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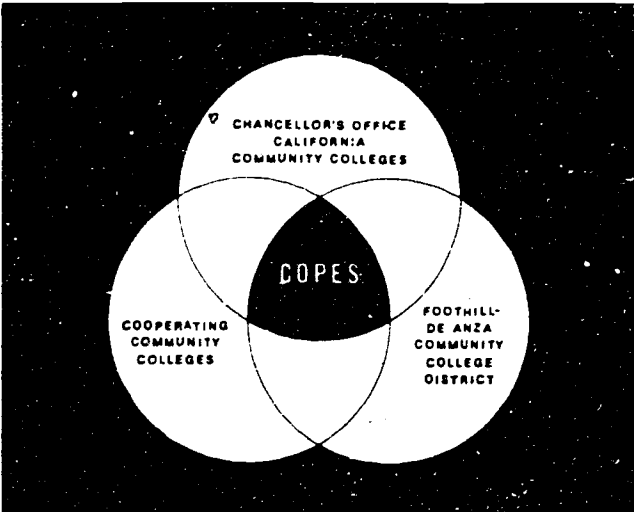
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ABSTRACT A study was conducted to demonstrate the usefulness and effectiveness of the Community College Occupational Programs Evaluation System (CCPES) in assessing program areas in California community colleges. The demonstration concentrated on two program areas, administration of justice and business occupations, and a statewide sample of eight colleges (a total of twenty-five schools participated) was selected for each of these two areas. From an analysis of information supplied by the schools, self-studies, and validation visits, it was possible to identify statewide strengths, weaknesses, critical needs for improvement, and inservice training needs. In the area of administration of justice the program's strength was found in the high degree of competency among the instructors while in the business occupations area it was in the facilities and equipment. Both areas were assessed as needing inservice education for faculty to provide adequate and up-to-date information on the labor market. All twenty-five colleges rated CCPES' application to program areas favorably. The most often noted criticism was the brevity of validation visits; other areas in need of improvement were found to include interviewing techniques, reporting, and the writing of evaluation instruments. (Tables provide the ratings of CCPES items for the two program areas while the appendixes contain rankings of program area needs and reactions by validation teams and by professionals at cooperating colleges to the use of CCPES.) (ELG)

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1977 REPORT PROGRAM AREAS

COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM

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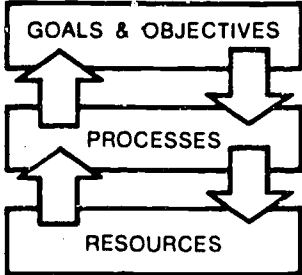
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COPES SERVICE CENTER

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Section 1
INTRODUCTION



INTRODUCTION

For the first time, in the spring of 1976, COPES (Community College Occupational Programs Evaluation System) was applied at the program area-- or cluster--level.

Previously, as the scope of the system steadily broadened from the year of COPES' inception in 1971, the focus had been on the overall occupational education offerings of participating colleges, as well as on certain special components--programs and services for the disadvantaged and handicapped, consumer and homemaking education, and cooperative work experience education.

As a result of the initial program area evaluations, which consisted of field tests in the area of administration of justice education at three colleges, it was concluded that COPES could be constructively used at that level.

Therefore, in 1976-77, and coupled with COPES' other activities for the year, a study was undertaken to demonstrate the program area use of the system, so that a model would be available to California community colleges for future utilization in self-study of all program areas. The demonstration concentrated on two program areas--administration of justice and business occupations.

In addition, the study was designed to identify in each of those two areas statewide strengths and critical needs for improvement, plus inservice training needs, as management information for COPES' sponsor--the Chancellor's Office of the California Community Colleges.

Study activities, as has been the case with COPES from the outset, were shaped and mounted through the tripartite leadership of the Chancellor's Office, Foothill-De Anza Community College District in project management, and community colleges throughout the state in cooperative participation. At the Chancellor's Office, direct supervision was again assigned to Dr. Bill Morris, evaluation specialist, division of occupational education, with Dr. Nathan H. Boortz, director of technical education for Foothill-De Anza, continuing as

project manager (replaced in June, 1977, after his retirement by his Foothill-De Anza successor, Dr. Robert J. Thompson), and Dr. George W. Ebey, of George Ebey Associates, as project coordinator. John M. Hubbard, a principal in the Ebey firm, served during the year as associate project coordinator.

Method of Approach

1. A COPES Program Area Task Force was formed; it met early in the year to work on a single compatible set of procedures and instruments for evaluations at the program area level. Represented were sub-task forces from the two above-mentioned program areas and from the home economics program area. Using the outcome of the field tests in administration of justice as a basis for their deliberations, the task force members (identified in Appendix A-1) concurred that, in general, the evaluative items and criteria statements for the overall COPES system could readily be adapted for application to program areas, with minor modifications--and without addition of special criteria to measure unique aspects of any particular program area. The members also concurred that whereas the study was originally intended to concentrate on office occupations instead of the whole field of business occupations, the latter would constitute a more suitable program area. In addition, it was decided that the overall COPES slide-tape orientation presentation was suitable for program area self-studies with minor changes and updating.

2. Preliminary detailed plans for the study were reviewed by the COPES Planning and Internal Evaluation Committee. (Committee membership, shown as Appendix A-3, included representation from the Association of California Community College Administrators, California Community College Administrators of Occupational Education, Northern California and Southern California Deans of Instruction, the Division of Occupational Education of the Chancellor's Office, and the Vocational Education Support Unit of the California State Department of Education.)

3. A statewide representative sample of eight colleges for each of the two program areas under study was selected by the Chancellor's Office. At the same time, a decision was made to provide program area evaluation service in those two areas, and in home economics, to all other interested colleges. Thus, during the year, instead of 16 applications, there were 25--11 in

business occupations, 10 in administration of justice, and 4 in home economics. (The cooperating colleges are listed in Appendix B.)

4. Instruments and procedures were developed for both the self-study and validation parts of the COPES process in the light of the task force's suggestions, and were approved by the members of the task force. (A long-form set of items and criteria statements is included in Appendix C.) Also as suggested by the task force, the slide-tape presentation was modified for program area use.

5. Validation team chairpersons were selected from the roster of experienced COPES professionals and given refresher training in their responsibilities at advance planning sessions at the COPES Service Center. Other COPES professionals with appropriate expertise were identified for program area team service, and on the basis of recommendations from the field, 29 persons were invited by the Chancellor's Office to participate as new team members for program area visitations; all were given appropriate orientation and training prior to service. (Team participants are identified in Appendix A-2.)

6. Self-studies and validation visits were conducted at the cooperating colleges. A total of 4,624 persons completed self-study instruments at the colleges cooperating in the "state of the art" studies in administration of justice and business occupations--1,650 in the former area, 2,974 in the latter. Included among the respondents were administrators, counselors, instructors, students, and community representatives involved on college advisory committees relating to the two program areas. In addition to considering the data yielded by perceptions instrument responses, the teams had pertinent factual information supplied by each of the colleges on a COPES form component designed for that purpose. (The factual information requested and a typical college's responses are shown as Appendix D.)

7. At the conclusion of the self-studies and validation visits, team findings at the representative colleges in each of the two program areas under study were analyzed and tabulated to provide identifications of statewide strengths, weaknesses, critical needs for improvement, and inservice training needs. Strengths and weaknesses were determined on the basis of, respectively,

rank-ordered highest and lowest overall mean ratings of COPES evaluation items accorded by the teams. Critical needs for improvement (see Appendix E) and inservice training needs (see Appendix F) were determined on the basis of rank-ordered highest overall "critical need" points assigned by the teams.

8. Analyses and tabulations also were made of team member debriefings, feedback from professionals at the cooperating colleges, and open-end self-study responses to measure reactions to the program area evaluations and perceptions regarding the relevancy of COPES instrumentation to program area applications (see Appendixes G, H, and I). Since the intent here was for purposes of COPES refinement, rather than "state of the art" findings, these measures were not confined to the representative colleges.

9. On the basis of the above analyses and tabulations, this report was prepared.

10. A year-end meeting of the Planning and Internal Evaluation Committee was held on December 9, 1977, to evaluate project achievements.

Acknowledgments

Thanks are expressed to the thousands of men and women who participated in this study--in its planning and in its conduct.

Special appreciation is extended to Dr. Boortz, who--as noted earlier in this section--retired from his Foothill-De Anza position at the conclusion of the 1976-77 academic year. His excellent management of this particular study and of all other COPES activities from the very beginning has contributed immeasurably to the success of COPES and to the progress that has been made toward attainment of its timeless goal--"to improve the quality and availability of occupational education at California community colleges."

Report Organization

In the sections which follow, this report is organized to deal--first in summary form and then in detail--with study findings.

Each of the two program areas under "state of the art" study is treated separately.

Section 2
MANAGEMENT DIGEST

MANAGEMENT DIGEST

The key findings of this study are summarized below, in terms of (a) appraising the current status of the administration of justice and business occupations program areas in California community colleges, and (b) demonstrating the use of COPES at the program area level.

Findings regarding the former are based on evaluations at a representative sample of eight colleges in each of the two program areas; regarding the latter, on all 25 applications of COPES which were conducted during the project period at the program area level.

State of the Art: Administration of Justice Program Area

The strongest feature of administration of justice education is the high degree of competency among the instructors. The greatest improvement needs are for more faculty inservice education opportunities, particularly to provide "refresher" linkages with the world of work for full-time instructors, and for increased use of student follow-up information in program evaluation.

State of the Art: Business Occupations Program Area

Instructional facilities and equipment are the leading strengths in business occupations. The most critical shortcoming is inadequate use of information on community needs, including those of the labor market. Toward obtaining such information, faculty members on the whole could benefit significantly from inservice education on the use of occupational education advisory committees.

Use of COPES at the Program Area Level

Reaction to the evaluation system's 25 program area applications was generally quite favorable, on the part both of members of the COPES validation teams and of professionals involved at the cooperating colleges. However, a number of refinements were suggested for the future--most notably, increasing the duration of team visits.

Section 3

ADMINISTRATION OF JUSTICE PROGRAM AREA FINDINGS

ADMINISTRATION OF JUSTICE PROGRAM AREA FINDINGS

Far and away the strongest feature of administration of justice (AJ) programs at California community colleges is the caliber of the instructors. But, by and large, if the instructors are to serve at maximum effectiveness in the classroom they must have more--and more up-to-date--information to work with. Their chief needs in this respect are greater opportunities for inservice education, particularly "refresher linkages with the world of work to heighten full-time instructors' awareness of current trends and changes in the field, and increased use of student follow-up information to help measure the soundness of the programs.

That essentially is the picture which emerges from the findings of COPES validation teams at the eight representative colleges involved in this program area study.

Strengths (Highest-Rated Items)

Team and Long-Form Respondent Perceptions

"Qualifications of instructional staff" was the COPES evaluative item which was accorded the teams' overall highest rating. (See Table 1.)

That same item also received the top rating--or shared top rating--among all three respondent groups in the institutional self-studies who completed the COPES long form on which the item appears. (See Tables 2, 3, and 4.) One version of this form represents a college's official AJ self-appraisal and is signed by the college president. Another is completed by full-time occupational education teachers, department heads, and division chairpersons in the program area (in all, numbering 21 respondents in this study). The third goes to such college generalists as the dean of instruction, dean of student services, chief occupational education administrator, and counselors (in all, numbering 44 respondents).

Table 1

TEN HIGHEST RATINGS OF COPPEE ITEMS
 BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
 ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
1	Qualifications of instructional staff (Item 26)	4.688	4.0-5.0
2	Qualifications of administrators (Item 24)	3.938	3.0-5.0
3	Emphasis on counseling and guidance to day students (Item 16)	3.857	3.0-5.0
4.5	Salary schedule provisions (Item 29)	3.813	3.0-5.0
4.5	Adequacy and availability of instructional equipment (Item 30)	3.813	2.0-5.0
6.5	Use of instructional facilities and equipment (Item 32)	3.750	1.0-5.0
6.5	Adequacy and availability of instructional materials and library resources (Item 33)	3.750	2.0-5.0
9	Provisions in capital outlay budget (Item 37)	3.688	2.5-5.0
9	Provisions in current operating budget (Item 36)	3.688	3.0-5.0
9	Representation on college policy committees (Item 20)	3.688	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 2

TEN HIGHEST RATINGS OF COPEs ITEMS
 BY FORM 1 RESPONDENTS (OFFICIAL COLLEGE POSITION)
 AT FIVE* REPRESENTATIVE COLLEGES
 ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean**</u>	<u>Range**</u>
2	Qualifications of instructional staff (Item 26)	4.800	4.0-5.0
2	Salary schedule provisions (Item 29)	4.800	4.0-5.0
2	Number of instructors (Item 25)	4.800	4.0-5.0
5	Provision for direction and coordination (Item 23)	4.600	4.0-5.0
5	Qualifications of administrators (Item 24)	4.600	4.0-5.0
5	Adequacy and availability of instructional equipment (Item 30)	4.600	4.0-5.0
8	Provisions in current operating budget (Item 36)	4.400	4.0-5.0
8	Provisions in capital outlay budget (Item 37)	4.400	3.0-5.0
8	Use of information on job performance requirements (Item 8)	4.400	3.0-5.0
10.5	Adequacy and availability of instructional materials and library resources (Item 33)	4.250	4.0-5.0
10.5	Provision for vocational work experience (Item 13)	4.250	3.0-5.0

* Three colleges did not complete Form 1.

