterpart programs.

7. *Maximize Resource Utilization.* The cooperative interactions which lead to maximum effective utilization of time, talents and resources are very much a part of effective articulation. This maximizing process involves making best use of specialized occupational facilities, joint appointment of specialized faculty where appropriate and the flexible scheduling of specialized facilities. Each county or college district should strive to develop a structure which permits and, consciously strives to avoid duplication and waste of financial resources, while it encourages the kinds of positive interrelations which benefit the articulative process.

In some smaller community college districts, this may mean planning for and sharing an occupational studies center; or it may mean hiring faculty in certain specialties who teach both high school and college level students; or it may mean scheduling an existing specialized facility located on high school or college campus or in the community so that both might

make use of it. While rapidly expanding counties may quickly outgrow facilities designed for use by both high school and community college, and while increasing numbers of occupational programs may make it administratively more expedient to separate facilities and staffs, an effective plan for improving articulation cannot but help note a number of situations in which maximization of resources in the ways noted above might significantly aid in articulation. The process of maximization cannot help but expose high school and college students and staffs to each other. Such exposure makes it easier to implement communicative contacts, to transmit information and to provide the opportunity for intervisitation.

8. *Encourage Student Observation.* A number of means for increasing students' awareness of the occupational study opportunities available at the local community college have already been noted. Reinforcement of this awareness should be accomplished through a regular program in which high school students observe community college classes in operation. This activity has the dual benefit of visitation, with its increase in the degree of understanding of programs, and reinforcement through physical involvement with other students--either directly or indirectly--in learning.

9. *Clarify Credit and Advanced Standing.* In much the same way, it is crucial for faculty to be conversant with any special admissions requirements into community college career programs. There is a need for high school faculty, counselors, and administrators to be apprised of the community college's policy on granting credit or advanced standing on the basis of high school level vocational coursework. The clarification of the college's position in this area represents an excellent opportunity

to establish yet another liaison with faculty in determining evaluative measures of the specific studies, involving counseling staffs in the process of testing and communication to students, and including administrators in the policy decision relative to the extent of allowable credit.

Decisions regarding the credit and advanced standing policy need to be made for cooperative program development to be successful. Yet the policy is important even when no such cooperative (two-plus-two) program exists. An advanced standing policy should be implemented as soon as possible since it requires specifying course and program objectives which often need clarification and communication.

10. *Cooperatively Develop Programs.* Regular Information transmission, communications through meetings, and interaction through intervisitation provide the climate in which faculty may cooperate in the development of occupational programs. The cooperative planning of programs which span the last two years of high school and the two community college years is articulation of the highest order because it involves activities which directly benefit students by aiding their transitions between the two educational levels. Cooperatively developed programs eliminate duplication and overlap in coursework, and provide the opportunity for high school students to prepare for work entry, if that is their goal, while not penalizing those who may wish to continue their studies at the local community college.

Much like the policy statement formulation process, the cooperative development of programs is a means as well as an end. Effective curriculum development brings counterpart individuals together to discuss goals and

instructional strategies, forces them to come to an understanding of what is currently being done and what the problems are, and unites them through a sense of shared purpose. This bond can do much to alleviate any negative attitudes towards current high school or community college vocational preparation held by faculty at the other level.

The point should be made that while articulative programs are most easily developed in a situation where neither level has offered the program before, it is quite possible to redevelop an effectively cooperative program from two which have developed independently.

One of the most difficult problems in effecting change of any kind is overcoming the two forces of inertia and ownership. Inertia is the natural tendency of individuals to leave things alone unless blatantly detrimental; why change a curriculum which seems to be doing its appointed job and has been doing so for a number of years? Ownership is the natural tendency not to want to give up anything which one perceives as belonging to their particular program by virtue of its historical placement or development in that program. But change is possible!

At the very minimum, high school students who are completing a technical program could be tested by the community college faculty using the same tests given as final examinations in their similar courses. Areas of overlap in course material would be identified and this information could be used to avoid duplicated subject matter for those vocational high school students continuing in the community college program.

A more sophisticated approach would involve sharing course objectives and designing a grading system (perhaps by module) which would reflect knowledge gained. Thus, testing for advanced credit would not be required; the high school grade would serve the same purpose.

Credit for advanced standing should be clarified and established without delay. The minimum process costs almost nothing, involves the least change and provides a truly positive benefit to the student.

To develop an articulated program from an already established program may require special funding to enable appropriate groups of individuals to work together over a prolonged period of time. The costs of cooperative program development will need to cover such areas as: released time for faculty to work together on objectives and other elements, facilities development for joint programming, the employment of counselors who have as one of their principal objectives better information transmission, the use of consultants to assist staff in clarifying objectives and plans, and the financing of articulation seminars, research and follow-up programs. The most effective means of funding will probably be a combination of local, state, and federal resources. The local funds might come from operating budgets and other special revenues assigned by Boards in concert with their mandate for articulation. State and federal funds may come through local vocational education funds or special research and demonstration funds which will vary state by state.

The elements of the dimensions of articulation noted above can be employed by any community college to improve its relationship with feeder high schools. Certain elements or steps are well known and currently utilized; others will be new to some. Yet as a group, these ten steps have in the past proven their worth in developing better articulation. Try them; you'll like their effects!

APPENDIX A

QUESTIONNAIRES

maryland articulation research study

post office box 3273 catonsville, maryland 21228

COMMUNITY COLLEGE ADMINISTRATIVE STAFF

QUESTIONNAIRE NO. _____

Please check the appropriate answer box next to each question. The extreme right hand column is for data processing purposes and should not be marked.

In the first group of questions, Yes indicates that a particular practice is followed yearly. Not Yearly indicates that a practice has been followed, but is not an annual occurrence. No indicates that a practice is not followed.

- | | | | | |
|--|--|------------|--------------------------|----|
| 1. | Do you meet at least once a year with high school administrators in your county (city) to discuss cooperation in occupational subject areas? | Yes | <input type="checkbox"/> | 08 |
| | | Not Yearly | <input type="checkbox"/> | 09 |
| | | No | <input type="checkbox"/> | 10 |
| 2. | Do you visit local high school occupational programs in operation to observe instruction and assess the implications of the instructional offering for programs at your community college? | Yes | <input type="checkbox"/> | 11 |
| | | Not Yearly | <input type="checkbox"/> | 12 |
| | | No | <input type="checkbox"/> | 13 |
| 3. | Do you attend annual, state-wide or regional meetings of administrators to discuss matters pertinent to relations between occupational programs at the high school and community college? | Yes | <input type="checkbox"/> | 14 |
| | | Not Yearly | <input type="checkbox"/> | 15 |
| | | No | <input type="checkbox"/> | 16 |
| | Who sponsors such meetings? _____ | | | 17 |
| 4. | Does your college's public relations program include efforts specifically directed at making the public aware of community college occupational study opportunities? | Yes | <input type="checkbox"/> | 18 |
| | | Not Yearly | <input type="checkbox"/> | 19 |
| | | No | <input type="checkbox"/> | 20 |
| In the following questions, <u>Yes</u> indicates that a particular practice has been followed at some time. <u>No</u> indicates that a practice has never been followed? | | | | |
| 5. | Has your community college been involved in discussions with the local high schools regarding the development of four-year occupational programs which would include basic preparation in the last two years of high school and specialized work continued at the community college? | Yes | <input type="checkbox"/> | 21 |
| | | No | <input type="checkbox"/> | 22 |
| 6. | Is there in your county (city) a set of guidelines or a policy statement which clearly indicates what subject areas are considered high school level and which are considered community college level? | Yes | <input type="checkbox"/> | 23 |
| | | No | <input type="checkbox"/> | 24 |
| 7. | Does your community college recognize high school work completed in occupational studies by granting credit or awarding advanced placement in similar occupational specialty programs at the community college? | Yes | <input type="checkbox"/> | 25 |
| | | No | <input type="checkbox"/> | 26 |
| 8. | Does your community college offer an occupational program which is designed to prepare graduates for employment at a level similar to that prepared for by a program at a local high school or area vocational/technical school? | Yes | <input type="checkbox"/> | 27 |
| | | No | <input type="checkbox"/> | 28 |
| 9. | Do you have on your campus a specialized occupational facility which is used by high school vocational students as well as by community college occupational students? | Yes | <input type="checkbox"/> | 29 |
| | | No | <input type="checkbox"/> | 30 |
| | If No, is such a specialized joint-use facility planned? | Yes | <input type="checkbox"/> | 31 |
| | | No | <input type="checkbox"/> | 32 |
| 10. | Do your occupational program students visit and/or use specialized facilities located at a county (city) high school or area vocational/technical school? | Yes | <input type="checkbox"/> | 33 |
| | | No | <input type="checkbox"/> | 34 |
| 11. | Does your community college and the local school system jointly appoint faculty members in highly specialized occupational subject areas? | Yes | <input type="checkbox"/> | 35 |
| | | No | <input type="checkbox"/> | 36 |

