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ABSTRACT

A 3-year project analyzed the Arkansas postsecondary vocational-technical education system to determine how effectively delivery was meeting the objective of providing vocational training. Two postsecondary vocational-technical schools in Northeast Arkansas were selected as pilot schools to test the innovative strategies that evolved from the project. The following research and survey activities were conducted: (1) a student survey to determine needs and preferences concerning vocational education; (2) program monitoring and evaluation; (3) survey of Mississippi County businesses and industries to determine needs; (4) student opinion polls to analyze perceptions of their vocational education experience; and (5) an administrator/instructor survey of perceptions of changes. Enrollment of the two pilot schools was monitored. Findings were used as the basis for these state-level recommendations: follow-up on new curriculum; designation of multiple exit points; syllabi development; a move to credit hours; more local contact by state-level program supervisors; provision of qualitative research information; articulation/dual admissions; upgrading of school facilities; and flexible scheduling. The following local-level recommendations were also made: articulation agreements, early access to counseling, early intervention, and recognition of successful graduates. (Appendixes, amounting to approximately one-half of the report, include instruments, proposed calendars, and model school plan.) (YLB)

FINAL REPORT

STRATEGIES FOR VOCATIONAL EDUCATION DELIVERY SYSTEMS

Conducted by

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STRATEGIES FOR VOCATIONAL EDUCATION DELIVERY SYSTEM

INTRODUCTION

As the pace of technological change has esculated and the demand for a quality education has intensified, it became apparent to vocational educators that there existed an urgent need to analyze the method of delivery of vocational education in Arkansas. As a result of dialogue with vocational administrators, instructors, and representatives of industry, it was evident that the current course and instructional area content might not be as effective as desired under the present scheduling system. In order to provide for the most efficient and economical use of vocational resources, a careful study needed to be conducted of existing programs and present scheduling techniques.

The pressing need for a labor pool composed of individuals who possess the knowledge and training necessary to function in an increasingly complex work environment demanded a dynamic program. Information from various sources indicated that significant numbers of Arkansans would welcome an opportunity to upgrade their skills; however, for many of these individuals, enrolling in a lengthy program of study would be prohibitive. A great need would be met if a controlled entry and exit program could be established at the postsecondary vocational level.

Educational planners began to recognize the concerns of other groups which were affected by the vocational delivery system. For example, articulation between secondary school programs and postsecondary institutions needed to be addressed. A positive effect could be achieved with the development of a clearly delineated course content and specific course credit values system. This standardized system would also provide for an easier transfer of students between the vocational technical schools.

Efforts to identify and solve these specific problems began with the idea that a model research project should be developed to address the pressing needs of vocational education in Arkansas.

During the five years prior to the actual implementation of the pilot research project, Strategies for Effective Vocational Education Delivery Systems, vocational educators, administrators, state department officials and other interested parties concerned themselves with answering some fundamental questions. What might be done to make vocational technical education in the State of Arkansas more effective? Where should changes be made to make the delivery system itself more effective? What changes could be implemented to improve such things as curriculum, data collection, enrollment reporting, scheduling, management strategies, and student services? In search of answers to such questions, vocational educators and state officials worked together to formally propose a pilot project that could address these issues and formulate strategies to bring about needed innovations in the vocational education delivery system.

GOALS AND OBJECTIVES

In March of 1986, the Arkansas Vocational Education Division initiated a project to develop a "Strategy for Vocational Education Delivery System". The goal of the project was to analyze the present postsecondary vocational technical education system with respect to how effectively current delivery is meeting the objective of providing quality vocational training. A specific course of action was to be developed with specific recommendations to improve coordination of all resources. The objectives were:

(1) to identify and incorporate courses and/or program changes with respect to the content and length of hours in class necessary to fulfill occupational training in each program;

(2) to identify and implement controlled entrance and exit points within a program of study that would meet specific job and/or skills requirements;

(3) to develop a method of credit value per course which could be equated to in-class hours and implemented in a state-wide standardized curriculum;

(4) to implement scheduling and management techniques designed to allow for flexibility while maximizing the efficient use of facilities, equipment, and personnel;

(5) to provide for a systematic and continuing process of review and evaluation of the system.

RESULTS EXPECTED

It was anticipated that the implementation of the strategies that developed from this project would serve as a model for all vocational technical postsecondary schools in Arkansas. Not only would procedures upgrade the specific skills of the vo-tech student, but also the number of students enrolled in these institutions would rise. In addition, school facilities and personnel would be utilized in a more economical mode than would be possible under the current system. More specifically, the benefits to be derived from this project were:

a. Improved and expanded instructional strategies on the part of the instructors with increased emphasis on the skills and knowledge necessary to prepare students for today's technology-based work place;

b. Increased student enrollment due to the expanded opportunities that controlled entry and exit will provide for a population facing retraining and/or increased skill requirements;

c. A more cost efficient program achieved through an improved management design which would address the use of the entire school plant and staff;

d. A model plan of action which could be observed and transported to other schools interested in a concerted effort to maximize vocational education resources;

e. A handbook that would provide detailed information to the student and staff with respect to performances expected to complete training;

f. A viable program of review which would address needed modifications as the system is implemented throughout the state.