**1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

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Table 3

TEN HIGHEST RATINGS OF COPE'S ITEMS
 BY FORM 2 RESPONDENTS (FULL-TIME PROGRAM AREA INSTRUCTOR
 HEADS, DIVISION CHAIRPERSONS) AT EIGHT REPRESENTATIVE
 DEPARTMENT COLLEGES
 ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean</u>	<u>Range*</u>
1	Qualifications of instructional staff (Item 28)	4.611	2.0-5.0
2	Salary schedule provisions (Item 29)	4.000	2.0-5.0
3	Representation on college policy committees (Item 20)	3.838	2.0-5.0
4	Special provisions for the disadvantaged (Item 14)	3.167	1.0-5.0
5	Provision for vocational work experience (Item 13)	4.095	1.0-5.0
6	Special provisions for the handicapped (Item 15)	3.889	2.0-5.0
7	Use of instructional facilities and equipment (Item 32)	3.714	1.0-5.0
8.5	Adequacy and availability of instructional materials and library resources (Item 33)	3.667	2.0-5.0
8.5	Use of community resources (Item 35)	3.667	1.0-5.0
10	Use of college's occupational education goals (Item 1)	3.611	2.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 4

TEN HIGHEST RATINGS OF COPEs ITEMS
 BY FORM 3 RESPONDENTS (GENERALISTS) AT EIGHT REPRESENTATIVE COLLEGES
 ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
1	Qualifications of instructional staff (Item 11)	4.514	3.0-5.0
2	Articulation with other educational agencies (Item 12)	4.425	3.0-5.0
3	Use of advisory committees (Item 34)	4.324	2.0-5.0
4	Qualifications of administrators (Item 24)	4.300	2.0-5.0
5	Salary schedule provisions (Item 29)	4.275	1.0-5.0
6	Provision for vocational work experience (Item 13)	4.273	1.0-5.0
7	Representation on college policy committees (Item 20)	4.233	1.0-5.0
8	Adequacy and availability of instructional materials and library resources (Item 33)	4.097	2.0-5.0
9	Use of community resources (Item 35)	4.083	1.0-5.0
10	Use of information on job performance requirements (Item 8)	4.079	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

(Appendix C-1 presents the instrument used for the validation and their rating criteria statement as well as the instrument as it was modified by the validation teams and the colleges of the self-study respondents group, which are identified previously.)

Short-Form Respondent Perception

Three other self-study respondent groups (program area part-time instructors, program area students, and community representatives serving on program area advisory committees) utilized CAPP's short-form instruments. The perceptions of these groups are carefully considered by the teams in arriving at their validation findings.

Among the 104 part-time faculty participants, the five leading AJ strengths at the eight colleges were, in rank order: "Overall reputation of the college within the community," "Reputation of college's occupational program(s) in your program area," "General quality of occupational instruction in your program area," "On-the-job success of graduates from your program area," and "Use of community resources in class instruction in your program area."

The 1,414 students' top-rated items, in rank order: "Quality of your occupational instruction in general," "Overall reputation of the college within the community," "Your overall rating of your occupational program," "Adequacy and availability of instructional materials for your occupational program," and "Quality of your courses outside your occupational area."

The 66 community representatives' perceptions of major strengths, in rank order: "Overall reputation of the college within the community," "Reputation of college's occupational program(s) in your field(s)," "Quality of college's occupational instruction in your field(s)," "College responsiveness to the power and employment training needs of the community," and "General success of college's occupational graduates when employed in your business or industrial field(s)."

Team Comments

In addition to the instrument scale ratings, the major AJ strengths were noted in the teams' written reports submitted to each of the participating colleges. A few examples are cited here:

"The instructors' abilities are recognized in the self-study responses of students and are underscored by a student retention rate that is significantly higher than the college average."

"The instructors bring a wide range of expertise to the program area, in terms of both experience (academic and employment) and teaching techniques."

"The president and dean of instruction are fully supportive, and the program area coordinator is furnishing excellent leadership to staff and community."

"Students benefit from the presence of a specialized counselor who relates to the program."

"Salaries are excellent and equal to those in other disciplines."

"The administration's commitment to the program area is demonstrated in part by its provision of modern audiovisual equipment, including VTR."

"Although facilities are not designed for the specialized needs of administration of justice programs, it appears that all available space and equipment are well utilized."

"In addition to the resources of the library, each instructor has an extensive private collection of pertinent books."

"A generous commitment has been made by the college relative to improvement of facilities..."

"From all indications, the instructors have never been turned down on any reasonable (operating budget) request."

"Representation (of the AJ program area on college committees) is very high, extending not only to faculty but to classified personnel. For example, the program area secretary chaired a budget subcommittee and genuinely felt a sense of involvement in the college's decision-making process."

Weaknesses (Lowest-Rated Items)

Team and Long-Form Respondent Perceptions

The evaluative item accorded the teams' overall lowest rating was "Use of student follow-up information." (See Table 5.)

The same item was rated at the bottom of the list by the colleges' Form 2 respondents (full-time occupational education teachers, department heads, and

division chairpersons) and also appeared among the "ten lowest" rankings made by the other two long-form respondent groups. (See Tables 6, 7, and 8.)

Table 5
TEN LOWEST RATINGS OF COPES ITEMS
BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
37	Use of student follow-up information (Item 9)	2.000	1.0-4.0
36	Use of measurable objectives for programs and services (Item 5)	2.063	1.0-5.0
35	Emphasis on counseling and guidance to evening and weekend students (Item 17)	2.357	1.0-3.0
34	Inservice education opportunities for faculty (Item 27)	2.500	1.0-4.0
33	Use of measurable learner performance objectives (Item 6)	2.625	1.0-5.0
32	Use of information on community needs (Item 7)	2.688	2.0-4.5
31	Placement effectiveness for students completing programs (Item 19)	2.714	1.0-4.0
30	Concurrence of program activities with district plan for vocational education (Item 4)	2.750	2.0-4.0
28.5	Awareness of college's occupational education goals (Item 2)	2.813	1.0-5.0
28.5	Recruitment into programs (Item 21)	2.813	1.0-4.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 6

TEN LOWEST RATINGS OF COPEs ITEMS
BY FORM 1 RESPONDENTS (OFFICIAL COLLEGE POSITION)
AT FIVE* REPRESENTATIVE COLLEGES
ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean**</u>	<u>Range**</u>
37	Emphasis on counseling and guidance to evening and weekend students (Item 17)	2.750	1.0-4.0
35.5	Use of measurable learner performance objectives (Item 6)	2.800	1.0-4.0
35.5	Use of measurable objectives for programs and services (Item 5)	2.800	1.0-4.0
33.5	Concurrence of program activities with district plan for vocational education (Item 4)	3.000	2.0-4.0
33.5	Awareness of college's occupational education goals (Item 2)	3.000	2.0-4.0
32	Participation in development of district plan for vocational education (Item 3)	3.200	1.0-5.0
31	Representation on college policy committees (Item 20)	3.250	1.0-5.0
30	Special provisions for the handicapped (Item 15)	3.333	2.0-5.0
28.5	Use of student follow-up information (Item 9)	3.400	1.0-5.0
28.5	Use of college's occupational education goals (Item 1)	3.400	2.0-4.0

* Three colleges did not complete Form 1.

**1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 7

TEN LOWEST RATINGS OF COPEs ITEMS
 BY FORM 2 RESPONDENTS (FULL-TIME PROGRAM AREA INSTRUCTORS,
 DEPARTMENT HEADS, DIVISION CHAIRPERSONS) AT EIGHT REPRESENTATIVE COLLEGES
 ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
37	Use of student follow-up information (item 9)	2.250	1.0-5.0
36	Coordination of placement of occupational education students (Item 18)	2.286	1.0-5.0
35	Inservice education opportunities for faculty (Item 27)	2.476	1.0-5.0
34	Use of measurable objectives for programs and services (Item 5)	2.550	1.0-5.0
33	Use of support staff (Item 28)	2.571	1.0-5.0
32	Emphasis on counseling and guidance to evening and weekend students (Item 17)	2.632	1.0-5.0
31	Adaptation of instructional approaches in occupational courses (Item 10)	2.857	1.0-5.0
30	Promotion of occupational education as a vital college function (Item 22)	2.900	1.0-5.0
29	Use of measurable learner performance objectives (Item 6)	2.905	1.0-5.0
28	Participation in development of district plan for vocational education (Item 3)	3.056	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 8

TEN LOWEST RATINGS OF COPEs ITEMS
 BY FORM 3 RESPONDENTS (GENERALISTS)
 AT EIGHT REPRESENTATIVE COLLEGES
 ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
37	Coordination of placement of occupational education students (Item 18)	3.024	1.0-5.0
36	Placement effectiveness for students completing programs (Item 19)	3.120	1.0-5.0
35	Emphasis on counseling and guidance to evening and weekend students (Item 17)	3.146	1.0-5.0
34	Special provisions for the handicapped (Item 15)	3.152	1.0-5.0
33	Use of student follow-up information (Item 9)	3.206	1.0-5.0
32	Use of support staff (Item 28)	3.229	1.0-5.0
31	Use of measurable learner performance objectives (Item 6)	3.355	1.0-5.0
30	Use of measurable objectives for programs and services (Item 5)	3.429	1.0-5.0
29	Special provisions for the disadvantaged (Item 14)	3.447	1.0-5.0
28	Adaptation of instructional approaches in occupational courses (Item 10)	3.474	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Short-Form Respondent Perceptions

Follow-up also was an area of major concern to short-form respondents at the colleges.

The part-time faculty respondent group gave its five lowest ratings to: "Systematic follow-up of occupational graduates of your program area," "Effectiveness of occupational counseling and guidance for students in your program area," "Adequacy of instructional facilities and equipment in your program area," "Promotion of college's occupational programs within the community," and "Opportunities for related work experience or clinical experience for students in your programs."

Similarly for the student group: "Information provided to you on job success of students who have completed your program," "College's effectiveness in job placement of students completing your occupational program," "Economic information provided in your program which is valuable to you as a consumer," "Economic information provided in your program which is valuable to you as an employee," and "Effectiveness and availability of counseling and guidance as related to your educational and occupational goals."

And for the community representatives serving on program area advisory committees: "Systematic follow-up of occupational graduates employed in your field(s)," "Effectiveness of the college's counseling and guidance function for students considering enrollment in, or already pursuing, the occupational education program(s) in your field(s)," "Opportunities for related work experience or clinical experience for students in the college's occupational education program(s) in your field(s)," "Promotion of the college's occupational education programs within the community," and "Adequacy of the college's instructional facilities and equipment in your occupational fields(s)."

Critical Needs for Improvement

Team Identifications

As has been emphasized in reporting previous COPES "state of the art" studies, lowest-rated items do not necessarily represent areas of most critical need for improvement. Judgment as to the importance of an item in its

potential impact upon improving occupational education must enter into the determinations.

The COPES teams' validation process at the eight representative colleges included the making of such judgments.

Their most frequently identified need (at six of the colleges) was "Inservice education opportunities for faculty." (See Table 9.) This item also shared with "Use of student follow-up information" the highest point total, based on assignment of ten points to each team's top-ranked need, nine points to the second-ranked, and so on to the tenth-ranked need, which was assigned one point.

(Appendix E-1 shows all the AJ critical needs identified by the eight teams.)

Table 9
TEN MOST CRITICAL NEEDS FOR IMPROVEMENT
IDENTIFIED BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Points</u>	<u>Colleges</u>
1.5	Inservice education opportunities for faculty (Item 27)	37	6
1.5	Use of student follow-up information (Item 9)	37	5
3	Provision for direction and coordination (Item 23)	33	4
4	Use of advisory committees (Item 34)	27	3
5.5	Use of measurable program objectives (Item 5)	25	5
5.5	Emphasis on counseling and guidance to evening and weekend students (Item 17)	25	3
7	Use of support staff (Item 28)	19	3
8	Use of information on job performance requirements (Item 8)	18	2
9	Number of instructors (Item 25)	16	3
10	Adaptation of program instructional approaches (Item 10)	15	2

Team Comments

As with the major program area strengths, the priority AJ needs were noted in the teams' written reports. Among their comments were the following:

"Apparently only minimal provisions (for inservice education) are made by the college. Evening faculty could particularly benefit from methodology experiences; day faculty from training in test construction."

"While the administration supports inservice training, no formal procedures exist for a planned program. It is left to the discretion of each instructor to develop his or her professionalism."

"The team could find no evidence of any provision for follow-up and no method of obtaining information as to the names of students majoring in occupational areas. It is understood that the college soon intends to implement the Student Accountability Model (SAM); this approach should go a long way toward remedying follow-up problems."

"Supervisory time for the coordinator is inadequate to meet the demands of the total program, and there is practically no evening supervision by the department."

"Three identified program area concerns (pertaining to information on community needs and job performance requirements, and to articulation with other educational agencies) relate directly to a very weak advisory committee structure. The cited concerns and others could be positively affected by strengthened committee utilization."

"There appears to be no long-range planning for the program in terms of planned levels of enrollment, program completions, or placements."

"An evening counselor is available only two nights a week, is not located where readily accessible to students, and has no real knowledge of the AJ programs."

"At least until such time as heavy teaching loads for faculty are alleviated, paraprofessional help is sorely needed."

"The team could find no evidence that available information on... (job performance) requirements is being used."

"At present there is no instructor time available to develop various aspects of the program--student work experience, building of student interest, budget, field trips, advisory committee meetings, responding to individual student needs, and assisting in student placement and follow-up."

"The team could find no evidence of the existence of any programmed learning, self-paced or formalized small-group instruction, or tutoring for AJ students. No provision is made for individual learning differences."

Inservice Training Needs

Linkages with the world of work, particularly for full-time instructors, were cited by teams at six of the colleges as a leading need for inservice training of AJ faculty. (See Table 10 and also Appendix F-1.)

Such linkages, perhaps through periodic return to employment in the field or reserve membership, would serve to heighten staff awareness of current trends in AJ and of changes in the laws, according to the teams.

This need received nearly twice as many rating points as its closest competitor, based on assignment of five points to each team's top-ranked need, four points to the second-ranked, and so on to the fifth-ranked need, which was assigned one point.

Table 10

FIVE TOP RANKINGS OF FACULTY INSERVICE TRAINING NEEDS
BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
ADMINISTRATION OF JUSTICE PROGRAM AREA

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points</u>	<u>Colleges</u>
1	World-of-work linkages, particularly for full-time instructors	30	6
2	Program area management and coordination	18	3
3	Teaching methodology, particularly for part-time faculty	10	2
4.5	College organizational structure and planning process	9	3
4.5	Program and learner performance measurable objectives	9	2

BUSINESS OCCUPATIONS PROGRAM AREA FINDINGS

On the basis of findings of COPES validation teams at eight representative institutions, business occupations programs at California community colleges are generally well housed and well equipped. They tend in some cases, however, to be out of touch with community needs. Often this shortcoming results from inadequate use of advisory committees. Perhaps part of the reason also is that a significant number of the program area instructors do not understand--or are not committed to--their colleges' mission to prepare students for jobs as well as for transfer to four-year schools.

Moreover, at two of the colleges participating in the study, serious morale problems were encountered among business occupations faculty members. No such conditions, at least to any important extent, were noted at any of the colleges by teams involved in administration of justice program area validations.