- | | | |
|---|--------------------------------------|----|
| 12. If your county (city) has a specialized occupational facility used jointly by high school and community college students, is the administrator of the facility jointly appointed and jointly responsible? | Yes <input type="checkbox"/> | 37 |
| | No <input type="checkbox"/> | 38 |
| | Not Applic. <input type="checkbox"/> | 39 |
| If No, to whom is he responsible? _____ | | 40 |
| 13. Has the Board of Trustees asked that your community college work with the local high schools to inform and motivate vocational students to continue their education in their occupational specialty at the college? | Yes <input type="checkbox"/> | 41 |
| | No <input type="checkbox"/> | 42 |

In the following questions, your opinion is requested on several topics. A Yes answer indicates agreement with the statement of the question. A No indicates disagreement with the statement of the question. A Don't Know indicates that you are unsure or that you have no opinion. If you wish to qualify a Yes or No answer, please use extra pages.

- | | | |
|--|-------------------------------------|----|
| 14. Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years? | Yes <input type="checkbox"/> | 43 |
| | No <input type="checkbox"/> | 44 |
| | Don't Know <input type="checkbox"/> | 45 |
| If Yes, do you feel that high schools should teach only the basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula? | Yes <input type="checkbox"/> | 46 |
| | No <input type="checkbox"/> | 47 |
| | Don't Know <input type="checkbox"/> | 48 |
| 15. Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their specialty at the community college as well as to immediately enter the labor force? | Yes <input type="checkbox"/> | 49 |
| | No <input type="checkbox"/> | 50 |
| | Don't Know <input type="checkbox"/> | 51 |
| 16. Do you feel that high school vocational programs provide the type of preparation needed by a student to succeed in a community college occupational program? | Yes <input type="checkbox"/> | 52 |
| | No <input type="checkbox"/> | 53 |
| | Don't Know <input type="checkbox"/> | 54 |
| 17. Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education? (Check all which apply) | | |
| The Local Board of Trustees/Board of Education | <input type="checkbox"/> | 55 |
| A Specially Constituted <u>Local</u> Articulation Committee | <input type="checkbox"/> | 56 |
| The Maryland Vocational Association | <input type="checkbox"/> | 57 |
| The State Superintendent of Schools | <input type="checkbox"/> | 58 |
| The Maryland Association of Junior Colleges | <input type="checkbox"/> | 59 |
| The Maryland State Board for Community Colleges | <input type="checkbox"/> | 60 |
| The Assistant Superintendent for Voactional Education | <input type="checkbox"/> | 61 |
| A Specially Constituted <u>State</u> Articulation Committee | <input type="checkbox"/> | 62 |
| Local High School and Community College faculty | <input type="checkbox"/> | 63 |
| Local High School and Community College Administrators | <input type="checkbox"/> | 64 |
| National Professional Associations (ECPD, NLN, etc.) | <input type="checkbox"/> | 65 |
| Other (please specify) | <input type="checkbox"/> | 66 |

18. Please describe below any administrative practices either existing or currently planned for the future at your community college which are designed to promote better relations between the college and its feeder high schools in occupational subject areas. (Use extra pages if needed.)

19. Can you suggest additional administrative practices which you feel could be developed at your college to improve relations between the community college and its feeder high schools in occupational subject areas. (Use additional pages if needed.)

 Thank you for taking time to reply to this research study. Please enclose with your reply any descriptive material pertinent to important and innovative features of your administrative and/or articulative practices.

maryland articulation research study

post office box 3273 catonsville, maryland 21228

HIGH SCHOOL ADMINISTRATIVE STAFF

QUESTIONNAIRE NO. _____

Please check the appropriate answer box next to each question. The extreme right hand column is for data processing purposes and should not be marked.

In the first group of questions, Yes indicates that a particular practice is followed yearly. Not Yearly indicates that a practice has been followed, but is not an annual occurrence. No indicates that a practice is not followed.

- | | | | |
|--|------------|--------------------------|----|
| 1. Do you meet at least once a year with community college administrators in your county (city) to discuss cooperation in occupational subject areas? | Yes | <input type="checkbox"/> | 08 |
| | Not Yearly | <input type="checkbox"/> | 09 |
| | No | <input type="checkbox"/> | 10 |
| 2. Do you visit occupational programs in operation at the local community college to observe instruction and assess the implications of the instructional offering for programs at your high school? | Yes | <input type="checkbox"/> | 11 |
| | Not Yearly | <input type="checkbox"/> | 12 |
| | No | <input type="checkbox"/> | 13 |
| 3. Do you attend annual, state-wide or regional meetings of administrators to discuss matters pertinent to relations between occupational programs at the high school and community college? | Yes | <input type="checkbox"/> | 14 |
| | Not Yearly | <input type="checkbox"/> | 15 |
| | No | <input type="checkbox"/> | 16 |
| Who sponsors such meetings? _____ | | | 17 |

In the following questions, Yes indicates that a particular practice has been followed at some time. No indicates that a practice has never been followed.

- | | | | |
|--|-----|--------------------------|----|
| 4. Has your high school been involved in discussions with the local community college regarding the development of four-year occupational programs which would include basic preparation in the last two years of high school and specialized work continued at the community college? | Yes | <input type="checkbox"/> | 21 |
| | No | <input type="checkbox"/> | 22 |
| 5. Is there in your county (city) a set of guidelines or a policy statement which clearly indicates what subject areas are considered high school level and which are considered community college level? | Yes | <input type="checkbox"/> | 23 |
| | No | <input type="checkbox"/> | 24 |
| 6. Are the occupational programs in your high school designed so that students who may wish to continue at the community college in similar area occupational programs will be awarded advanced standing or granted A.A. degree credit? | Yes | <input type="checkbox"/> | 25 |
| | No | <input type="checkbox"/> | 26 |
| 7. Does your high school offer an occupational program which is designed to prepare graduates for employment at a level similar to that prepared for by a program at the local community college? | Yes | <input type="checkbox"/> | 27 |
| | No | <input type="checkbox"/> | 28 |
| 8. Do you have on your school grounds a specialized occupational facility which is used by community college occupational program students as well as by high school vocational curriculum students? | Yes | <input type="checkbox"/> | 29 |
| | No | <input type="checkbox"/> | 30 |
| If No, is such a specialized joint-use facility planned? | Yes | <input type="checkbox"/> | 31 |
| | No | <input type="checkbox"/> | 32 |
| 9. Do your vocational program students visit and/or use specialized occupational facilities located on the community college campus? | Yes | <input type="checkbox"/> | 33 |
| | No | <input type="checkbox"/> | 34 |
| 10. Does your high school and the local community college jointly appoint faculty members in highly specialized occupational subject areas? | Yes | <input type="checkbox"/> | 35 |
| | No | <input type="checkbox"/> | 36 |

Please continue on the reverse side.