On one campus, for example, where the team found "an unusually fine rapport" and "extremely workmanlike atmosphere" in the AJ department, it also discovered "an overall apathy and lack of dynamism" on the part of business occupations staff, as well as a "serious lack of cohesiveness."

On a second campus, while noting that the AJ department "is in good hands ..., enjoys a solid rapport with the community, and its instructors are highly regarded by the students," the team perceived in the business occupations program area a "lack of staff motivation to solve problems that staff members themselves recognize and a certain wariness or lack of trust on the part of staff."

Strengths (Highest-Rated Items)

Team and Long-Form Respondent Perceptions

Of all 37 COPES long-form evaluative items, "Adequacy of instructional

facilities" was the one given the highest overall rating by validation teams at the eight colleges participating in this program area study. (See Table 11.)

Table 11
TEN HIGHEST RATINGS OF COPEs ITEMS
BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
1	Adequacy of instructional facilities (Item 31)	4.375	4.0-5.0
2	Adequacy and availability of instructional equipment (Item 30)	4.313	3.5-5.0
3	Salary schedule provisions (Item 29)	4.063	3.0-5.0
6	Provisions in current operating budget (Item 36)	3.938	3.0-5.0
6	Provisions in capital outlay budget (Item 37)	3.938	3.0-5.0
6	Use of instructional facilities and equipment (Item 32)	3.938	2.5-5.0
6	Qualifications of instructional staff (Item 26)	3.938	3.0-5.0
6	Special provisions for the handicapped (Item 15)	3.938	3.0-5.0
9	Adequacy and availability of instructional materials and library resources (Item 33)	3.875	3.0-5.0
10	Qualifications of administrators (Item 24)	3.813	3.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

None of the colleges' three self-study respondent groups who completed the long form agreed with that assessment. (See Tables 12, 13, and 14.) Tabulation of college responses on Form 1 (representing each institution's official self-appraisal) showed three items tied at the top of the list--"Provision for work experience," "Qualifications of administrators and/or supervisors," and "Adequacy and availability of instructional equipment." Highest-rated item on Form 2 (completed by 97 full-time occupational education teachers,

Table 12

TEN HIGHEST RATINGS OF COPEs ITEMS
BY FORM 1 RESPONDENTS (OFFICIAL COLLEGE POSITION)
AT FIVE* REPRESENTATIVE COLLEGES
BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean**</u>	<u>Range**</u>
2	Provision for vocational work experience (Item 13)	4.800	4.0-5.0
2	Qualifications of administrators (Item 24)	4.800	4.0-5.0
2	Adequacy and availability of instructional equipment (Item 30)	4.800	4.0-5.0
5	Adequacy of instructional facilities (Item 31)	4.600	4.0-5.0
5	Qualifications of instructional staff (Item 26)	4.600	4.0-5.0
5	Salary schedule provisions (Item 29)	4.600	4.0-5.0
10	Number of instructors (Item 25)	4.400	4.0-5.0
10	Special provisions for the handicapped (Item 15)	4.400	3.0-5.0
10	Articulation with other educational agencies (Item 12)	4.400	4.0-5.0
10	Special provisions for the disadvantaged (Item 14)	4.400	3.0-5.0
10	Provisions in current operating budget (Item 36)	4.400	4.0-5.0
10	Provisions in capital outlay budget (Item 37)	4.400	4.0-5.0
10	Provision for direction and coordination (Item 23)	4.400	4.0-5.0

* Three colleges did not complete Form 1.

**1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 13

TEN HIGHEST RATINGS OF COPEs ITEMS
 BY FORM 2 RESPONDENTS (FULL-TIME PROGRAM AREA INSTRUCTORS, DEPARTMENT
 HEADS, DIVISION CHAIRPERSONS) AT EIGHT REPRESENTATIVE COLLEGES
 BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
1	Special provisions for the handicapped (Item 15)	3.946	1.0-5.0
2	Special provisions for the disadvantaged (Item 14)	3.936	1.0-5.0
3	Qualifications of instructional staff (Item 26)	3.904	1.0-5.0
4	Provision for vocational work experience (Item 13)	3.897	1.0-5.0
5	Adequacy and availability of instructional materials and library resources (Item 33)	3.814	2.0-5.0
6	Salary schedule provisions (Item 29)	3.769	1.0-5.0
7	Use of instructional facilities and equipment (Item 32)	3.710	1.0-5.0
8	Adaptation of instructional approaches in occupational courses (Item 10)	3.648	1.0-5.0
9	Adequacy and availability of instructional equipment (Item 30)	3.619	1.0-5.0
10	Adequacy of instructional facilities (Item 31)	3.608	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 14

TEN HIGHEST RATINGS OF COPEs ITEMS
 BY FORM 3 RESPONDENTS (GENERALISTS)
 AT EIGHT REPRESENTATIVE COLLEGES
 BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
1	Qualifications of instructional staff (Item 26)	4.216	2.0-5.0
2	Salary schedule provisions (Item 29)	4.140	1.0-5.0
3	Adequacy of instructional facilities (Item 31)	4.035	1.0-5.0
4	Adequacy and availability of instructional equipment (Item 30)	4.034	1.0-5.0
5	Representation on college policy committees (Item 20)	4.000	2.0-5.0
6	Provision for vocational work experience (Item 13)	3.967	1.0-5.0
7	Adequacy and availability of instructional materials and library resources (Item 33)	3.941	1.0-5.0
8	Use of instructional facilities and equipment (Item 32)	3.926	1.0-5.0
9	Qualifications of administrators (Item 24)	3.862	1.0-5.0
10	Emphasis on counseling and guidance to day students (Item 17)	3.806	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

department heads, and division chairpersons in the program area) was "Special provisions for the handicapped." Highest-rated item on Form 3 (completed by 64 college generalists such as the dean of instruction, dean of student services, chief occupational education administrator, and counselors) was "Qualifications of instructional staff."

(The long form's evaluative items and their rating criteria statements are shown in Appendix C-2, as well as composite business occupations program area profiles as seen by the validation teams and the colleges' self-study respondent groups which are identified above.)

Short-Form Respondent Perceptions

As was the case in the administration of justice program area study, three other business occupations self-study respondent groups completed COPEs short-form instruments, and the perceptions of these groups were carefully considered by the teams.

There were 222 part-time program area faculty participants who, as a group, rated the five leading business occupations strengths at the eight colleges as follows, in rank order: "Overall reputation of the college within the community," "General quality of occupational instruction in your program area," "Reputation of the college's occupational program(s) in your area," "Educational opportunities provided in your program area for upgrading employed persons and for retraining," and "On-the-job success of graduates from your program area."

The composite views of 2,513 program area students: "Quality of your occupational instruction in general," "Adequacy and availability of instructional materials for your occupational program," "Adequacy of instructional facilities and equipment for your occupational program," "Your overall rating of your occupational program," and "Overall reputation of the college within the community."

The composite views of 78 community representatives serving on program area advisory committees: "Overall reputation of the college within the community," "Reputation of the college's occupational program(s) in your field(s)," "Quality of the college's occupational instruction in your field(s)," Growth

and/or modification of the college's occupational education program(s) in your field(s) in response to recommendations of your advisory committee," and "Adequacy of the college's instructional facilities and equipment in your occupational field(s)."

Team Comments

Teams underscored their "strength" ratings with comments in their written reports to the colleges. Selected examples are as follows:

"Facilities are functional, well lighted, spacious, comfortable, and conducive to learning."

"Modern business machines and instructional equipment are provided in sufficient quantity to support the business occupations programs. Maintenance of equipment is continuous."

"Provisions have been made to compensate occupational education teachers for work experience prior to their hiring. After hiring, they are treated like all other teachers and may use appropriate work experience or education to move up on the schedule."

"Funds are allocated annually at a level more than adequate to achieve program area objectives."

"Overall scheduling of facilities and equipment in the program area is planned to maximize use, consistent with quality instruction."

"Instructors, both day and evening, have solid backgrounds in related employment, although in some cases the employment experience is not recent."

"The team applauds the college's specialized services and the qualified staff for the handicapped. The structural changes and the special equipment and facilities are visible and appropriate, such as ramps, signs, toilets, elevator in the business building, and teaching aids."

"The administration, in the team's judgment, is very capable and highly dedicated to occupational education."

Weaknesses (Lowest-Rated Items)

Team and Long-Form Respondent Perceptions

The COPES teams gave their overall lowest item rating to "Use of student follow-up information." (See Table 15.)

Table 15

TEN LOWEST RATINGS OF COPEs ITEMS
BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
37	Use of student follow-up information (Item 9)	1.625	1.0-2.0
35.5	Use of advisory committees (Item 34)	2.313	2.0-3.0
35.5	Use of information on community needs (Item 7)	2.313	1.0-3.5
34	Use of measurable objectives for programs and services (Item 5)	2.438	1.0-4.0
31.5	Awareness of college's occupational education goals	2.500	2.0-4.0
31.5	Placement effectiveness for students completing programs (Item 19)	2.500	2.0-3.0
31.5	Use of information on job performance requirements (Item 8)	2.500	1.0-4.0
31.5	Concurrence of program activities with district plan for vocational education (Item 4)	2.500	2.0-3.0
29	Coordination of placement of occupational education students (Item 18)	2.571	1.0-4.0
27.5	Participation in development of district plan for vocational education (Item 3)	2.688	2.0-3.5
27.5	Provision for direction and coordination (Item 23)	2.688	2.0-4.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

That same item received the lowest rating from two of the three long-form respondent groups at the colleges: the full-time teachers, department heads, and division chairpersons who completed Form 2, and the generalists who completed Form 3. Tabulation of college responses on Form 1 (giving each college's official self-appraisal) showed "Emphasis on counseling and guidance to evening and weekend students" at the bottom of the list. (See Tables 16, 17, and 18.)

Table 16

TEN LOWEST RATINGS OF COPEs ITEMS
 BY FORM 1 RESPONDENTS (OFFICIAL COLLEGE POSITION)
 AT FIVE* REPRESENTATIVE COLLEGES
 BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean**</u>	<u>Range**</u>
37	Emphasis on counseling and guidance to evening and weekend students (Item 17)	3.000	2.0-4.0
34.5	Awareness of college's occupational education goals (Item 2)	3.400	2.0-4.0
34.5	Use of measurable learner performance objectives (Item 6)	3.400	2.0-4.0
34.5	Use of measurable objectives for programs and services (Item 5)	3.400	2.0-4.0
34.5	Use of advisory committees (Item 34)	3.400	1.0-4.0
32	Use of community resources (Item 35)	3.500	2.0-4.0
28.5	Placement effectiveness for students completing programs (Item 19)	3.600	2.0-4.0
28.5	Coordination of placement of occupational education students (Item 18)	3.600	2.0-4.0
28.5	Adaptation of instructional approaches in occupational courses (Item 10)	3.600	2.0-4.0
28.5	Use of information on community needs (Item 7)	3.600	2.0-5.0
28.5	Use of student follow-up information (Item 9)	3.600	1.0-5.0
28.5	Recruitment into programs (Item 21)	3.600	2.0-4.0

* Three colleges did not complete Form 1.

**1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 17

TEN LOWEST RATINGS OF COPEs ITEMS
 BY FORM 2 RESPONDENTS (FULL-TIME PROGRAM AREA INSTRUCTORS, DEPARTMENT
 HEADS, DIVISION CHAIRPERSONS) AT EIGHT REPRESENTATIVE COLLEGES
 BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
37	Use of student follow-up information (Item 9)	2.207	1.0-5.0
36	Emphasis on counseling and guidance to evening and weekend students (Item 17)	2.500	1.0-5.0
35	Participation in development of district plan for vocational education (Item 3)	2.671	1.0-5.0
34	Use of measurable objectives for programs and services (Item 5)	2.707	1.0-5.0
33	Concurrence of program activities with district plan for vocational education (Item 4)	2.776	1.0-5.0
32	Use of information on community needs (Item 7)	2.867	1.0-5.0
31	Promotion of occupational education as a vital college function (Item 22)	2.882	1.0-5.0
30	Use of support staff (Item 28)	2.885	1.0-5.0
29	Coordination of placement of occupational education students (Item 18)	2.916	1.0-5.0
28	Provision for direction and coordination (Item 23)	2.935	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Table 18

TEN LOWEST RATINGS OF COPEs ITEMS
 BY FORM 3 RESPONDENTS (GENERALISTS)
 AT EIGHT REPRESENTATIVE COLLEGES
 BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Mean*</u>	<u>Range*</u>
37	Use of student follow-up information (Item 9)	2.531	1.0-5.0
36	Emphasis on counseling and guidance to evening and weekend students (Item 17)	2.855	1.0-5.0
35	Placement effectiveness for students completing programs (Item 19)	2.978	1.0-5.0
34	Coordination of placement of occupational education students (Item 18)	3.018	1.0-5.0
33	Awareness of college's occupational education goals (Item 2)	3.185	1.0-5.0
32	Use of information on community needs (Item 7)	3.190	1.0-5.0
31	Use of measurable objectives for programs and services (Item 5)	3.195	1.0-5.0
30	Concurrence of program activities with district plan for vocational education (Item 4)	3.304	1.0-5.0
29	Use of measurable learner performance objectives (Item 6)	3.317	1.0-5.0
28	Use of support staff (Item 28)	3.328	1.0-5.0

*1=Poor, 2=Below Expectations, 3=Acceptable, 4=Good, 5=Excellent

Short-Form Respondent Perceptions

Two of the three short-form respondent groups at the colleges also rated follow-up as the weakest area. They were the part-time faculty and advisory committee member groups.

The student participants saw a related item as the weakest area. It was "Information provided to you on job success of students who have completed your program."

The four next-lowest ratings of part-time faculty: "Effectiveness of occupational counseling and guidance for students in your program area," "Promotion of college's occupational programs within the community," "Opportunities for related work experience or clinical experience for students in your programs," and "Community support of occupational education at the college."

The four next lowest ratings of advisory committee members: "Effectiveness of the college's counseling and guidance function for students considering enrollment in--or already pursuing--the occupational education program(s) in your field(s)," "Promotion of the college's occupational education programs within the community," "Opportunities for related work experience or clinical experience for students in the college's occupational education program(s) in your field(s)," and "Use of community resources in the college's class instruction."