11. If your county (city) has a specialized occupational facility used jointly by high school and community college students, is the administrator of the facility jointly appointed and jointly responsible?	Yes	<input type="checkbox"/>	37
	No	<input type="checkbox"/>	38
	Not Applic.	<input type="checkbox"/>	39
If No, to whom is he responsible? _____			40
12. Has your Board of Education asked that your high school work with the local community college to inform and motivate vocational students to continue their education in their occupational specialty at the college?	Yes	<input type="checkbox"/>	41
	No	<input type="checkbox"/>	42

In the following questions, your opinion is requested on several topics. A Yes answer indicates agreement with the statement of the question. A No indicates disagreement with the statement of the question. A Don't Know indicates that you are unsure or that you have no opinion. If you wish to qualify a Yes or No answer, please use extra pages.

13. Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years?	Yes	<input type="checkbox"/>	43
	No	<input type="checkbox"/>	44
	Don't Know	<input type="checkbox"/>	45
If Yes, do you feel that high schools should teach only the basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula?			
	Yes	<input type="checkbox"/>	46
	No	<input type="checkbox"/>	47
	Don't Know	<input type="checkbox"/>	48
14. Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their specialty at the community college as well as to immediately enter the labor force?	Yes	<input type="checkbox"/>	49
	No	<input type="checkbox"/>	50
	Don't Know	<input type="checkbox"/>	51
15. Do you feel that high school vocational programs provide the type of preparation needed by a student to succeed in a community college occupational program?	Yes	<input type="checkbox"/>	52
	No	<input type="checkbox"/>	53
	Don't Know	<input type="checkbox"/>	54

16. Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education? (Check all which apply)

The Local Board of Trustees/ Board of Education.....	<input type="checkbox"/>	55
A Specially Constituted <u>Local</u> Articulation Committee	<input type="checkbox"/>	56
The Maryland Vocational Association	<input type="checkbox"/>	57
The State Superintendent of Schools	<input type="checkbox"/>	58
The Maryland Association of Junior Colleges	<input type="checkbox"/>	59
The Maryland State Board of Community Colleges	<input type="checkbox"/>	60
The Assistant Superintendent for Voactional Education	<input type="checkbox"/>	61
A Specially Constituted <u>State</u> Articulation Committee	<input type="checkbox"/>	62
Local High School and Community College Faculty	<input type="checkbox"/>	63
Local High School and Community College Administrators	<input type="checkbox"/>	64
National Professional Associations (ECPD, NLN, etc.)	<input type="checkbox"/>	65
Other (please specify)	<input type="checkbox"/>	66

17. Please describe below any administrative practices either existing or currently planned for the future at your high school which are designed to promote better relations between your high school and the local community college in occupational subject areas. (Use extra pages if needed.)

18. Can you suggest additional administrative practices which you feel could be developed at your high school to improve the relations between the high school and the local community college in occupational subject areas. (Use additional pages if needed.)

 Thank you for taking time to reply to this research study. Please enclose with your reply any descriptive material pertinent to important and innovative features of your administrative and/or articulative practices.

maryland articulation research study

post office box 3273 catonsville, maryland 21228

COMMUNITY COLLEGE COUNSELING STAFF

QUESTIONNAIRE NO. _____

Please check the appropriate answer box next to each question. The extreme right hand column is for data processing purposes and should not be marked.

In the first group of questions, Yes indicates that a particular practice is followed yearly. Not Yearly indicates that a practice has been followed, but is not an annual occurrence. No indicates that a practice is not followed.

- | | | | | |
|----|---|------------|--------------------------|----|
| 1. | Do you meet at least once a year with high school counselors to discuss entrance requirements, new occupational offerings, and other matters of mutual concern? | Yes | <input type="checkbox"/> | 08 |
| | | Not Yearly | <input type="checkbox"/> | 09 |
| | | No | <input type="checkbox"/> | 10 |
| 2. | Do you visit counselors and occupational programs in operation at the local high schools to observe instruction and assess the preparation of potential entrants into the occupational programs at the community college? | Yes | <input type="checkbox"/> | 11 |
| | | Not Yearly | <input type="checkbox"/> | 12 |
| | | No | <input type="checkbox"/> | 13 |
| 3. | Do you attend annual, state-wide or regional meetings of counselors to discuss matters pertinent to relationships between high school and community college occupational programs? | Yes | <input type="checkbox"/> | 14 |
| | | Not Yearly | <input type="checkbox"/> | 15 |
| | | No | <input type="checkbox"/> | 16 |
| | Who sponsors such meetings? _____ | | | 17 |
| 4. | Does your community college provide occupational students from the local high schools with scheduled opportunities to meet with community college students who are studying in the same occupational specialty area? | Yes | <input type="checkbox"/> | 18 |
| | | Not Yearly | <input type="checkbox"/> | 19 |
| | | No | <input type="checkbox"/> | 20 |
| 5. | Does your community college sponsor an annual Open House or other such activity designed to acquaint area high school students with the college's occupational study opportunities? | Yes | <input type="checkbox"/> | 21 |
| | | Not Yearly | <input type="checkbox"/> | 22 |
| | | No | <input type="checkbox"/> | 23 |
| 6. | Does your community college provide occupational students from the local high schools with scheduled opportunities to observe community college classes in operation in their occupational specialty area? | Yes | <input type="checkbox"/> | 24 |
| | | Not Yearly | <input type="checkbox"/> | 25 |
| | | No | <input type="checkbox"/> | 26 |
| 7. | Does your community college contact parents of local high school occupational students to let them know of the opportunities for study in the community college's career programs? | Yes | <input type="checkbox"/> | 27 |
| | | Not Yearly | <input type="checkbox"/> | 28 |
| | | No | <input type="checkbox"/> | 29 |

In the following questions, Yes indicates that a particular practice has been followed at some time. No indicates that a practice has never been followed.

- | | | | | |
|----|--|-----|--------------------------|----|
| 8. | Does your community college communicate any special admissions requirements for occupational programs to the local high schools far enough in advance so that high school students who may wish to continue their education in their occupational specialty at the college are aware of them and may take appropriate high school courses? | Yes | <input type="checkbox"/> | 30 |
| | | No | <input type="checkbox"/> | 31 |
| 9. | Does your community college have established lines and means of communications with the counselors at local high schools (e.g. newsletters, visits by admissions staff, designated occupational program contact persons, etc.)? | Yes | <input type="checkbox"/> | 32 |
| | | No | <input type="checkbox"/> | 33 |
| | If Yes, please describe them below. | | | 34 |

Please continue on the reverse side.

In the following questions, your opinion is requested on several topics. A Yes answer indicates agreement with the statement of the question. A No indicates disagreement with the statement of the question. Don't Know indicates that you are unsure or that you have no opinion. If you wish to qualify a Yes or No answer, please use extra pages.