The four next lowest ratings of students: "College's effectiveness in job placement of students who have completed your occupational program," "Economic information provided in your program which is valuable to you as an employee," "Economic information provided in your program which is valuable to you as a consumer," and "Effectiveness and availability of counseling and guidance as related to your educational and occupational goals."

Critical Needs for Improvement

Team Identifications

"Use of information on community needs" was the most critical need for improvement identified by the teams in the eight-college study of the business occupations program area. (See Table 19.) It was cited as a priority need at seven of the colleges and also received the highest point total, based

on assignment of ten points to each team's top-ranked need, nine points to the second-ranked, and so on to the tenth-ranked need, which was assigned one point.

(Appendix E-2 shows all the critical needs identified by the eight teams in the business occupations program area.)

Table 19

TEN MOST CRITICAL NEEDS FOR IMPROVEMENT
IDENTIFIED BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Item</u>	<u>Points</u>	<u>Colleges</u>
1	Use of information on community needs (Item 7)	55	7
2.5	Use of measurable program objectives (Item 5)	40	6
2.5	Provision for direction and coordination (Item 23)	40	5
4	Use of information on job performance requirements (Item 8)	34	5
5	Use of student follow-up information (Item 9)	33	6
6	Awareness of college's occupational education goals (Item 2)	32	5
7.5	Use of advisory committees (Item 34)	28	5
7.5	Use of college's occupational education goals (Item 1)	28	4
9	Participation in development of district plan for vocational education (Item 3)	22	3
10	Placement effectiveness for students completing programs (Item 19)	18	5

Team Comments

Among team comments made in the written reports to the colleges regarding the needs for improvement were the following:

"The team could find no real evidence of staff knowledge of community needs--other than in the real estate program, about which several favorable comments were received. Generally there seemed to be a dearth of community input, and yet people in the business community expressed to team members a sincere desire to assist business education at the college."

"While measurable program objectives are shown in the district plan for vocational education, the team found no evidence that such objectives are being used to plan levels of enrollment, completions, or placements in the business education programs."

"The line of authority is expressed on the organization chart, but it is not clear to the staff in practice."

"The college needs more effective follow-up on the job success of program completers. While some follow-up takes place by instructors, there is no evidence of the use of follow-up information by the college in program evaluation."

"Relatively few certificated personnel in the program area appear to be aware of the (college's occupational education) goals."

"Perhaps part of the problem here (regarding use of advisory committees) is a lack of understanding as to the ways such committees can be effectively utilized in such activities as community needs analysis, program development and modification, work experience, and placement."

"The placement office appears most effective for students who are attending school and need income. It would seem that the business and industrial communities...have matured to a point that placement activities for students completing programs should be expanded and intensified. This would mean that departments would have to find ways to communicate employment opportunities to students and to channel those who wish to explore opportunities to the placement office. It may also mean that the personal satisfaction which instructors get from fragmented placement efforts would be eroded; however, the long-range effect should be beneficial to the students."

Inservice Training Needs

Unlike the study in the administration of justice program area, where one particular need for faculty inservice training stood out from all the rest, there is no such focus of team judgment in connection with training needs in the business occupations program area. (See Table 20 and also Appendix F-2.)

As a matter of fact, the leading need--training in utilization of advisory committees--received less than half the number of rating points given to the top need in administration of justice, based on assignment of five points to each team's top-ranked need, four points to the second-ranked, and so on

to the fifth-ranked, which assigned one point.

Regarding the committees, the four validation teams which identified them as an area for attention indicated that the training should include committee purposes and organization, as well as utilization.

Table 20

FIVE TOP RANKINGS OF FACULTY INSERVICE TRAINING NEEDS
BY VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES
BUSINESS OCCUPATIONS PROGRAM AREA

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points</u>	<u>Colleges</u>
1	advisory committees	13	4
2	College's occupational education goals and the mission of community colleges in occupational education	10	2
3	Obtaining and using data on job performance requirements	9	3
4	World-of-work linkages for full-time instructors	6	2
7.5	Involvement in professional organizations and conferences	5	2
7.5	Alternative teaching methods	5	1
7.5	Instructional materials, testing, and student objectives	5	1
7.5	Individualized instruction	5	1
7.5	Administrative decisions and actions resulting from faculty input	5	1
7.5	Orientation for part-time faculty	5	1

REACTION TO COPES' USE AT THE PROGRAM AREA LEVEL

Overall reaction to the 25 program area applications of COPES during 1976-77 was highly favorable, although a number of the persons involved cited needs for still further refinement of instruments and procedures.

Ratings

"Acceptable" or better ratings by team members of both the self-study and validation visit phases of the evaluation process in all three program areas (administration of justice, business occupations, home economics) ranged from 91% to 100% of the respondents. (See Appendix G.)

Among professionals at the cooperating colleges who completed long-form instruments, "acceptable" or better ratings ranged from 84% to 95%. (See Appendix H.)

Seventy-five percent of these professionals found the instrument sufficiently relevant for their particular program area. (See Appendix I.)

In general, the highest ratings occurred in connection with the administration of justice applications.

Refinement Suggestions

The most often noted criticism was the relatively brief duration of program area validation visits, which were shortened by one day from the schedule of visits for overall occupational education evaluations. Many team members and college professionals felt that the resultant time (one full day and on the following day) was not enough--especially for attempting to look at individual programs within the program area.

Among other suggested procedural refinements were the following:

1. Send the self-study findings to team members for review before the visit.
2. Improve orientation of college personnel so they thoroughly understand that COPES teams do not make recommendations. (False expectations in this regard have sometimes led to disappointment with the contents of team oral and written reports.)
3. Devote more team training time to interviewing techniques.
4. Increase the specificity of team reports.
5. Emphasize individual rather than group interviews, shortening the time allotted to each interview if necessary. (The rationale is that interviewees feel more "open" when their views are not aired in the presence of other college staff members.)

Among suggested instrument refinements were the following:

1. Rewrite long-form evaluative item statements which contain multiple concepts, so that they focus on a single concept. (The rationale is that, in some cases, it is impossible to assign one meaningful rating to an item with more than one concept.)
2. In administration of justice, use separate instruments for preservice and inservice programs; and, where academies are involved, delete long-form items 10 through 17 (possibly retaining item 16).
3. Reconsider the question of whether addenda should be provided with the existing instruments, to cover evaluative specifics that may be distinctive to any particular program area. (The COPES Program Area Task Force had decided early in the year that no addenda were needed.)
4. Review the items to determine whether too much emphasis is placed on administrative rather than teacher-learner matters.

APPENDIXES

APPENDIX A

COPEs STUDY PERSONNEL

- A-1 PROGRAM AREA TASK FORCE MEMBERS
- A-2 VALIDATION TEAM MEMBERS
- A-3 PLANNING & INTERNAL EVALUATION COMMITTEE MEMBERS

Appendix A-1

PROGRAM AREA TASK FORCE MEMBERS*

Administration of Justice

- Donald E. Dawson, Administration of Justice Department, Saddleback College
Raymond E. Hernandez, Occupational Education Consultant
Derald D. Hunt, Director, Administration of Justice Program, Golden West College
J. Winston Silva, Specialist, Criminal Justice Education and Training, California Community Colleges
**John M. Hulme, Assistant to Chancellor for Community Relations, San Mateo Community College District

Home Economics

- Barbara Hoyt, Director, CETA Program, Bakersfield College
**Shirley B. McGillicuddy, Consultant, Shirley McGillicuddy & Associates
Earl R. Orum, Dean of Instruction, Yuba College
Barbara Pratt, Specialist, Consumer and Homemaking Education, California Community Colleges

Business Occupations

- Edna P. Froehlich, Coordinator, Occupational & Cooperative Education, College of Alameda
Joyce A. Knecht, Chairman, Business Department, Santa Rosa Junior College
David A. Lien, Assistant Dean, Technical-Vocational Education, Grossmont Community College
John Strahl, Specialist, Occupational Education, California Community Colleges
**Robert J. Thompson, Associate Director, Technical Education, Foothill-De Anza Community College District

**George W. Ebey, Project Coordinator, COPES Service Center

- *Titles shown are as of date of task force meeting on August 6, 1976.
**Representing COPES Service Center

Appendix A-2

VALIDATION TEAM MEMBERS*

Butte College

Gene D. Dolan (Chairperson), formerly Chairperson, Departments of Home Economics, Interior Design and Food Service Management, American River College.

Colleen M. Carr, Chairperson, Consumer Studies & Cooperative Education, Ohlone College; Jeanne Palmie, Instructor, Fashion Merchandising, Modesto Junior College.

Chaffey College

Kenneth L. Hunt (Chairperson), Assistant Dean, Admissions and Guidance, East Los Angeles College.

Administration of Justice Subteam: C. Thomas Whitt (Leader), Department Head, Administration of Justice, Fresno City College; William H. Boakes, Specialist, Industrial Education, California Community Colleges; John A. Metcalf, Director, Administration of Justice Center, Rio Hondo College.

Business Occupations Subteam: Joyce A. Knecht (Leader), Chairperson, Business Department, Santa Rosa Junior College; Cathryn Baccanti, Assistant Director, Adult and Vocational Education, North Orange County Community College District; Connie Papousek, Specialist, Business Education, California Community Colleges; J. William Wenrich, President, Canada College.

Home Economics Subteam: Gene D. Dolan (Leader), formerly Chairperson, Departments of Home Economics, Interior Design, and Food Service Management, American River College; Penny F. McGee, Chairperson, Fine Arts Division, Yuba College; Sue G. Troublefield, EPDA Graduate Intern, University of California, Los Angeles.

Columbia Junior College

Fred E. Ittner (Chairperson), Dean, Instructional and Administrative Services, Peralta College for Non-Traditional Study.

Harry W. Baggett, Instructor, Diablo Valley College; Mary E. DeNure, Member, RAVECs Staff, California Community Colleges; Eloise F. Hansen, Executive Head, Medical Assisting, De Anza College.

El Camino College

Garrith D. Perrine (Chairperson), Department Head, Public Service, Shasta College.

Jack A. Fleming, Director, Public Services Division, Ventura College; Griffin R. McKay, Dean, Career Education, Glendale Community College.

*Titles shown are as of 1976-77 college year.

Gavilan College

Herbert L. Schlackman (Chairperson), Dean, Occupational Education, Santa Monica College.

Administration of Justice Subteam: Raymond E. Hernandez (Leader), Consultant, Occupational Education; George T. Payton, Administration of Justice Department, Evergreen Valley College.

Business Occupations Subteam: Warren B. Enos (Leader), Director, Cooperative Education Program, Ohlone College; Joyce Arntson, Instructor, Division of Business Sciences, Saddleback Community College; Robert E. Smith, Specialist, Academic Programs, California Community Colleges.

Merced College

William A. Goss (Chairperson), President Emeritus, Canada College.

Administration of Justice Subteam: Raymond E. Hernandez (Leader), Consultant, Occupational Education; Gary L. Cook, Fiscal Services, California Community Colleges; Leon C. Hoffman, Instructor/Coordinator, Department of Criminology, Grossmont College.

Business Occupations Subteam: Millard S. Lachman (Leader), Instructor/Coordinator, Cooperative Work Experience, Palomar College; Richard P. Brunell, Dean, Business Division, Santa Ana College; Connie Papousek, Specialist, Business Education, California Community Colleges.

Moorpark College

H. Ralph Todd (Chairperson), Coordinator, Management Education, American River College.

Melvin J. Elkins, Assistant Dean, Occupational & Career Education, Santa Barbara City College; Gary H. Magnelli, Coordinator, Cooperative Work Experience, Solano Community College; John Strahl, Specialist, Occupational Education, California Community Colleges; Rosemary L. Taggart-Thurston, Business Instructor, Solano Community College.

Redwoods, College of the

Edna P. Froehlich (Chairperson), Assistant Dean, Occupational Education & Special Programs, College of Alameda.

Eloise F. Hansen, Executive Head, Medical Assisting, De Anza College; James D. McEntire, Instructor, Contra Costa College; John Strahl, Specialist, Occupational Education, California Community Colleges.

Rio Hondo College

M. Jack Fujimoto (Chairperson), Dean of Instruction, Los Angeles Pierce College.

Business Occupations Subteam: M. Jack Fujimoto (Leader); James R. Blackwood, Member, California Advisory Council on Vocational and Technical Training; Myrna Harker, Chairperson, Secretarial Science, Santa Barbara City College.

Home Economics Subteam: Janet W. McAfee (Leader), Associate Dean--Instruction, Diablo Valley College; Carolyn D. Williams, Associate Professor, Home Economics, Long Beach City College.

Riverside City College

Garrith D. Perrine (Chairperson), Department Head, Public Service, Shasta College.

Kenneth L. Giles, Administration of Justice Department, Merritt College; Joel I. Greenfield, Instructor, Administration of Justice Department, Sacramento City College; Theodore Sypolt, Specialist, Agricultural Education, California Community Colleges.

Sacramento City College

Robert J. Thompson (Chairperson), Associate Director, Technical Education, Foothill-De Anza Community College District.

Administration of Justice Subteam: Charles D. Rucker (Leader), Professor, Southwestern College; J. Fred Bowman, Coordinator, Administration of Justice Department, Yuba Community College.

Business Occupations Subteam: Ruth L. Ling (Leader), Coordinator, Cooperative Education, East Los Angeles College; Curt D. Huska, Associate Dean, Career Education, Ohlone College; Connie Papousek, Specialist, Business Education, California Community Colleges; Darroch F. Young, Chairman, Business Department, Santa Monica College.

Home Economics Subteam: Nell M. Woodward (Leader), Chairperson, Consumer & Health Services Division, Orange Coast College; Colleen M. Carr, Chairperson, Consumer Studies & Cooperative Education, Ohlone College; Margaret B. Moore, Associate Professor, Los Angeles City College.

San Jose City College

Joseph E. Berruezo (Chairperson), Director, Vocational/Technical Education, College of Marin.

San Jose City College (continued)

Administration of Justice Subteam: Derald D. Hunt (Leader), Director, Administration of Justice, Golden West College; Brian G. McBride, Public Services Department, Allan Hancock College.

Business Occupations Subteam: Robert J. Thompson (Leader), Associate Director, Technical Education, Foothill-De Anza Community College District; Ralph E. Boynton, Management & Education Consultant; Marjorie C. Dixon, Instructor, College of Alameda; Connie Papousek, Specialist, Business Education, California Community Colleges.