- | | | |
|---|-------------------------------------|----|
| 10. Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years? | Yes <input type="checkbox"/> | 43 |
| | No <input type="checkbox"/> | 44 |
| | Don't Know <input type="checkbox"/> | 45 |
| If Yes, do you feel that high schools should teach only the basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula? | Yes <input type="checkbox"/> | 46 |
| | No <input type="checkbox"/> | 47 |
| | Don't Know <input type="checkbox"/> | 48 |
| 11. Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their specialty at the community college as well as to immediately enter the labor force? | Yes <input type="checkbox"/> | 49 |
| | No <input type="checkbox"/> | 50 |
| | Don't Know <input type="checkbox"/> | 51 |
| 12. Do you feel that high school vocational programs provide the type of preparation needed by a student to succeed in a community college occupational program? | Yes <input type="checkbox"/> | 52 |
| | No <input type="checkbox"/> | 53 |
| | Don't Know <input type="checkbox"/> | 54 |
| 13. Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education? (Please check all which apply.) | | |
| The Local Board of Trustees/ Board of Education | <input type="checkbox"/> | 55 |
| A Specially Constituted <u>Local</u> Articulation Committee | <input type="checkbox"/> | 56 |
| The Maryland Vocational Association | <input type="checkbox"/> | 57 |
| The State Superintendent of Schools | <input type="checkbox"/> | 58 |
| The Maryland Association of Junior Colleges | <input type="checkbox"/> | 59 |
| The Maryland State Board for Community Colleges | <input type="checkbox"/> | 60 |
| The Assistant Superintendent for Vocational Education | <input type="checkbox"/> | 61 |
| A Specially Constituted <u>State</u> Articulation Committee | <input type="checkbox"/> | 62 |
| Local High School and Community College Faculty | <input type="checkbox"/> | 63 |
| Local High School and Community College Administrators | <input type="checkbox"/> | 64 |
| National Professional Associations (ECPD, NLN, etc.) | <input type="checkbox"/> | 65 |
| Other (please specify) _____ | <input type="checkbox"/> | 66 |
| 14. Please describe below any counseling practices either <u>existing</u> or <u>currently planned</u> for the future at your community college which are designed to promote better relations between the college and its feeder high schools in occupational subject areas. (Use extra pages if needed.) | | |
| 15. Can you suggest <u>additional counseling practices</u> which you feel <u>could be developed</u> at your college to improve relations between the community college and its feeder high schools in occupational subject areas. (Use additional pages if needed.) | | |

 Thank you for taking time to reply to this research study. Please enclose with your reply any descriptive material pertinent to important and innovative features of your counseling and/or articulative programs and practices.

48

maryland articulation research study

post office box 3273 catonsville, maryland 21228

HIGH SCHOOL COUNSELING STAFF

QUESTIONNAIRE NO. _____

Please check the appropriate answer box next to each question. The extreme right hand column is for data processing purposes and should not be marked.

In the first group of questions, Yes indicates that a particular practice is followed yearly. Not Yearly indicates that a practice has been followed, but is not an annual occurrence. No indicates that a practice is not followed.

- | | | | | |
|----|--|------------|--------------------------|----|
| 1. | Do you meet at least once a year with community college counselors to discuss college entrance requirements, new occupational offerings, and other matters of mutual concern? | Yes | <input type="checkbox"/> | 08 |
| | | Not Yearly | <input type="checkbox"/> | 09 |
| | | No | <input type="checkbox"/> | 10 |
| 2. | Do you visit counselors and occupational programs in operation at the community college to observe instruction and assess the preparation needed by potential entrants into the community college's occupational programs? | Yes | <input type="checkbox"/> | 11 |
| | | Not Yearly | <input type="checkbox"/> | 12 |
| | | No | <input type="checkbox"/> | 13 |
| 3. | Do you attend annual, state-wide or regional meetings of counselors to discuss matters pertinent to relationships between high school and community college occupational programs? | Yes | <input type="checkbox"/> | 14 |
| | | Not Yearly | <input type="checkbox"/> | 15 |
| | | No | <input type="checkbox"/> | 16 |
| | Who sponsors such meetings? _____ | | | 17 |
| 4. | Does your high school provide its vocational students with scheduled opportunities to meet with community college students studying in the same occupational specialty area? | Yes | <input type="checkbox"/> | 18 |
| | | Not Yearly | <input type="checkbox"/> | 19 |
| | | No | <input type="checkbox"/> | 20 |
| 5. | Does your high school sponsor an annual College Night or other such activity designed to acquaint high school students with the community college's occupational study opportunities? | Yes | <input type="checkbox"/> | 21 |
| | | Not Yearly | <input type="checkbox"/> | 22 |
| | | No | <input type="checkbox"/> | 23 |
| 6. | Does your high school arrange with the local community college to provide high school students with scheduled times to observe community college classes in operation in their occupational specialty area? | Yes | <input type="checkbox"/> | 24 |
| | | Not Yearly | <input type="checkbox"/> | 25 |
| | | No | <input type="checkbox"/> | 26 |
| 7. | Does your high school contact parents of students in its vocational programs to let them know of the opportunities for study in the community college's career programs? | Yes | <input type="checkbox"/> | 27 |
| | | Not Yearly | <input type="checkbox"/> | 28 |
| | | No | <input type="checkbox"/> | 29 |

In the following questions, Yes indicates that a particular practice has been followed at some time. No indicates that a practice has never been followed.

- | | | | | |
|----|---|-----|--------------------------|----|
| 8. | Do you communicate any special admissions requirements for community college occupational programs to vocational students and faculty far enough in advance so that your students who may wish to continue their education in their occupational specialty at the community college are aware of these requirements and may take appropriate high school courses? | Yes | <input type="checkbox"/> | 30 |
| | | No | <input type="checkbox"/> | 31 |
| 9. | Does your high school have established lines and means of communications with the counselors at the local community college (e.g. newsletters, visits by admissions staff, designated occupational program contact persons, etc.)? | Yes | <input type="checkbox"/> | 32 |
| | | No | <input type="checkbox"/> | 33 |

If Yes, please describe them below.

34

In the following questions, your opinion is requested on several topics. A Yes answer indicates agreement with the statement of the question. A No indicates disagreement with the statement of the question. Don't Know indicates that you are unsure or that you have no opinion. If you wish to qualify a Yes or No answer, please use extra pages.

- | | | | |
|--|--------------------------|--------------------------|----|
| 10. Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years? | Yes | <input type="checkbox"/> | 43 |
| | No | <input type="checkbox"/> | 44 |
| | Don't Know | <input type="checkbox"/> | 45 |
| If Yes, do you feel that high schools should teach only the basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula? | Yes | <input type="checkbox"/> | 46 |
| | No | <input type="checkbox"/> | 47 |
| | Don't Know | <input type="checkbox"/> | 48 |
| 11. Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their specialty at the community college as well as to immediately enter the labor force? | Yes | <input type="checkbox"/> | 49 |
| | No | <input type="checkbox"/> | 50 |
| | Don't Know | <input type="checkbox"/> | 51 |
| 12. Do you feel that high school vocational programs provide the type of preparation needed by a student to succeed in a community college occupational program? | Yes | <input type="checkbox"/> | 52 |
| | No | <input type="checkbox"/> | 53 |
| | Don't Know | <input type="checkbox"/> | 54 |
| 13. Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education? (Please check all which apply.) | | | |
| The Local Board of Trustees/ Board of Education | <input type="checkbox"/> | | 55 |
| A Specially Constituted <u>Local</u> Articulation Committee | <input type="checkbox"/> | | 56 |
| The Maryland Vocational Association | <input type="checkbox"/> | | 57 |
| The State Superintendent of Schools | <input type="checkbox"/> | | 58 |
| The Maryland Association of Junior Colleges | <input type="checkbox"/> | | 59 |
| The Maryland State Board for Community Colleges | <input type="checkbox"/> | | 60 |
| The Assistant Superintendent for Vocational Education | <input type="checkbox"/> | | 61 |
| A Specially Constituted <u>State</u> Articulation Committee | <input type="checkbox"/> | | 62 |
| Local High School and Community College Faculty | <input type="checkbox"/> | | 63 |
| Local High School and Community College Administrators | <input type="checkbox"/> | | 64 |
| National Professional Associations (ECPD, NLN, etc.)..... | <input type="checkbox"/> | | 65 |
| Other (please specify) | <input type="checkbox"/> | | 66 |
| 14. Please describe below any counseling practices either <u>existing</u> or <u>currently planned</u> for the future at your high school which are <u>designed to promote better relations</u> between the high school and the local community college in occupational subject areas. (Use extra pages if needed.) | | | |
| 15. Can you suggest <u>additional counseling practices</u> which you feel <u>could be developed</u> at your high school to improve relations between the high school and the community college in occupational subject areas. (Use extra pages if needed.) | | | |

 Thank you for taking time to reply to this research study. Please enclose with your reply any descriptive material pertinent to important and innovative features of your counseling and/or articulative programs and practices.

maryland articulation research study

post office box 3273 catonsville, maryland 21228

HIGH SCHOOL INSTRUCTIONAL STAFF

QUESTIONNAIRE NO. _____

Please check the appropriate answer box next to each question. The extreme right hand column is for data processing purposes and should not be marked.

In the first group of questions, Yes indicates that a particular practice is followed yearly. Not Yearly indicates that a practice has been followed, but is not an annual occurrence. No indicates that a practice is not followed.

- | | | | |
|---|------------|--------------------------|----|
| 1. Do you meet at least once a year with community college faculty in your occupational specialty to discuss the curriculum, course objectives, and other matters of mutual concern? | Yes | <input type="checkbox"/> | 08 |
| | Not Yearly | <input type="checkbox"/> | 09 |
| | No | <input type="checkbox"/> | 10 |
| 2. Do you visit the local community college to observe instruction in occupational disciplines similar to yours and to assess the preparation needed by potential entrants in such programs at the community college? | Yes | <input type="checkbox"/> | 11 |
| | Not Yearly | <input type="checkbox"/> | 12 |
| | No | <input type="checkbox"/> | 13 |
| 3. Do you attend annual, state-wide or regional meetings of faculty in your discipline area to discuss matters pertinent to relationships between high school and community college occupational programs? | Yes | <input type="checkbox"/> | 14 |
| | Not Yearly | <input type="checkbox"/> | 15 |
| | No | <input type="checkbox"/> | 16 |
| Who sponsors such meetings? | | | 17 |
| 4. Do students in your occupational courses use expensive, specialized equipment located at the local community college? | Yes | <input type="checkbox"/> | 18 |
| | Not Yearly | <input type="checkbox"/> | 19 |
| | No | <input type="checkbox"/> | 20 |

In the following questions, Yes indicates that a particular practice has been followed at some time. No indicates that the practice has never been followed.

- | | | | |
|--|-----|--------------------------|----|
| 5. Have you been involved in discussions with occupational faculty at the community college regarding the development of a four-year program in your occupational area which would include basic preparation in the last two years of high school and specialized work continued at the community college? | Yes | <input type="checkbox"/> | 21 |
| | No | <input type="checkbox"/> | 22 |
| 6. Have you been kept informed by community college occupational faculty in your specialty area of educational requirements in the community college occupational program so that you might prepare your students for continued study as well as job entry? | Yes | <input type="checkbox"/> | 23 |
| | No | <input type="checkbox"/> | 24 |

In the following questions, your opinion is requested on several topics. A Yes answer indicates agreement with the statement of the question. No indicates disagreement with the statement of the question. Don't Know indicates that you are unsure or that you have no opinion. If you wish to qualify a Yes or No answer, please use the reverse of this page or extra pages.

- | | | | |
|--|------------|--------------------------|----|
| 7. Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years? | Yes | <input type="checkbox"/> | 43 |
| | No | <input type="checkbox"/> | 44 |
| | Don't Know | <input type="checkbox"/> | 45 |
| If Yes, do you feel that high schools should teach only the basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula? | Yes | <input type="checkbox"/> | 46 |
| | No | <input type="checkbox"/> | 47 |
| | Don't Know | <input type="checkbox"/> | 48 |
| 8. Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their specialty at the community college as well as to immediately enter the labor force? | Yes | <input type="checkbox"/> | 49 |
| | No | <input type="checkbox"/> | 50 |
| | Don't Know | <input type="checkbox"/> | 51 |
| 9. Do you feel that high school vocational programs provide the type of preparation needed by a student to succeed in a community college occupational program? | Yes | <input type="checkbox"/> | 52 |
| | No | <input type="checkbox"/> | 53 |
| | Don't Know | <input type="checkbox"/> | 54 |

-47-

Please continue on the reverse side.

10. Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education? (Please check all which apply.)

The Local Board of Trustees/ Board of Education	[]	55
A Specially Constituted <u>Local</u> Articulation Committee	[]	56
The Maryland Vocational Association	[]	57
The State Superintendent of Schools	[]	58
The Maryland Association of Junior Colleges	[]	59
The Maryland State Board for Community Colleges	[]	60
The Assistant Superintendent for Vocational Education	[]	61
A Specially Constituted <u>State</u> Articulation Committee	[]	62
Local High School and Community College Faculty.....	[]	63
Local High School and Community College Administrators	[]	64
National Professional Associations (ECPD, NLN, etc.)	[]	65
Other (please specify) _____[]	66

11. Please describe below any practices related to curriculum and instruction either existing or currently planned for the future at your high school which are designed to promote better relations between the high school and the community college in occupational subject areas? (Use extra pages if needed.)

12. Can you suggest additional practices related to curriculum and instruction which you feel could be developed at your high school to improve relations between the high school and the community college in occupational subject areas. (Use extra pages if needed.)

 Thank you for taking time to reply to this research study. Please enclose with your reply any descriptive material pertinent to important and innovative features of your curricular or instructional programs and articulative practices.

maryland articulation research study

post office box 3273 catonsville, maryland 21228

COMMUNITY COLLEGE INSTRUCTIONAL STAFF

QUESTIONNAIRE NO. _____

Please check the appropriate answer box next to each question. The extreme right hand column is for data processing purposes and should not be marked.

In the first group of questions, Yes indicates that a particular practice is followed yearly. Not Yearly indicates that the practice has been followed, but is not an annual occurrence. No indicates that the practice is not followed.

- | | | | | |
|----|---|------------|--------------------------|----|
| 1. | Do you meet at least once a year with high school faculty in your occupational specialty to discuss the curriculum, course objectives, and other matters of mutual concern? | Yes | <input type="checkbox"/> | 08 |
| | | Not Yearly | <input type="checkbox"/> | 09 |
| | | No | <input type="checkbox"/> | 10 |
| 2. | Do you visit local high schools to observe instruction in occupational disciplines similar to yours and to assess the preparation of potential entrants into your program at the community college? | Yes | <input type="checkbox"/> | 11 |
| | | Not Yearly | <input type="checkbox"/> | 12 |
| | | No | <input type="checkbox"/> | 13 |
| 3. | Do you attend annual, state-wide or regional meetings of faculty in your discipline area to discuss matters pertinent to relationships between high school and community college occupational programs? | Yes | <input type="checkbox"/> | 14 |
| | | Not Yearly | <input type="checkbox"/> | 15 |
| | | No | <input type="checkbox"/> | 16 |
| | Who sponsors such meetings? _____ | | | 17 |
| 4. | Do students in your occupational courses use expensive, specialized equipment located at a local high school or area vocational/technical school? | Yes | <input type="checkbox"/> | 18 |
| | | Not Yearly | <input type="checkbox"/> | 19 |
| | | No | <input type="checkbox"/> | 20 |

In the following questions, Yes indicates that a particular practice has been followed. No indicates that the practice has never been followed.