San Mateo, College of

Derald D. Hunt (Chairperson), Director, Administration of Justice, Golden West College.

J. Winston Silva, Specialist, Criminal Justice Education and Training, California Community Colleges; William B. Steinberg, formerly Assistant Chancellor, San Diego Community College District.

Southwestern College

Lawrence G. Lloyd (Chairperson), Associate Dean of Instruction, Moorpark College.

Administration of Justice Subteam: Donald E. Dawson (Leader), Instructor, Administration of Justice, Saddleback College; John Metcalf, Administration of Justice, Rio Hondo College.

Business Occupations Subteam: Evanell K. Baldwin (Leader), Cooperative Work Experience Coordinator, American River College; Stephen M. Epler, Vice President, Academic Affairs, Long Beach City College; William B. Hamre, Specialist, Financial Services, California Community Colleges; Louise A. Spivey, Chairperson, Business Division, Golden West College.

Taft College

Burton T. Yount (Chairperson), Instructor, Accounting, San Diego City College.

Administration of Justice Subteam: Burton T. Yount (Leader); C. Thomas Whitt, Department Head, Administration of Justice, Fresno City College.

Business Occupations Subteam: Alma J. Wyant (Leader), Instructor, Golden West College; Connie Papousek, Specialist, Business Education, California Community Colleges.

Appendix A-3

PLANNING & INTERNAL EVALUATION COMMITTEE MEMBERS*
1976-77

Joseph E. Berruezo
Director, Vocational-Technical
Education
College of Marin
Past President, California
Community College Administrators
of Occupational Education

Nathan H. Boortz
Director of Technical Education
Foothill-De Anza Community
College District
COPES Project Manager

Dale L. Bratten
Dean of Instruction
Columbia Junior College
Past Chairman, Northern California
Deans of Instruction

A. Robert DeHart
President
De Anza College
President, Association of California
Community College Administrators

George W. Ebey
COPES Project Coordinator
COPES Service Center

John M. Hubbard
COPES Project Associate Coordinator
COPES Service Center

John H. Mills
Specialist, Occupational Education
Division of Occupational Education
Chancellor's Office, California
Community Colleges

William R. Morris
Evaluation Specialist
Division of Occupational Education
Chancellor's Office, California
Community Colleges

Ernest R. Neasham
Evaluation Consultant
Division of Vocational Education
California State Department of
Education

C. Allen Paul
Dean of Technical-Vocational
Education
Grossmont Community College
President-elect, California Com-
munity College Administrators
of Occupational Education

John D. Randall
Superintendent/President
Mt. San Antonio College
Representing the Past Chairman,
Southern California Deans of
Instruction

Richard E. Whiteman
Dean, Vocational Education
Cerritos College
President, California Community
College Administrators of
Occupational Education

*Titles shown are as date of Committee's fall meeting on September 24, 1976.

APPENDIX B
COOPERATING COLLEGES

Appendix B

COOPERATING COLLEGES

(All site visits in 1977)

Representative Colleges Included in the "State of the Art" Studies

Chaffey College

Alta Loma

Site Visit: May 11, 12

Program Areas Covered: Administration of Justice, Business Occupations,
Home Economics*

A Southern California college located in the western end of vast San Bernardino County. Established as a private college of agriculture in 1883, became a public institution in 1916, and occupied its present campus in 1960.

Gavilan College

Gilroy

Site Visit: May 5, 6

Program Areas Covered: Administration of Justice, Business Occupations

Serving a relatively lightly populated portion of the San Francisco Bay Area which includes southern Santa Clara County and almost all of San Benito County, this small college was established in 1919 and now occupies modern facilities on a 150-acre site against the hills of western Santa Clara Valley.

Merced College

Merced

Site Visit: March 29, 30

Program Areas Covered: Administration of Justice, Business Occupations

Situated in fertile San Joaquin Valley, the college has a student population which is now almost six times as large as the initial enrollment in 1962. Basically an academic, transfer-oriented institution at the outset, but has since developed a comprehensive occupational curriculum. Moved to its present campus in 1966.

*Home Economics program not a subject of "state of the art" study.

Rio Hondo College

Whittier

Site Visit: May 3, 4

Program Areas Covered: Business Occupations, Home Economics*

The lone college of a district which encompasses only about 50 square miles but has a population of some 300,000 in nine Los Angeles County communities, Rio Hondo was established in 1960. Present campus opened in 1966.

Riverside City College

Riverside

Site Visit: April 20, 21

Program Area Covered: Administration of Justice

Founded in 1916, this college has enjoyed a long history of service to its community in the liberal arts and science areas. More recently, following separation from the unified school district in the mid-1960s, the college has placed increasing emphasis on occupational education programs reflecting the diversified service economy of Riverside County.

Sacramento City College

Sacramento

Site Visit: April 19, 20

Program Areas Covered: Administration of Justice, Business Occupations, Home Economics*

One of three colleges in a district which serves the state capital and environs. Established in 1916, moved to its present 60-acre campus 10 years later, and has since added many facilities there to meet the needs of an increasingly diverse student population.

San Jose City College

San Jose

Site Visit: March 3, 4

Program Areas Covered: Administration of Justice, Business Occupations

Located in a Santa Clara County metropolitan growth area, the college is the larger of two district institutions--and the older, having been established in 1921. Moved to its present campus in 1953.

Southwestern College

Chula Vista

Site Visit: March 29, 30

Program Areas Covered: Administration of Justice, Business Occupations

District extends from southern city limits of San Diego to the Mexican

*Home Economics program area not a subject of a "state of the art" study.

border. College, established in 1960, occupies a 158-acre campus; there and at a number of off-campus sites offers occupational programs aimed at meeting needs of residents of the area who are employed primarily in the aircraft industry or at naval installations.

Taft College

Taft

Site Visit: March 22, 23

Program Areas Covered: Administration of Justice, Business Occupations

Smallest among the colleges in the "state of the art" studies, Taft is located in an oil-rich region of Southern California, west of Bakersfield. Established in 1922, occupied present campus in 1956.

Others

Butte College

Oroville

Site Visit: November 15, 16

Program Area Covered: Home Economics

Columbia Junior College

Columbia

Site Visit: April 19, 20

Program Area Covered: Business Occupations

El Camino College

Via Torrance

Site Visit: May 10, 11

Program Area Covered: Administration of Justice

Moorpark College

Moorpark

Site Visit: April 13, 14

Program Area Covered: Business Occupations

Redwoods, College of the

Eureka

Site Visit: March 9, 10

Program Area Covered: Business Occupations

San Mateo, College of

San Mateo

Site Visit: April 13, 14

Program Area Covered: Administration of Justice

APPENDIX C

COMPOSITE PROGRAM AREA PROFILES OF EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES BY FOUR RESPONDENT GROUPS

C-1 ADMINISTRATION OF JUSTICE PROFILE

C-2 BUSINESS OCCUPATIONS PROFILE

Appendix C-1

COMPOSITE ADMINISTRATION OF JUSTICE PROGRAM AREA PROFILES
OF EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES
BY FOUR RESPONDENT GROUPS*

Key: P - Official position (N=5) G - Admin./counselors (N=45)
O - Full-time occup. teachers (N=21) V - Validation team (N=8)

SUMMARY PROFILE - Mean Responses

GOALS AND OBJECTIVES

1. Use of college's occupational education goals.

Excellent - General occupational education goals, clearly stated in writing (such as in the district plan for vocational education), are consistently used as a basis for planning specific objectives for this program area.

Poor - General goals are rarely considered in planning objectives for this program area.

2. Awareness of college's occupational education goals.

Excellent - Almost all certificated personnel in this program area are aware of the goals.

Poor - Almost no certificated personnel in this program area are aware of the goals.

3. Participation in development of district plan for vocational education.

Excellent - Almost all administrators and/or other supervisory personnel in this program area are involved in developing and revising the district plan for vocational education. Provision is also made for input from instructors in this program area and from counselors where appropriate.

Poor - Development of the plan is essentially the work of one or two persons in the district.

4. Concurrence of program activities with district plan for vocational education.

Excellent - Goals and objectives stated in the district plan for this program area are consistently used as a basis for development and evaluation of the programs.

Poor - There is little relationship between plan and practice.

5. Use of measurable program objectives.

Excellent - Evaluation of programs in this program area is based on written objectives stated in measurable terms (such as planned levels of enrollments, completions, placements).

Poor - No written objectives stated in measurable terms exist in this program area.

6. Use of measurable learner performance objectives.

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in this program area.

Poor - No course in this program area has written learner performance objectives stated in measurable terms.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
1			P V	G O	
2			P V	O G	
3			P O V	G	
4			P O V	G	
5		V	P O	G	
6			P G O V		

*Excludes "Don't know" responses.

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

GOALS AND OBJECTIVES (Continued)

7. Use of information on community needs.

Excellent - Current data on community education needs and characteristics are consistently and systematically used in the development and evaluation of programs in this program area. Occupational education needs include labor market needs for employment training, retraining, and upgrading.

Poor - Community needs information has not been collected for use in planning or evaluation in this program area.

8. Use of information on job performance requirements.

Excellent - Current data on job performance requirements and trends are consistently and systematically used in the development and evaluation of programs in this program area.

Poor - Job performance requirements information has not been collected for use in planning or evaluation in this program area.

9. Use of student follow-up information.

Excellent - Current follow-up data (such as information on placements and job performance of students who have completed programs, as well as on jobouts and dropouts) are consistently and systematically used in the evaluation of programs in this program area. (Note: Jobouts are students leaving college for employment in field of preparation prior to completing program of studies.)

Poor - Student follow-up information has not been collected for use in evaluation in this program area.

	Keypoints Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
7			OV	PG	
8			OV	PG	
9	OV		PG		

PROCESSES

10. Adaptation of program instructional approaches.

Excellent - Instructional approaches in all courses in this program area recognize and respond to individual student differences (through such means as programmed learning, self-paced and small-group instruction, and tutoring).

Poor - Instructional approaches in this program area do not consider individual student differences.

11. Relevance of major-related courses.

Excellent - All applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with programs in this program area and are kept relevant and current to the needs of students in the programs.

Poor - Major-related course contents reflect no planned approach to meeting needs of students in this program area.

10			OV	GP	
11			OV	GP	

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

PROCESSES (Continued)

12. Articulation with other educational agencies.

Excellent - Effective articulation is sought with all other nearby educational institutions (such as high schools, other community colleges, regional occupational programs and centers) having impact on this program area.

Poor - College activities reflect a disinterest in articulation with other educational institutions concerning this program area.

13. Provision for work experience.

Excellent - Ample opportunities are provided, wherever feasible, for related work experience or equivalent clinical experience for students in this program area. Student participation is well coordinated with classroom instruction and employers.

Poor - Few opportunities are provided in this program area for related work experience or equivalent clinical experience where such participation is feasible.

14. Special provisions for the disadvantaged.

Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages. Services are readily available to students in this program area and are coordinated with instruction.

Poor - Almost no special services are provided.

15. Special provisions for the handicapped.

Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health-impairing handicaps. Services are readily available to students in this program area and are coordinated with occupational instruction. Facilities and equipment in this program area are adapted to meet student needs.

Poor - Special services, as well as facility and equipment modifications in this program area, are almost nonexistent.

16. Emphasis on counseling and guidance to day students.

Excellent - The college provides an adequate number of personnel to assure that day students in this program area have ready access to career and program counseling and guidance. Counseling staff have current knowledge relating to the programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests.

Poor - Daytime counseling staff are insufficient in number, and most have little proficiency in counseling related to this program area.

Keypunch Instructions	Mean Responses				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
12		O V	P G		
13		V	P G O		
14		G V	P O		
15		P G V	O		
16			O P G V		

SUMMARY PROFILE
PROGRAM AREA (OR CLUSTER) - Mean Responses

PROCESSES (Continued)

17. Emphasis on counseling and guidance to evening and weekend students.

Excellent - The college provides an adequate number of personnel to assure that evening and weekend students in this program area have ready access to career and program counseling and guidance. Counseling staff have current knowledge relating to the programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests.

Poor - Evening and weekend counseling staff are insufficient in number, and most have little proficiency in counseling related to this program area.

18. Coordination of placement of occupational education students.

Excellent - The college has an effectively functioning system for locating jobs and coordinating placement for students completing occupational education programs with a degree or certificate.

Poor - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational education students.

19. Placement effectiveness for students completing programs.

Excellent - Almost all students completing programs in this program area with a degree or certificate and desiring employment are placed within a reasonable period of time in their field of preparation or a closely related field.

Poor - Few students completing programs in this program area and desiring employment are placed within a reasonable period of time in their field of preparation or a closely related field.

20. Representation on college policy committees.

Excellent - Occupational education staffs are appropriately represented on all committees responsible for policy formulation decisions (such as curriculum, student services).

Poor - Occupational education interests have very little representation on policy committees.

21. Recruitment into program(s).

Excellent - Students and potential students of both sexes are actively encouraged to enroll in this program area. Special recruitment provisions are made for the disadvantaged and handicapped.

Poor - Little effort is made to provide information about this program area to students or potential students.

	Keypunch Instructions				
	1	2	3	4	5
	Poor	Below Expectations	Acceptable	Good	Excellent
17	V		P G O		
18	O		G V	P	
19			G O V	P	
20			P	G O V	
21		O V		P	

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

PROCESSES (Continued)

22. Promotion of occupational education as a vital college function.

Excellent - An active and organized effort is made to inform the public and its representatives (such as news media, legislators) of the importance of providing effective and comprehensive occupational offerings through the college.

Poor - There is no organized public information effort for occupational education.

Keypunch Instructions	Mean Responses				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
22		O V	G	P	

RESOURCES

23. Provision for direction and coordination.

Excellent - Responsibility, authority, and accountability for this program area are clearly identified and assigned. Sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, operation, supervision, and evaluation.

Poor - There are no clearly defined lines of responsibility, authority, and accountability for this program area.

23		O V	G	P	
----	--	--------	---	---	--

24. Qualifications of administrators and/or supervisors.

Excellent - All persons responsible for direction and coordination affecting this program area demonstrate a high level of administrative and/or supervisory ability. They are knowledgeable in and committed to occupational education.

Poor - Persons responsible for direction and coordination affecting this program area have little administrative and/or supervisory training, education, or experience.

24			O V	G P	
----	--	--	--------	--------	--

25. Number of instructors.

Excellent - Instructional staffing in this program area is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, provide liaison with advisory committees, and conduct placement and follow-up activities).

Poor - Staffing is inadequate to effectively meet the needs of this program area.

25		V	O	G P	
----	--	---	---	--------	--

26. Qualifications of instructional staff.

Excellent - All instructors in this program area have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.

Poor - Few teachers in this program area have relevant employment experience or current competence in their field.

26				G O P V	
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SUMMARY PROFILE
PROGRAM AREA (OR CLUSTER)

RESOURCES (Continued)

27. Inservice education opportunities for faculty.

Excellent - The college strongly encourages the continuing inservice growth of faculty in this program area through a variety of opportunities (such as conference attendance, curriculum development, work experience). It supports this policy with time and money, and appraises inservice growth in its evaluation of individual staff members.

Poor - The college makes little provision for and does not encourage the participation of faculty of this program area in inservice growth experiences.

28. Use of support staff.

Excellent - Paraprofessionals (such as instructional aides, teacher assistants) and other support personnel (such as secretaries) are widely used to insure maximum effectiveness of certificated personnel in this program area.

Poor - Little use is made of support personnel in this program area.

29. Salary schedule provisions.

Excellent - The college maintains a single salary schedule for instructional personnel, and grants degree and service equivalency for program-related occupational experience.

Poor - Compensation for occupational faculty is scheduled at lower levels than other faculty.

30. Adequacy and availability of instructional equipment.

Excellent - Equipment used on the campus or elsewhere for this program area is current, operational, and sufficient in amount.

Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.

31. Adequacy of instructional facilities.

Excellent - All instructional facilities (excludes equipment) in this program area fully meet the needs of programs and students, are functional, and provide maximum flexibility.

Poor - Facilities in this program area generally are restrictive, dysfunctional, or overcrowded.

32. Use of instructional facilities and equipment.

Excellent - Scheduling of facilities and equipment in this program area on the campus or elsewhere is planned to maximize use, consistent with quality instruction.

Poor - Facilities and equipment in this program area are significantly under-scheduled or over-scheduled.

Key-punch Instructions	Rating Scale				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
27		O		P G	
28			G V	P	
29				G O V	P
30				G V	P
31			O V	P G	
32				P G O V	



SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

RESOURCES (Continued)

33. Adequacy and availability of instructional materials and library resources.

Excellent - Instructional materials in this program area (such as textbooks, reference books, visual aids, mock-ups) are sufficient in amount, current, relevant to program and student needs, varied, and conveniently located for maximum student use.

Poor - Materials in this program area are generally outdated, limited to basic textbooks, and lack relevance to program and student needs.

34. Use of advisory committees.

Excellent - Each program in this program area has an advisory committee of knowledgeable and influential persons from its field. The committee is actively utilized by college staff in pertinent activities (such as community needs analysis, program development and modification, work experience, placement).

Poor - Advisory committee members in this program area generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.

35. Use of community resources.

Excellent - The college has oriented labor, business, industry, the professions, and the general public to resource needs in this program area (such as field trips, outside speakers, facilities, equipment, scholarships). There has been and is substantial response to these needs.

Poor - Community resources for this program area have not been identified or are almost totally ignored.

36. Provisions in current operating budget.

Excellent - Adequate funds are allocated in the district operating budget to support achievement of approved objectives in this program area.

Poor - Funds provided are seriously inadequate in relation to approved objectives for this program area.

37. Provisions in capital outlay budget.

Excellent - Adequate funds are allocated on a planned schedule to provide new facilities and equipment where needed in this program area, and for equipment replacement, repair, and renovation.

Poor - Facilities and equipment needs in this program area are almost totally unmet in the capital outlay budget.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
33				P G O V	
34		V		P G O	
35				P G O V	
36			O	P G V	
37			O	P G V	

Appendix C-2

COMPOSITE BUSINESS OCCUPATIONS PROGRAM AREA PROFILES
OF EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES
BY FOUR RESPONDENT GROUPS*

Key: P - Official position (N=5) G - Admin./counselors (N=64)
O - Full-time occup. teachers (N=97) V - Validation team (N=8)

SUMMARY PROFILE - Mean Responses

GOALS AND OBJECTIVES

1. Use of college's occupational education goals.

Excellent - General occupational education goals, clearly stated in writing (such as in the district plan for vocational education), are consistently used as a basis for planning specific objectives for this program area.

Poor - General goals are rarely considered in planning objectives for this program area.

2. Awareness of college's occupational education goals.

Excellent - Almost all certificated personnel in this program area are aware of the goals.

Poor - Almost no certificated personnel in this program area are aware of the goals.

3. Participation in development of district plan for vocational education.

Excellent - Almost all administrators and/or other supervisory personnel in this program area are involved in developing and revising the district plan for vocational education. Provision is also made for input from instructors in this program area and from counselors where appropriate.

Poor - Development of the plan is essentially the work of one or two persons in the district.

4. Concurrence of program activities with district plan for vocational education.

Excellent - Goals and objectives stated in the district plan for this program area are consistently used as a basis for development and evaluation of the programs.

Poor - There is little relationship between plan and practice.

5. Use of measurable program objectives.

Excellent - Evaluation of programs in this program area is based on written objectives stated in measurable terms (such as planned levels of enrollments, completions, placements).

Poor - No written objectives stated in measurable terms exist in this program area.

6. Use of measurable learner performance objectives.

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in this program area.

Poor - No course in this program area has written learner performance objectives stated in measurable terms.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
1			O V	G P	
2		V	P G O		
3			G O V	P	
4		V	G O	P	
5		V	P G O		
6			P G V	O	

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

GOALS AND OBJECTIVES (Continued)

7. Use of information on community needs.

Excellent - Current data on community education needs and characteristics are consistently and systematically used in the development and evaluation of programs in this program area. Occupational education needs include labor market needs for employment training, retraining, and upgrading.

Poor - Community needs information has not been collected for use in planning or evaluation in this program area.

8. Use of information on job performance requirements.

Excellent - Current data on job performance requirements and trends are consistently and systematically used in the development and evaluation of programs in this program area.

Poor - Job performance requirements information has not been collected for use in planning or evaluation in this program area.

9. Use of student follow-up information.

Excellent - Current follow-up data (such as information on placements and job performance of students who have completed programs, as well as on jobouts and dropouts) are consistently and systematically used in the evaluation of programs in this program area. (Note: Jobouts are students leaving college for employment in field of preparation prior to completing program of studies.)

Poor - Student follow-up information has not been collected for use in evaluation in this program area.

PROCESSES

10. Adaptation of program instructional approaches.

Excellent - Instructional approaches in all courses in this program area recognize and respond to individual student differences (through such means as programmed learning, self-paced and small-group instruction, and tutoring).

Poor - Instructional approaches in this program area do not consider individual student differences.

11. Relevance of major-related courses.

Excellent - All applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with programs in this program area and are kept relevant and current to the needs of students in the programs.

Poor - Major-related course contents reflect no planned approach to meeting needs of students in this program area.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
7		V	GO	P	
8		V	GO	P	
9		OV	G	P	

10			G	P	OV
11			OV	G	P

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

PROCESSES (Continued)

12. Articulation with other educational agencies.

Excellent - Effective articulation is sought with all other nearby educational institutions (such as high schools, other community colleges, regional occupational programs and centers) having impact on this program area.

Poor - College activities reflect a disinterest in articulation with other educational institutions concerning this program area.

13. Provision for work experience.

Excellent - Ample opportunities are provided, wherever feasible, for related work experience or equivalent clinical experience for students in this program area. Student participation is well coordinated with classroom instruction and employers.

Poor - Few opportunities are provided in this program area for related work experience or equivalent clinical experience where such participation is feasible.

14. Special provisions for the disadvantaged.

Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages. Services are readily available to students in this program area and are coordinated with instruction.

Poor - Almost no special services are provided.

15. Special provisions for the handicapped.

Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health-impairing handicaps. Services are readily available to students in this program area and are coordinated with occupational instruction. Facilities and equipment in this program area are adapted to meet student needs.

Poor - Special services, as well as facility and equipment modifications in this program area, are almost nonexistent.

16. Emphasis on counseling and guidance to day students.

Excellent - The college provides an adequate number of personnel to assure that day students in this program area have ready access to career and program counseling and guidance. Counseling staff have current knowledge relating to the programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests.

Poor - Daytime counseling staff are insufficient in number, and most have little proficiency in counseling related to this program area.

	Keypunch Instructions				
	1	2	3	4	5
	Poor	Below Expectations	Acceptable	Good	Excellent
12		G	P		
			0		
			↓		
13		V	G	P	
			O		
14		G	P		
		V	O		
15			G	P	
				O	
				V	
16		O	P		
		V	G		

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

PROCESSES (Continued)

17. Emphasis on counseling and guidance to evening and weekend students.

Excellent - The college provides an adequate number of personnel to assure that evening and weekend students in this program area have ready access to career and program counseling and guidance. Counseling staff have current knowledge relating to the programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests.

Poor - Evening and weekend counseling staff are insufficient in number, and most have little proficiency in counseling related to this program area.

18. Coordination of placement of occupational education students.

Excellent - The college has an effectively functioning system for locating jobs and coordinating placement for students completing occupational education programs with a degree or certificate.

Poor - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational education students.

19. Placement effectiveness for students completing programs.

Excellent - Almost all students completing programs in this program area with a degree or certificate and desiring employment are placed within a reasonable period of time in their field of preparation or a closely related field.

Poor - Few students completing programs in this program area and desiring employment are placed within a reasonable period of time in their field of preparation or a closely related field.

20. Representation on college policy committees.

Excellent - Occupational education staffs are appropriately represented on all committees responsible for policy formulation decisions (such as curriculum, student services).

Poor - Occupational education interests have very little representation on policy committees.

21. Recruitment into program(s).

Excellent - Students and potential students of both sexes are actively encouraged to enroll in this program area. Special recruitment provisions are made for the disadvantaged and handicapped.

Poor - Little effort is made to provide information about this program area to students or potential students.

	Keypunch Instructions				
	1	2	3	4	5
	Poor	Below Expectations	Acceptable	Good	Excellent
17		O	P G V		
18		Y	G O	P	
19		V	G O	P	
20			O	P G V	
21			G O V	P	

SUMMARY PROFILE

PROGRAM AREA (OR CLUSTER) - Mean Responses

PROCESSES (Continued)

22. Promotion of occupational education as a vital college function.

Excellent - An active and organized effort is made to inform the public and its representatives (such as news media, legislators) of the importance of providing effective and comprehensive occupational offerings through the college.

Poor - There is no organized public information effort for occupational education.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
22			G O V	P	

RESOURCES

23. Provision for direction and coordination.

Excellent - Responsibility, authority, and accountability for this program area are clearly identified and assigned. Sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, operation, supervision, and evaluation.

Poor - There are no clearly defined lines of responsibility, authority, and accountability for this program area.

23		O V	P G	
24		O	G V	P
25			P G O	
26			G O V	P

24. Qualifications of administrators and/or supervisors.

Excellent - All persons responsible for direction and coordination affecting this program area demonstrate a high level of administrative and/or supervisory ability. They are knowledgeable in and committed to occupational education.

Poor - Persons responsible for direction and coordination affecting this program area have little administrative and/or supervisory training, education, or experience.

25. Number of instructors.

Excellent - Instructional staffing in this program area is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, provide liaison with advisory committees, and conduct placement and follow-up activities).

Poor - Staffing is inadequate to effectively meet the needs of this program area.

26. Qualifications of instructional staff.

Excellent - All instructors in this program area have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.

Poor - Few teachers in this program area have relevant employment experience or current competence in their field.

SUMMARY PROFILE BY
PROGRAM AREA (OR CLUSTER) - Mean Responses

RESOURCES (Continued)

27. Inservice education opportunities for faculty.

Excellent - The college strongly encourages the continuing inservice growth of faculty in this program area through a variety of opportunities (such as conference attendance, curriculum development, work experience). It supports this policy with time and money, and appraises inservice growth in its evaluation of individual staff members.

Poor - The college makes little provision for and does not encourage the participation of faculty of this program area in inservice growth experiences.

28. Use of support staff.

Excellent - Paraprofessionals (such as instructional aides, teacher assistants) and other support personnel (such as secretaries) are widely used to insure maximum effectiveness of certificated personnel in this program area.

Poor - Little use is made of support personnel in this program area.

29. Salary schedule provisions.

Excellent - The college maintains a single salary schedule for instructional personnel, and grants degree and service equivalency for program-related occupational experience.

Poor - Compensation for occupational faculty is scheduled at lower levels than other faculty.

30. Adequacy and availability of instructional equipment.

Excellent - Equipment used on the campus or elsewhere for this program area is current, operational, and sufficient in amount.

Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.

31. Adequacy of instructional facilities.

Excellent - All instructional facilities (excludes equipment) in this program area fully meet the needs of programs and students, are functional, and provide maximum flexibility.

Poor - Facilities in this program area generally are restrictive, dysfunctional, or overcrowded.

32. Use of instructional facilities and equipment.

Excellent - Scheduling of facilities and equipment in this program area on the campus or elsewhere is planned to maximize use, consistent with quality instruction.

Poor - Facilities and equipment in this program area are significantly under-scheduled or over-scheduled.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
27			G O V	P	
28			G O V	P	
29			G O V		P
30			G O V		P
31			G O V		P
32			P G O V		

SUMMARY PROFILE BY
PROGRAM AREA (OR CLUSTER) - Mean Responses

RESOURCES (Continued)

33. Adequacy and availability of instructional materials and library resources.

Excellent - Instructional materials in this program area (such as textbooks, reference books, visual aids, mock-ups) are sufficient in amount, current, relevant to program and student needs, varied, and conveniently located for maximum student use.

Poor - Materials in this program area are generally outdated, limited to basic textbooks, and lack relevance to program and student needs.

34. Use of advisory committees.

Excellent - Each program in this program area has an advisory committee of knowledgeable and influential persons from its field. The committee is actively utilized by college staff in pertinent activities (such as community needs analysis, program development and modification, work experience, placement).

Poor - Advisory committee members in this program area generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.

35. Use of community resources.

Excellent - The college has oriented labor, business, industry, the professions, and the general public to resource needs in this program area (such as field trips, outside speakers, facilities, equipment, scholarships). There has been and is substantial response to these needs.

Poor - Community resources for this program area have not been identified or are almost totally ignored.