- | | | | | |
|----|--|-----|--------------------------|----|
| 5. | Have you been involved in discussions with occupational faculty at the high schools regarding the development of a four-year program in your occupational area which would include basic preparation in the last two years of high school and specialized work continued at the community college? | Yes | <input type="checkbox"/> | 21 |
| | | No | <input type="checkbox"/> | 22 |
| 6. | Have you informed local high school faculty in your occupational specialty of educational requirements in your community college program in order that they might prepare their students for continued study as well as job entry? | Yes | <input type="checkbox"/> | 23 |
| | | No | <input type="checkbox"/> | 24 |

In the following questions, your opinion is requested on several topics. A Yes answer indicates agreement with the statement of the question. No indicates disagreement with the statement of the question. Don't Know indicates that you are unsure or that you have no opinion. If you wish to qualify a Yes or a No answer please use the reverse of this page or separate pages.

- | | | | | |
|----|---|------------|--------------------------|----|
| 7. | Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years? | Yes | <input type="checkbox"/> | 43 |
| | | No | <input type="checkbox"/> | 44 |
| | | Don't Know | <input type="checkbox"/> | 45 |
| | If Yes, do you feel that high schools should teach only the basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula? | Yes | <input type="checkbox"/> | 46 |
| | | No | <input type="checkbox"/> | 47 |
| | | Don't Know | <input type="checkbox"/> | 48 |
| 8. | Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their specialty at the community college as well as to immediately enter the labor force? | Yes | <input type="checkbox"/> | 49 |
| | | No | <input type="checkbox"/> | 50 |
| | | Don't Know | <input type="checkbox"/> | 51 |
| 9. | Do you feel that high school vocational programs provide the type of preparation needed by a student to succeed in a community college occupational program? | Yes | <input type="checkbox"/> | 52 |
| | | No | <input type="checkbox"/> | 53 |
| | | Don't Know | <input type="checkbox"/> | 54 |

10. Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education? (Please check all which apply.)

The Local Board of Trustees/Board of Education	[]	55
A Specially Constituted <u>Local</u> Articulation Committee	[]	56
The Maryland Vocational Association	[]	57
The State Superintendent of Schools	[]	58
The Maryland Association of Junior Colleges	[]	59
The Maryland State Board for Community Colleges	[]	60
The Assistant Superintendent for Vocational Education	[]	61
A Specially Constituted <u>State</u> Articulation Committee	[]	62
Local High School and Community College Faculty	[]	63
Local High School and Community College Administrators	[]	64
National Professional Associations (ECPD, NLN, etc.)	[]	65
Other (please specify)	[]	66

11. Please describe below any practices related to curriculum and instruction either existing or currently planned for the future at your college which are designed to improve relations between the community college and its feeder high schools in occupational subject areas? (Use extra pages if needed.)

12. Can you suggest additional practices related to curriculum and instruction which you feel could be developed at your college to improve relations between the community college and its feeder high schools in occupational subject areas. (Use extra pages if needed.)

 Thank you for taking time to reply to this research study. Please enclose with your reply any descriptive material pertinent to important and innovative features of your curricular or instructional programs and articulative practices.

APPENDIX B

SUGGESTED TABULAR FORMAT

TABLE V
STATE OF MARYLAND RESPONSES
TO ARTICULATION ATTITUDE
INDICATORS BY LEVEL

Question	Level	Total No. in Study	Total Resp.		Yes		No		Don't know	
			No.	%	No.	%	No.	%	No.	%
Considering the trend towards longer formal education for all students, do you feel that all occupational education should be concentrated in the post-high school years?	C. C. Staff	84	84	100	9	11	70	83	5	6
	H. S. Staff	394	389	99	28	7	351	90	10	3
	Cnty. Staff	47	46	98	1	2	45	98	-	-
If yes, do you feel that high schools should teach only that basic liberal subjects rather than introducing career exploratory or pre-vocational types of curricula?	C. C. Staff	84	15	18	4	27	11	73	-	-
	H. S. Staff	394	66	17	10	15	54	82	2	3
	Cnty. Staff	47	3	6	-	-	3	100	-	-
Do you feel that it is unrealistic to design high school vocational programs to prepare students to continue in their speciality at the community college as well as to immediately enter the job market?	C. C. Staff	84	82	98	12	15	65	79	5	6
	H. S. Staff	394	388	98	30	8	348	90	10	3
	Cnty. Staff	47	46	98	5	11	41	89	-	-

TABLE V Continued

Question	Level and Position	Total No. in Study	Total Resp.		Yes		Not Yearly		No.	
			No.	%	No.	%	No.	%	No.	%
Does the community college recognize high school work completed in occupational studies by granting credit or advanced placement in similar occupational specialty programs at the community college?	C. C. Admin.	28	28	100	16	57	-	-	12	43
	H. S. Admin.	96	94	98	35	37	-	-	59	63
	Cnty. Admin.	32	31	97	14	45	-	-	17	55
Does the community college and the local high school system jointly appoint faculty members in highly specialized occupational subject areas?	C. C. Admin.	28	28	100	0	0	-	-	28	100
	H. S. Admin.	96	95	99	2	2	-	-	93	98
	Cnty. Admin.	32	31	97	2	6	-	-	29	94
If your county (city) has a specialized occupational facility used jointly by high school and community college students, is the administrator of the facility jointly appointed and jointly responsible?	C. C. Admin.	28	27	96	0	0	20	74	7	26
	H. S. Admin.	96	94	98	4	4	73	78	17	18
	Cnty. Admin.	32	28	88	1	4	22	79	5	18

TABLE VI
STATE OF MARYLAND RESPONSES
TO ARTICULATION LEADERSHIP
INDICATORS BY LEVEL

Question	Leadership Choices		Total Community College (N=84)	Total High School (N=394)	Total County Level (N=47)		
	No.	%	No.	%	No. %		
Which of the following should provide the impetus for bringing high school and community college educators together to discuss their common problems and potentials with regard to occupational education?	The Local Board of Trustees/Board of Education	30	36	176	45	25	53
	A Specially Constituted Local Articulation Committee	46	55	144	37	21	45
	The Maryland Vocational Association	16	19	131	53	12	26
	The Maryland State Superintendent of Schools	7	8	76	19	13	28
	The Maryland Association of Junior Colleges	25	30	68	17	4	9
	The Maryland State Board of Community Colleges	26	31	65	16	7	15
	The Assistant Superintendent for Vocational Education	23	27	136	35	22	47
	A Specially Constituted State Articulation Committee	18	21	62	16	10	21
	Local High School and Community College Faculty	58	69	225	57	21	45
	Local High School and Community College Administrators	47	56	226	57	32	68
National Professional Associations (ECPD, etc.)	9	11	25	6	3	6	

CATONSVILLE COMMUNITY COLLEGE
 ARTICULATION SEMINAR
 ON
 SECRETARIAL EDUCATION

May 22 - 23, 1972

Meushaw's Hilltop Motor Inn

MONDAY, MAY 22ND

9:15 - 9:45	Coffee, Informal	
9:45 - 10:00	Introductions and Seminar Agenda	Dr. Cheryl Opacinch
10:00 - 10:10	Welcome	Mr. Joseph Scarlett Mr. Paul Flumer
10:10 - 10:40	Overview of Research, Career Ladder Concept and Articulation Seminar Objectives	Dr. James Linksz
10:40 - 11:10	Overview of Career Education at CCC	Mr. Joseph Scarlett
11:10 - 11:20	Coffee Break	
11:20 - 11:40	The Employment Picture for Secretaries - The Difference Between High School and Community College Graduates' Prospects	Mr. Thomas E. Fisher, III
11:40 - 12:00	The Two Year Degree - Admissions Requirements	Mr. P. Michael Carey
12:00 - 1:15	Luncheon	
1:15 - 2:45	Workshop 1: Who Should Do What in Secretarial Education - Discussion of the Roles the High School and Community College Should Play and the Responsibilities of Each	Mrs. Mary Crouse Mr. Paul Plevyak Miss Blanche Stevens Mrs. Norma Fulton

MONDAY, MAY 22ND CONTINUED:

2:45 - 3:00

Coffee Break

3:00 - 4:15

Workshop II: Who is Doing What In
Secretarial Education - Curriculum
Objectives, Learning Activities, Options
at Both High School and Community
Colleges

Mrs. Mary Crouse
Mr. Paul Plevyak
Miss Blanche Stevens
Mrs. Norma Fulton

TUESDAY, MAY 23RD

9:15 - 9:30	Coffee, Informal
9:30 - 9:45	Welcome President B. A. Barringer
9:45 - 10:15	Articulation Concerns Dr. James L. Linksz
10:15 - 12:15	Workshop III: The Curriculum As It Should Be In Both High School and Community Colleges Mrs. Mary Crouse Mr. Paul Plevyak Miss Blanche Stevens Mrs. Norma Fulton
12:15 - 1:30	Luncheon
1:30 - 2:10	Synthesis of Workshop III and Presentation of Suggested Plans Mrs. Mary Crouse Dr. James Linksz Mr. Paul Plevyak Miss Blanche Stevens
2:10 - 2:30	Questions and Suggested Consolidations from Seminar Participants
2:30 - 3:00	Review of Seminar Objectives and Outcomes - Implications for Further Articulation Dr. James Linksz Dr. Cheryl Opacinch
3:00 - 4:30	Meeting of Baltimore County Public High Schools' Department Chairman Mr. Paul Plevyak

CONFERENCE OBJECTIVES

1. BRING TOGETHER REPRESENTATIVES OF AREA HIGH SCHOOLS AND COMMUNITY COLLEGES TO IDENTIFY MUTUAL CONCERNS.
2. TO IDENTIFY THE POTENTIAL RELATIONSHIPS BETWEEN HIGH SCHOOLS AND COMMUNITY COLLEGES IN SECRETARIAL EDUCATION
3. TO LEARN FIRST-HAND WHAT THE COMMUNITY COLLEGES AND WHAT THE HIGH SCHOOLS ARE CURRENTLY DOING
4. TO LEARN WHAT THE EMPLOYMENT PICTURE IS FOR SECRETARIES AND WHAT DIFFERENCE AN ASSOCIATE DEGREE CAN MEAN
5. TO SHARE DIRECTLY WHAT THE ADMISSION REQUIREMENTS AND THE PROSPECTS FOR ADVANCED PLACEMENT OF HIGH SCHOOL GRADUATES ARE AT THE COMMUNITY COLLEGES
6. TO DISCUSS THE ROLES AND RESPONSIBILITIES WHICH THE HIGH SCHOOLS AND THE COMMUNITY COLLEGES SHOULD BE TAKING IN THE EDUCATION OF SECRETARIES
7. TO DISCUSS THE CAREER LADDER CONCEPT AS IT RELATES TO THE EDUCATION OF SECRETARIES
8. TO DECIDE ON THE ROLES AND RESPONSIBILITIES WHICH THE HIGH SCHOOLS AND THE COMMUNITY COLLEGES SHOULD TAKE STARTING AS SOON AS POSSIBLE TO IMPLEMENT MAXIMUM OPPORTUNITY FOR STUDENTS IN SECRETARIAL PROGRAMS
9. TO DEVELOP A SEQUENCE OF LEARNING OBJECTIVES FOR THE SECRETARIAL SCIENCE PROGRAM WHICH RECOGNIZES AS THE ENDS OF INSTRUCTION NOT HOW MANY YEARS THE PERSON IS SPENDING IN THIS SCHOOL OR THAT COLLEGE, BUT RATHER EMPHASIZES THE DEVELOPMENT OF SKILLS AND KNOWLEDGE
10. TO DEVELOP A MODEL CURRICULUM PLAN WHICH RECOGNIZES A CONTINUUM OF LEARNING WHICH SPANS THE HIGH SCHOOL, AND COMMUNITY COLLEGE YEARS IN SECRETARIAL EDUCATION
11. TO OUTLINE OTHER STEPS WHICH CAN BE TAKEN BY FACULTY MEMBERS, ADMINISTRATORS, AND COUNSELORS TO ENCOURAGE ARTICULATION BETWEEN THE HIGH SCHOOLS AND COMMUNITY COLLEGES
12. TO DEVELOP A TIMETABLE FOR IMPLEMENTING NEW CURRICULUM DESIGNS AND ARTICULATION MEASURES
13. TO SUGGEST MEANS OF EVALUATING THE SUCCESS OF NEW CURRICULUM DESIGNS AND ARTICULATION MEASURES

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A Synthesis of the Results
of the Phase I Study:
Articulation in Maryland
High School and Community
College Career-Vocational
Programs

BACKGROUND OF THE CONFERENCE

That there is a strong relationship between community colleges and secondary schools cannot be questioned by those who have an awareness of the close developmental ties between these two uniquely American forms of Education. Both are dedicated to a comprehensive philosophy, offering different programs for different needs. Both are supported by the public. And both have often been administered by the same or closely related administrations.

In the 1930's there was a similarly strong tie between the occupational-technical programs which were offered by the high school and community college. Since that time, the two year colleges have moved away from that tie in an attempt to stress the college level nature of their programs and to build public confidence in them as alternate means to pursue a higher education at a time when high school graduation had become a national norm. Today there is a reawakening interest in stressing the educational job to be done in occupational-technical education and less concern with status. The new national emphasis on accountability has heightened the real need to determine who can best do what and how students can be given more educational options.

OCCUPATIONAL EDUCATION ARTICULATION IN MARYLAND

Since the mid-1950's there has been a close relationship between the community colleges and high schools which developed in Maryland counties. Tax support, administration, and even facilities have been

shared. Curricular programs, however, have only recently been studied in their basic similarity.

Recent studies by Dr. Michael Brick of Columbia University and Dr. James Linksz, formerly a staff member at Catonsville Community College, have highlighted previous efforts to identify the basic similarities and appropriate differences between programs in similar occupational specialities which operate at the community college and high school levels. Dr. Linksz' study used the State of Maryland as a data base on which to base its analysis of the types of articulative activities currently being carried on within the subdivisions of the State and to suggest means for developing closer curricular ties between secondary and higher education.

The results of the Linksz study indicated that, for the State as a whole, a number of serious concerns impeding the effective interaction between persons and programs existed. Specifically, the study disclosed:

- (1) Members of counseling staffs at the two levels were better informed and tended to communicate between the institutions much more than administrators or faculty members teaching occupational-technical subjects;

- (2) Intervisitation and knowledge of programs operating at other levels is very limited on the part of counselors, administrators, and occupational faculty;

- (3) Cooperative use or planning for specialized technical facilities is quite limited in most counties;

- (4) Cooperative curriculum planning which facilitates transitions for students between the levels is not carried out on any organized scale;

(5) Roles and responsibilities in occupational-technical education are not delineated even though Board of Education and Board of Trustees mandate for cooperation is perceived to exist;

(6) The community college position on granting credit for previously completed work or advanced standing in the similar occupational program is confused and inconsistent.