36. Provisions in current operating budget.

Excellent - Adequate funds are allocated in the district operating budget to support achievement of approved objectives in this program area.

Poor - Funds provided are seriously inadequate in relation to approved objectives for this program area.

37. Provisions in capital outlay budget.

Excellent - Adequate funds are allocated on a planned schedule to provide new facilities and equipment where needed in this program area, and for equipment replacement, repair, and renovation.

Poor - Facilities and equipment needs in this program area are almost totally unmet in the capital outlay budget.

	Keypunch Instructions				
	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
33				P G O V	
34		V	P O	G	
35			G O V	P	
36			O	G P V	
37			G O	P V	

APPENDIX D

PROGRAM AREA FACTUAL INFORMATION
REQUESTED OF COOPERATING COLLEGES
AND A TYPICAL COLLEGE RESPONSE

PART A
BASIC FACTUAL INFORMATION

(Explanatory note: Form P-1, when completed by the college president or by his or her designee, represents the official college view of the occupational program area under self-study by the college. The form consists of two parts--Part A, dealing with basic information; and Part B, for self-rating of various aspects of the program area. The factual information requested is shown on the following pages, as is a typical college's response in the Administration of Justice program area.)

PART A - Section 1

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL PROGRAM AREA (OR CLUSTER)

GOALS AND OBJECTIVES

1. Are there any programs in this program area which are primarily intended for transfer students and not to prepare students for immediate employment upon completion of your college's degree or certificate requirements?
If "yes," identify the program(s).

"No."

2. Regarding your district plan for vocational education, briefly describe:

- a. How the plan is developed for submittal to the state each year.
"The division dean has major responsibility for program area input. The faculty member who served part-time as Administration of Justice coordinator has review responsibility. Other full-time faculty members participate as appropriate."

- b. How the plan is disseminated to, and utilized by, staff in this program area.

"Full-time faculty receive copies for review and consultation."

3. Regarding your college's information on community education needs (such as population needs and labor market needs) in this program area, briefly describe:

- a. What information is obtained and how.

"Number of employees in county in law enforcement jobs. Turnover rate. Projected employment trends for the field."

- b. How often the information is updated.

"Annually."

- c. How the information is disseminated to staff in this program area and utilized by them in program planning and evaluation.

"From staff to advisory committee for joint analysis and planning."

GOALS AND OBJECTIVES (Continued)

4. Regarding your college's follow-up information on students from this program area, briefly describe:
 - a. What information is obtained and how.
"Mailed questionnaire: present job relationship to college major, approximate salary, impression of effectiveness of training program to occupational need."
 - b. How often the information is updated.
"It will be updated annually."
 - c. How the information is disseminated to staff in this program area and utilized in program evaluation in this program area.
"Reviewed by staff and advisory committee. Analyzed for program improvement implications."

PROCESSES

5. Briefly describe any steps taken at your college to make major related courses (such as anatomy and physiology, business and technical mathematics) relevant to the needs of students in this program area.
"A special course in report writing is offered by the language arts department."
6. Briefly describe how occupational education in this program area is articulated with other educational organizations in the vicinity (such as high schools, other community colleges, regional occupational programs and centers, proprietary schools).
"Meetings for articulation held with neighboring colleges. Staff visitations to high schools."
7. Briefly describe the programs and/or services provided by your college for disadvantaged students in this program area.
"Services provided by a learning center, a special 'readiness' type of program, and a career development center."

PROCESSES (Continued)

8. Briefly describe the programs and/or services provided by your college for handicapped students in this program area.

"A special counselor for handicapped persons is employed full time."

9. Briefly describe efforts made at your college to assure equal opportunities for male and female students in this program area.

"Students are treated the same in all aspects of the program regardless of sex."

10. Briefly describe your college's approach to occupational education counseling and guidance for students in this program area (such as whether the personnel involved are generalists or specialists in this program area whether counseling offices are centralized or decentralized, whether career counseling is done by instructors on released time or by the counseling staff, and whether or not provisions are made to assure that the personnel involved understand both program requirements and job requirements).

"Counselors are part-time instructors. One counselor specializes in counseling Administration of Justice students. One counselor is a generalist; one is specialist. One counseling office is in the administration building and one is located near the classroom area."

11. Briefly describe the services provided at your college to obtain job placement in field of preparation or closely related field for students completing programs with a degree or certificate in this program area.

"A fully operational placement service is available. Advisory committee members provide assistance. Instructors provide assistance."

12. Attach a list showing unduplicated enrollments in each of your college's occupational programs in this program area. If readily feasible, provide some suitable breakout--such as full-time and part-time. (In single-college districts, use most recent CCOE-48 unless more recent accurate data are available.)

(Note: A computer printout on departmental class enrollments was attached.)

PROCESSES (Continued)

13. What program additions or revisions have been made in this program area in the past three years? What was the rationale for these changes, if any occurred?

"Added advanced reserve officers training. Rationale: Demonstrated need in the college's service area."

RESOURCES

14. Attach a copy of your college's current administrative organization chart. If not already shown on chart, indicate reporting relationship for this program area.

(Note: An organization chart was attached.)

15. Show below how many full and part-time instructional and non-instructional positions are assigned to this program area.

Position	Personnel	
	Full-Time	Part-Time
Division Head(s)	"1"	
Program Coordinator(s)		"1"
Instructors	"4"	"22"
Clerical Personnel		
Paraprofessionals (such as instructional aides, teacher assistants)		
Other:		

RESOURCES (Continued)

16. Briefly describe your college's program for providing inservice education opportunities (such as conference attendance, curriculum development, work experience) for faculty in this program area.

"Staff are encouraged to attend professional Administration of Justice conferences and other such in-service training as available."

17. Briefly describe any steps taken at your college to keep the community aware of this program area's needs for community resources (such as field trips, guest speakers in classes, facilities, equipment, scholarships).

"Field trips are a regular part of the program. Local police departments and sheriff's offices cooperate in providing guest speakers for classes, seminars, etc. The advisory committee is active and provides an effective communication link between college and community."

18. Briefly describe the approach used to plan and manage the operational and capital outlay budgets for this program area.

"The budget is allocated according to program needs. The budget is managed by the Administration of Justice program coordinator and the division head."

PART A - Section 2

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL PROGRAM AREA (OR CLUSTER)

GOALS AND OBJECTIVES/PROCESSES/RESOURCES

List on the form shown on the next page your college's occupational programs in this program area. (Reproduce additional form sheets as necessary to accommodate all such programs.)

Consider each program in relation to the following ten statements. If a statement substantially applies to the program, place a plus (+) in the appropriately numbered column. If the statement does not substantially apply, leave blank. (Important note: If the program is exemplary in terms of the statement topic, use an "E" instead of a plus mark for the appropriate column.)

Goals and Objectives

1. The program is evaluated on the basis of written program objectives stated in measurable terms (such as planned levels of enrollments, completions, placements).
2. Measurable learner performance objectives are used to evaluate student progress in all courses in the program where such objectives are practicable.
3. Student follow-up information (such as placements, job performance, reasons for dropouts) is regularly collected and used in program evaluation.

Processes

4. Instructional approaches in the program are adapted to respond to individual student differences (through such means as programmed learning, self-paced and small-group instruction, tutoring, or the like).
5. Opportunities for related work experience or clinical experience are available for most students in the program and include provisions for disadvantaged and handicapped students.
6. There is a good placement record in field of preparation or a closely related field for students completing the program with a degree or certificate.

Resources

7. Instructional staffing in the program is sufficient to give teachers time to meet individual student needs and to engage in important out-of-class activities (such as providing liaison with advisory committees and conducting placement and follow-up activities).
8. The program has an effective and active advisory committee.
9. Sufficient funds are allocated in the operating budget for achievement of the approved objectives of the program.
10. Sufficient capital outlay funds are allocated for achievement of the approved objectives of the program (through such provisions as a planned schedule for new facilities and equipment where needed, and for equipment

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL PROGRAM AREA (OR CLUSTER)

GOALS AND OBJECTIVES/PROCESSES/RESOURCES (continued)

DIRECTIONS ON RATING

(See details on preceding page.)

"E" means program is exemplary in terms of statement topic.

"+" means statement substantially applies to program.

(Leave blank if statement does not substantially apply to program.)

Program	Meas. Prog. Obj.	Meas. Learn. Obj.	Follow-up	Indiv. Diff.	Work Exp.	Placement	Staffing	Advisory Com.	Op. Budget	Cap. Budget
	1	2	3	4	5	6	7	8	9	10
"Police Science	+	+	+	+	+	+	+	E	+	+"
"Basic Recruit Academy	+	+			+	+		E	+"	
"Advanced Officers Training	E	+	+	+	+	+	+	E	+	+"
"Police Supervision	E	+	+	+	+	+	+	E	+	+"
"Peace Officer Orientation	E	+	+	+	+	+	+	E	+	+"

APPENDIX E

PROGRAM AREA CRITICAL IMPROVEMENT NEED RANKINGS BY COPEs VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES

E-1 ADMINISTRATION OF JUSTICE IMPROVEMENT
NEED RANKINGS

E-2 BUSINESS OCCUPATIONS IMPROVEMENT NEED
RANKINGS

Appendix E-1

ADMINISTRATION OF JUSTICE IMPROVEMENT NEED RANKINGS

<u>Rank</u>	<u>Item</u>	<u>Points*</u>	<u>Colleges**</u>
1.5	Inservice education opportunities for faculty.	37	6
1.5	Use of student follow-up information.	37	5
3	Provision for direction and coordination.	33	4
4	Use of advisory committees.	27	3
5.5	Use of measurable program objectives.	25	5
5.5	Emphasis on counseling and guidance to evening and weekend students.	25	3
7	Use of support staff.	19	3
8	Use of information on job performance requirements.	18	2
9	Number of instructors.	16	3
10	Adaptation of program instructional approaches.	15	2
11	Use of information on community needs.	14	2
12.5	Coordination of placement of occupational education students.	13	3
12.5	Adequacy of instructional facilities.	13	2
14	Placement effectiveness for students completing programs.	11	2
15.5	Use of measurable learner performance objectives.	10	3
15.5	Use of instructional facilities and equipment.	10	2
17	Qualifications of administrators and/or supervisors.	9	1
18	Provisions in current operating budget.	8.5	2
19.5	Awareness of college's occupational education goals.	7	2
19.5	Provision for work experience.	7	1

ADMINISTRATION OF JUSTICE IMPROVEMENT NEED RANKINGS (continued)

<u>Rank</u>	<u>Item</u>	<u>Points*</u>	<u>Colleges**</u>
21.5	Emphasis on counseling and guidance to day students.	6	1
21.5	Adequacy and availability of instructional equipment.	6	1
23.5	Recruitment into program(s).	5	1
23.5	Use of community resources.	5	1
25	Provisions in capital outlay budget.	4.5	1
26	Concurrence of program activities with district plan for vocational education.	4	2
28	Special provisions for the disadvantaged.	1	1
28	Representation on college policy committees.	1	1
28	Adequacy and availability of instructional materials and library resources.	1	1

* At each college the COPES team was asked to identify and rank order the ten highest priority needs for program area improvement. For purposes of tabulation the top-ranked need was assigned ten points, the second-ranked nine points, and so on to the tenth-ranked, which was assigned one point.

**Figures indicate number of colleges at which an item was cited.

Appendix E-2

BUSINESS OCCUPATIONS IMPROVEMENT NEED RANKINGS

<u>Rank</u>	<u>Item</u>	<u>Points*</u>	<u>Colleges**</u>
1	Use of information on community needs.	55	7
2.5	Use of measurable program objectives.	40	6
2.5	Provision for direction and coordination.	40	5
4	Use of information on job performance requirements.	34	5
5	Use of student follow-up information.	33	6
6	Awareness of college's occupational education goals.	32	5
7.5	Use of advisory committees.	28	5
7.5	Use of college's occupational education goals.	28	4
9	Participation in development of district plan for vocational education.	22	3
10	Placement effectiveness for students completing programs.	18	5
11	Inservice education opportunities for faculty.	17	4
12	Number of instructors.	13	2
13	Recruitment into program(s).	12	3
14	Emphasis on counseling and guidance to evening and weekend students.	11	4
15.5	Emphasis on counseling and guidance to day students.	9	2
15.5	Use of community resources.	9	2
17.5	Provision for work experience.	8	2
17.5	Adaptation of program instructional approaches.	8	1
19.5	Coordination of placement of occupational education students.	7	3

BUSINESS OCCUPATIONS IMPROVEMENT NEED RANKINGS (continued)

<u>Rank</u>	<u>Item</u>	<u>Points*</u>	<u>Colleges**</u>
19.5	Provisions in current operating budget.	7	1
21	Representation on college policy committees.	6	1
22	Concurrence of program activities with district plan for vocational education.	5	1
23	Use of measurable learner performance objectives.	4	1
24	Qualifications of instructional staff.	3	1
25.5	Articulation with other educational agencies.	1	1
25.5	Promotion of occupational education as a vital college function.	1	1

* At each college the COPES team was asked to identify and rank order the ten highest priority needs for program area improvement. For purposes of tabulation the top-ranked need was assigned ten points, the second-ranked nine points, and so on to the tenth-ranked, which was assigned one point.

**Figures indicate number of colleges at which an item was cited.

APPENDIX F

PROGRAM AREA INSERVICE TRAINING NEED RANKINGS BY COPEs VALIDATION TEAMS AT EIGHT REPRESENTATIVE COLLEGES

- F-1 ADMINISTRATION OF JUSTICE TRAINING
NEED RANKINGS
- F-2 BUSINESS OCCUPATIONS TRAINING NEED
RANKINGS

Appendix F-1

ADMINISTRATION OF JUSTICE TRAINING NEED RANKINGS

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points*</u>	<u>Colleges**</u>
1	World-of-work linkage, particularly for full-time instructors - To heighten staff awareness of current trends in law enforcement and changes in the laws, including (one mention) recognition for non-academic upgrading such as reserve membership, which "is a very valuable training experience and time-consuming, but gets little financial support." (Note: By selecting specific training needs, teams cited this general need twice at each of three colleges.	30	6
2	Program area management and coordination. (Note: By selecting specific training needs, one team cited this general need twice at a college.)	18	3
3	Teaching methodology, particularly for part-time faculty.	10	2
4.5	College organizational structure and planning process - "Faculty has limited knowledge and participation in planning, budgeting, and committee efforts."	9	3
4.5	Measurable objectives - Writing and utilizing program and learner performance objectives.	9	2
6	Development of audiovisual materials, particularly for part-time faculty.	5	1
8.5	Attendance at professional meetings and conferences - "Colleges are penny-wise and pound-foolish in this regard; conferences are very productive," "Present funds are too limited."	4	2
8.5	Methods of data collection and use - Techniques for obtaining and utilizing information on placements, follow-up, job-outs, determination of disadvantaged class composition, etc.	4	1
8.5	Advisory committees - Organization and utilization.	4	1

ADMINISTRATION OF JUSTICE TRAINING NEED RANKINGS (continued)

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points*</u>	<u>Colleges**</u>
8.5	Support services available at the colleges to help program and students.	4	1
11	Relating to individual student needs and abilities, for both day and evening faculty.	3	1
12	Construction and interpretation of tests - "Test questions often poorly framed, with one-half to three-quarters D or F grades in some exams."	2	1
13	Use of centralized audiovisual equipment available to teaching staff at the college.	1	1

*At each college the COPES team was asked to identify and rank order the five leading needs for administration of justice faculty inservice training. For purposes of tabulation the top-ranked need was assigned five points, the second-ranked four points, and so on to the fifth-ranked, which was assigned one point.

**Figures indicate number of colleges at which a form of training was cited.

Appendix F-2

BUSINESS OCCUPATIONS TRAINING NEED RANKINGS

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points*</u>	<u>Colleges**</u>
1	Advisory committees - Organization, purposes, and utilization.	13	4
2	College's occupational education goals - To increase faculty awareness and commitment, not only concerning the goals of the particular college but also the mission of community colleges in general.	10	2
3	Current job performance requirements - Techniques for obtaining and using data.	9	3
4	World-of-work linkage for full-time instructors - Provision of opportunities to update knowledge and skills in their individual fields.	6	2
7.5	Involvement in professional organizations and conferences - To alert faculty to new methods and trends.	5	2
7.5	Alternative teaching methods - To overcome the "very pedestrian methods now employed."	5	1
7.5	Instructional materials, testing, and student objectives - To provide new options for instruction.	5	1
7.5	Individualized instruction.	5	1
7.5	Increasing instructor awareness of decisions and actions taken on the basis of their input to college and district administrators.	5	1
7.5	Orientation for part-time faculty.	5	1
12.5	Remedying student reading and writing deficiencies.	4	1
12.5	Improving program area coordination, evening staff morale, and course uniformity through joint meeting of day and evening faculty.	4	1
12.5	Community needs assessment - To develop familiarity with techniques for obtaining data.	4	1

BUSINESS OCCUPATIONS TRAINING NEED RANKINGS (continued)

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points*</u>	<u>Colleges**</u>
12.5	On-campus inservice activities (present funding only permits attendance at professional meetings).	4	1
17	Enhancing ability of program area staff to work together as a unit.	3	1
17	Program promotion and student recruitment - To instruct teachers in methods for increasing availability of training to students and for gaining added community support.	3	1
17	Career counseling - To assist the "average counselor, who is not trained in vocational guidance; students counseled in error create large drop-out problem and adversely affect morale."	3	1
17	Use of job placement and follow-up information.	3	1
17	Workshops for classified staff - To "impart new methods, improve communication and awareness of college goals and programs."	3	1
21.5	Sharing of problems (and ideas for their resolution) between program area staff and counselors.	2	1
21.5	Faculty evaluation instruments - To "develop a workable, non-threatening, simple, objective faculty evaluation instrument."	2	1
21.5	Use of work experience - To provide work stations and gain community support.	2	1
21.5	Development of district plan for vocational education - To increase faculty awareness and participation.	2	1
25.5	Providing for "mainstreaming" of handicapped students through curriculum modifications and improvement of instructor sensitivity to the social and learning problems of the handicapped.	1	1
25.5	Improvement of techniques, including those needed for team-building.	1	1

BUSINESS OCCUPATIONS TRAINING NEED RANKINGS (continued)

<u>Rank</u>	<u>Area of Training Need</u>	<u>Points*</u>	<u>Colleges**</u>
25.5	Visits to other colleges - To give faculty a morale boost from observing institutions with similar transitional problems.	1	1
25.5	Use of community services - To develop speakers bureau, field trip opportunities, scholarships.	1	1

*At each college the COPES team was asked to identify and rank order the five leading needs for business occupations faculty inservice training. For purposes of tabulation the top-ranked need was assigned five points, the second-ranked four points, and so on to the fifth-ranked, which was assigned one point.

**Figures indicate number of colleges at which a form of training was cited.

APPENDIX G

GENERAL REACTION OF VALIDATION TEAMS TO COPES' USE AT PROGRAM AREA LEVEL

- G-1 ADMINISTRATION OF JUSTICE
- G-2 BUSINESS OCCUPATIONS
- G-3 HOME ECONOMICS

Appendix G-1

GENERAL REACTION TO COPEs OF SITE VISIT TEAMS*
TEN ADMINISTRATION OF JUSTICE PROGRAM AREA SELF-STUDIES - 1976-77

1. What is your general reaction to the college's COPEs self-study thus far? (The written report and college action phases are yet to come. The written report normally is forwarded to the college president within two weeks.)

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	3	0%	0%	0 %	33 %	67 %
B	4	0	0	0	50	50
C	3	0	0	33	67	0
D	4	0	0	25	75	0
E	4	0	25	25	25	25
F	3	0	0	0	67	33
G	3	0	0	33.3	33.3	33.3
H	2	0	100	0	0	0
I	3	0	0	0	33	67
J	3	0	0	0	100	0
Total	32	0%	9%	13%	50%	28%

2. What is your general reaction to this COPEs validation site visit portion of the college's self-study?

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	3	0%	0%	0%	33%	67%
B	4	0	0	0	75	25
C	2	0	0	0	100	0
D	4	0	0	25	75	0
E	4	0	0	25	75	0
F	3	0	0	0	33	67
G	3	0	0	0	100	0
H	2	0	0	0	0	100
I	3	0	0	0	33	67
J	3	0	0	0	100	0
Total	31	0%	0%	6%	65%	29%

*Includes team chairperson and administration of justice subteam members.

Appendix G-2

GENERAL REACTION TO COPEs OF SITE VISIT TEAMS*
11 BUSINESS OCCUPATIONS PROGRAM AREA SELF-STUDIES - 1976-77

1. What is your general reaction to the college's COPEs self-study thus far? (The written report and college action phases are yet to come. The written report normally is forwarded to the college president within two weeks.)

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	5	0%	0%	0%	60%	40%
B	4	0	25	25	25	25
C	5	0	20	30	50	0
D	3	0	0	0	100	0
E	4	0	25	0	75	0
F	5	0	0	20	80	0
G	4	0	0	0	25	75
H	2	0	50	0	50	0
I	4	0	0	0	50	50
J	5	0	0	0	80	20
K	4	0	0	25	50	25
Total	45	0%	9%	10%	59%	22%

2. What is your general reaction to this COPEs validation site visit portion of the college's self-study?

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	5	0%	0%	0%	80%	20%
B	4	0	50	0	50	0
C	5	0	20	40	40	0
D	3	0	0	0	67	33
E	4	0	0	25	75	0
F	5	0	0	0	40	60
G	4	0	0	0	50	50
H	2	0	0	0	50	50
I	4	0	0	0	25	75
J	4	0	0	25	50	25
K	4	0	0	0	75	25
Total	44	0%	6%	9%	55%	30%

*Includes team chairperson and business occupations subteam members.

Appendix G-3

GENERAL REACTION TO COPEs OF SITE VISIT TEAMS*
FOUR HOME ECONOMICS PROGRAM AREA SELF-STUDIES

1. What is your general reaction to the college's COPEs self-study thus far? (The written report and college action phases are yet to come. The written report normally is forwarded to the college president within two weeks.)

<u>College</u>	<u>Number of Respondents</u>	<u>Poor</u>	<u>Below Expectations</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
A	4	0%	0%	50%	25%	25%
B	3	0	0	33	67	0
C	4	0	25	25	25	25
D	3	0	0	0	50	50
Total	14	0%	7%	29%	39%	25%

2. What is your general reaction to this COPEs validation site visit portion of the college's self-study?

<u>College</u>	<u>Number of Respondents</u>	<u>Poor</u>	<u>Below Expectations</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
A	4	0%	0%	0%	25%	75%
B	3	0	0	33	67	0
C	4	0	0	0	75	25
D	3	0	0	0	33	67
Total	14	0%	0%	7%	50%	43%

*Includes team chairperson and home economics subteam members.

APPENDIX H

GENERAL REACTION OF PROFESSIONALS AT COOPERATING COLLEGES TO COPES' USE AT PROGRAM AREA LEVEL

- H-1 ADMINISTRATION OF JUSTICE
- H-2 BUSINESS OCCUPATIONS
- H-3 HOME ECONOMICS

Appendix H-1

GENERAL REACTION TO 1976-77 COPES OF PROFESSIONALS
AT TEN COLLEGES PARTICIPATING IN ADMINISTRATION OF JUSTICE PROGRAM AREA

1. What is your general reaction to your college's COPES self-study thus far? (The written report and college action phases are yet to come. The written report will be forwarded to your college president in the near future.)

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	4	0%	0%	25%	25%	50%
B	9	0	22	22	39	17
C	9	11	11	22	56	0
D	11	0	0	18	55	27
E	5	0	0	60	20	20
F	5	0	0	0	80	20
G	5	0	0	0	80	20
H	9	0	0	22	45	33
I	16	0	13	18	56	13
J	17	0	12	12	64	12
Total	90	1%	8%	19%	54%	18%

2. What is your general reaction to the COPES validation site visit portion of your college's self-study?

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	4	0%	0%	25%	25%	50%
B	9	0	0	44	17	39
C	9	11	11	22	45	11
D	11	0	0	9	64	27
E	5	0	20	40	20	20
F	5	0	0	20	60	20
G	5	0	0	0	40	60
H	9	0	0	22	45	33
I	16	0	6	44	38	12
J	17	0	6	18	58	18
Total	90	1%	8%	26%	44%	25%

Appendix H-2

GENERAL REACTION TO 1976-77 COPES OF PROFESSIONALS
AT 11 COLLEGES PARTICIPATING IN BUSINESS OCCUPATIONS PROGRAM AREA

1. What is your general reaction to your college's COPES self-study thus far? (The written report and college action phases are yet to come. The written report will be forwarded to your college president in the near future.)

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	19	0%	5%	53%	21 %	21 %
B	22	23	9	32	23	13
C	22	0	23	36	41	0
D	12	0	33	50	17	0
E	10	0	10	20	60	10
F	12	0	8	17	58	17
G	7	0	0	14	43	43
H	11	0	0	18	55	27
I	9	0	0	11	33	56
J	26	0	4	35	46	15
K	21	5	5	19	43	28
Total	171	4%	9%	30%	39%	18%

2. What is your general reaction to the COPES validation site visit portion of your college's self-study?

College	Number of Respondents	Poor	Below Expectations	Acceptable	Good	Excellent
A	19	0%	5%	42%	26.5%	26.5%
B	22	26	0	44	13	17
C	22	0	18	18	64	0
D	12	0	58	17	25	0
E	10	0	11	33	45	11
F	12	0	17	17	49	17
G	7	0	0	14	29	57
H	11	0	0	18	46	36
I	9	0	0	0	67	33
J	25	0	12	24	40	24
K	21	0	15	20	30	35
Total	169	4%	12%	25%	38%	21%

Appendix H-3

GENERAL REACTION TO COPES OF PROFESSIONALS
AT FOUR COLLEGES PARTICIPATING IN HOME ECONOMICS PROGRAM AREA

1. What is your general reaction to your college's COPES self-study thus far? (The written report and college action phases are yet to come. The written report will be forwarded to your college president in the near future.)

<u>College</u>	<u>Number of Respondents</u>	<u>Poor</u>	<u>Below Expectations</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
A	16	19%	12%	38%	19%	12%
B	12	8	8	34	42	8
C	6	0	0	50	33	17
D	19	0	0	0	63	37
Total	53	8%	6%	24%	41%	21%

2. What is your general reaction to the COPES validation site visit portion of your college's self-study?

<u>College</u>	<u>Number of Respondents</u>	<u>Poor</u>	<u>Below Expectations</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
A	14	14%	14%	50%	8%	14%
B	12	8	8	42	34	8
C	6	0	0	50	33	17
D	20	0	0	0	75	25
Total	52	6%	6%	29%	42%	17%

APPENDIX I

REACTION OF PROFESSIONALS AT COOPERATING COLLEGES
REGARDING RELEVANCE OF COPE'S INSTRUMENTATION TO PROGRAM AREAS

Appendix I

RELEVANCE OF COPES INSTRUMENTATION TO PROGRAM AREA APPLICATION
 RESPONSES OF COLLEGE PROFESSIONALS FROM 11 COLLEGES
 PARTICIPATING IN COPES 1976-77 PROGRAM AREA SELF-STUDIES*

1. Was the COPES perceptions instrument you completed sufficiently relevant for this specific program area at your college?

<u>Respondents</u>	<u>Program Area</u>	<u>Number of Respondents</u>	<u>Response</u>		
			<u>Yes</u>	<u>No</u>	<u>No Response</u>
Form P-1 Official Position	Admin. of Justice	6	83%	17%	0%
	Business Occupations	5	80	0	20
	Home Economics	1	0	0	100
	Total	12	75%	8%	17%
Form 2 Full-Time Occupational Faculty	Admin. of Justice	24	75%	25%	0%
	Business Occupations	77	71	17	12
	Home Economics	7	43	43	14
	Total	108	70%	20%	10%
Form P-3 Administrators/ Counselors	Admin. of Justice	42	79%	21%	0%
	Business Occupations	61	79	8	13
	Home Economics	13	85	15	0
	Total	116	79%	14%	7%
Combined Forms P-1, 2, & P-3 Respondents	Admin. of Justice	72	78%	22%	0%
	Business Occupations	143	74	13	13
	Home Economics	21	67	24	9
TOTAL OF ALL RESPONDENTS		236	75%	17%	8%

*Four of the 15 colleges participating in COPES 1976-77 program area self-studies did not complete questionnaires. Of the 11 completing questionnaires, six conducted more than one program area self-study.