With regard to two other aspects of the articulation picture, attitude towards roles and articulation leadership, the study found the following:

(1) Respondents agreed that both high school and community college have their own special responsibilities and roles with regard to occupational education;

(2) Current preparation of occupational students at the high school level is not perceived as uniformly effective as background for continuing studies at the community college;

(3) High school occupational programs could, if properly structured and accomplished, prepare students simultaneously for job-entry and continuing education at the graduate's option;

(4) Local occupational-technical faculty and administrators should exercise major leadership roles in promoting effective program articulation between the levels.

This last finding of the Links study clearly suggests that the task of finding appropriate articulative measures is one best handled at the local level where relationships between the individual community college and the high schools in the region can be discussed in light of realistic local, not generalized, conditions.

OCCUPATIONAL EDUCATION ARTICULATION IN BALTIMORE COUNTY

The specific findings of the Linksz study for Baltimore County shed light on the nature of the relationship between Catonsville and Essex Community Colleges and the high schools in the county. Administrators and counselors at both levels agreed generally that there were open lines of communications and complete information on specific occupational program admission requirements. Occupational faculty at the high school level, however, did not indicate a similar confidence in the existence of regular and effective communications and information transmission between the levels. Since community college technical faculty agreed more often with administrators and counselors, it must be surmised that community college staffs generally felt interaction in the communicative sense was taking place and that they were taking necessary steps to inform high schools of programs and any special admissions requirements into these programs. It must also be suggested that the high school counselors and administrators who felt themselves effectively informed did not pass this information on to high school technical faculty and, furthermore, that the high schools did not provide the opportunity for faculty to communicate directly with community college faculty who were teaching in the same disciplines.

Other aspects of the information-giving process were equally confused in Baltimore County. There were individual discrepancies among schools and colleges regarding attempts to regularly inform parents of high school youth of the study opportunities at the community college. While Open

House and College Night activities were held on a regular basis according to respondents, occupational students at the high school were not separately or specially counseled regarding the opportunities for continuing study in the occupational specialty area at the community college.

It is difficult to ascertain the precise nature of communicative relations between high school and community college due to a variety of responses in all areas. What appears is that there are occasional, irregular meetings and conferences between college and high school staff and faculty--especially counseling personnel and some few technical instructors. It seems that there is no policy statement officially promulgated and set down in any precision which specifies the roles of the various components of the educational system in the county.

In addition to this lack of specificity or responsibilities, a majority of the individuals questioned responded that they did not feel that any Board of Trustees/Board of Education mandate existed which encouraged cooperative interaction between the community colleges and the high schools. It is not out of character, therefore, for there not to be scheduled opportunities for vocational-technical students to meet and interact.

This same lack of mandate for cooperation is likely behind the lack of visitation and observation of neighboring programs by any of the groups involved in the study. The lack of any joint facilities, lack of planning for such facilities, and lack of joint faculty or staff hiring

also gives evidence of the separation between systems. This is again highlighted by the negative responses of those questioned regarding the degree of program overlap or duplication. This entire area is one which gives evidence that obvious opportunities for cooperative endeavor have been neglected. Area vocational schools have been built within just a few miles of both of the community college campuses at the same time the colleges were themselves planning for such facilities--in some cases containing exactly the same disciplines.

Some intriguing inconsistencies appear in the area of cooperative program development and the granting of advanced standing to high school graduates of occupational programs.

The study also sought to collect the basic opinions of the respondents on several important issues relating to the articulation of occupational studies. This data could be used at a later date in making correlation analyses of item responses with opinions on related issues. The findings of the opinion questions are reported here for Baltimore County to interest the reader and provide some background on the opinion climate which exists in the county.

Respondents were asked if they felt that vocational and technical education should be limited to the post high school years and, as a corollary, if the high school should concentrate on general education/liberal arts subjects only. The clear opinion of all those who answered considered as a group, regardless of their current institutional level, was that both high school and community college have roles in occupational education.

Asked whether the high school occupational program could prepare students simultaneously for job entry and continuing technical studies at the community college, most answered, "yes" and felt that a realistically developed high school curriculum could do both.

The only item on which there was variability of response concerned high school program quality. Mixed responses were received when the respondents were asked if current high school programs in vocational subjects provide the type of preparation needed by a student to succeed in a community college occupational program. Regarding the former, respondents on the college level felt that cooperative program development existed. Few high school respondents felt the same way and replied primarily in the negative. It may, indeed, be that the colleges' staffs are involved in theoretical discussions; but these have certainly not involved high school staff and faculty. With regard to the latter, top level administrators at the colleges and high schools could not agree on whether advance placement or credit was, in fact, granted for high school occupational work completed successfully. This same confusion was evident in the responses of county school officials.

Regarding the knotty question of leadership, both high school and community college staffs felt that leadership in achieving more effective articulative relationships rested with the localities and not with the State. High school staff chose local faculty, local administrators, and the local Boards, in that order, to exercise major leadership. Less important roles were ascribed to the Maryland Vocational Association, local articulation committee, and the Assistant

Superintendent for Vocational Education. Community college respondents also felt that the local faculty and administrators, along with a local committee, should exercise principal leadership. They ascribed lesser roles to the local Boards, the Maryland Association for Junior Colleges, and the Assistant State Superintendent. County school officials selected as equally important the local and the State articulation committee.

DIRECTIONS IN ARTICULATION FOR BALTIMORE COUNTY

The data developed by the study are interesting and provide a starting point for discussion. They also point to some directions which the county and its educators might take to improve the occupational education articulation in Baltimore County. Some of these suggestions can be implemented immediately while others will require planning, time, and serious consideration before they can be implemented. The generally positive climate for articulation in the county combined with the clear recognition by all groups that local initiative is the sine qua non of articulation leadership, should make the task a realistic priority. The following steps are recommended:

- (1) Arrangements should be made to encourage counterparts on both ~~levels~~ levels in administration, counseling, and instruction to meet regularly, discuss current activities, and plan for curriculum change;

- (2) Concurrently with this first, the Board of Trustees of Community Colleges and the Board of Education should be encouraged to formally issue a joint resolution stimulating the development of a policy statement which spells out the roles and responsibilities of the two

levels in occupational education and which mandate cooperative activity between the two levels to increase the options for students;

(3) To encourage the information exchange process and to develop closer understanding of the programs, facilities, and needs of curricula on both levels, counterparts should have the opportunity of visiting counterpart programs which are in operation and should interact with students, faculty, and staff to develop intimacy/familiarity;

(4) The high schools, through their Career Days and College Nights, and the community colleges, through their admissions counseling activities conducted in the high schools, should make a special effort to provide high school students in vocational programs with information on the occupational study opportunities available at the community college, and to do so far enough in advance to permit students to make choices at critical points in their educational/career development;

(5) The colleges, the college occupational faculties, and the high school counselors and administrators need to more effectively inform high school occupational faculty of the existence of counterpart college programs, of any special admissions requirements which may exist for such programs, and of the potential relationships which might exist between college and high school programs;

(6) The colleges need to clarify their stand regarding the award of advance placement or credit by prior completion and to disseminate this information in clear and concise form to their own staffs as well as those at area high schools;

(7) Both high schools and colleges should encourage the cooperative use of expensive and proximate specialized equipment and facilities to

avoid unnecessary duplication, reduce cost, and provide interaction between students and faculty; and

(8) Both high schools and colleges should encourage the development of occupational curricula which span the grades ten through fourteen, provide controlled progress toward several simultaneous exit points, and which encourage the individual student to become all he is capable of being. This last point is the crux of and result of many of the foregoing recommendations. The guts of a realistic articulation program is comprised of planned, interactive curricula which continually stimulate the relationship between the high schools and the community colleges.

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