PROCEDURES

Two post-secondary vocational technical schools located in Northeast Arkansas were selected as pilot schools to test the innovative strategies that evolved from the project. Cotton Boll Vo-Tech, an NCAA school offering fourteen vocational programs to a high minority student population. Black River Vo-Tech, school offering approximately the same number of programs to a low minority student population. Both schools had veteran administrators who were actively interested in progressive, positive change in the vocational education system. Later, in 1987, another school was added to the project as a test site: Petit Jean Vo-Tech, a school offering fifteen programs at the post-secondary level as well as four high school programs.

A Project Advisory Council was formed consisting of top officials and key staff members of the State Department of Education, Vocational Education Division, administrators from the pilot schools, representatives from the Arkansas State University (where the project was housed), and the project coordinator.

Project teams were formed at each of the schools to address local internal issues. School project teams consisted of administrators and staff involved in data collection and reporting, scheduling, curriculum activities, and facility assignments.

Meetings of the Project Advisory Council were held monthly initially. As the project progressed, meetings were held less regularity, typically when strategic planning was necessary.

ADDRESSING THE AREAS OF CONCERN

Once the project got into full swing, several questions were raised about the expansive scope of the changes being suggested. A document was presented to the Project Advisory Council outlining the areas of concern to the project (Appendix I. Areas of Concern). It was determined early in the project that the objectives were somewhat ambitious for one project. Consequently, it was decided that the project would focus on implementing effective scheduling and management techniques, and providing for a systematic and continuing process of review and evaluation.

Committees were then formed to develop strategies that were outlined in the project. Those committees included:

Data Collection Committee/Objectives:

1) To develop a vocational education data collection system;
2) To develop a standardized system of determining full-time equivalent instruction;
3) To develop related definitions as required by the innovations anticipated from the Strategies Project;
4) To revise current system of enrollment reporting.

Curriculum Improvement and Development Committee/Objectives:

1) Identify tasks (course content) and length of hours in class and laboratory as indicated by instructors, industry representatives, curriculum specialists;
2) Identify controlled entrance and exit points in each program;
3) Develop a system of assigning credit value for each course.

Articulation Committee/Objectives:

1) Develop procedures and agreements for articulation between secondary and postsecondary institutions throughout Arkansas;
2) Expand articulation efforts throughout the state in coming years.

Competency Testing Committee/Objectives:

1) Study of test bank items of Vocational Technical Education Consortium of States for use in Arkansas' vo-tech schools;
2) Determine from instructors tasks being taught in vocational programs;
3) Field test items from the test bank in five Arkansas vocational schools;
4) Develop test items for Arkansas' truckdriving program for inclusion in the national test bank.

Catalog Committee/Objectives:

1) Develop comprehensive student handbook of information for current and prospective students that clearly describes what programs of study are offered, how long these programs are, admissions policies, scholarship and grade reporting, regulations, etc...

Although the committees are separate projects on their own, the coordinator of the Strategies Project served on selected committees and was kept abreast of progress made by all committees.

RESEARCH AND SURVEY ACTIVITIES

Various surveys were administered during the first year of the project. As questions arose concerning industry needs, scheduling, transportation, and program innovations, surveys and interviews were developed for administration at the pilot schools. The first such survey involved students and their calendar needs and preferences.

Student Survey: Calendar and Scheduling

The Student Survey was conducted to determine the student's needs and preferences concerning vocational education. Students from both pilot schools participated totaling 249 respondents. The objective of the survey was to determine student opinions on the school starting date, breaks between semesters, attendance policy, program length, and scheduling variations. This information was needed because the proposed starting date was an innovation from the years previous to the project. In years past, vo-tech schools had started classes approximately three weeks before public schools began their fall terms. Further, the adoption of a semester term involved many innovations that deviated from years past.

Findings of the Student Survey were as follows:

1. Item one of the questionnaire asked students if starting the school year at the same time that public shcools start their school year

would be (a) helpful, (b) problematic, (c) would not matter either way. Thirty-four percent (34%) felt it would be helpful, 6% felt it would be problematic, and 60% felt it did not matter either way. Ninety-four percent (94%) of the students did not object to starting school at the same time that public schools began their term.

2. Item two of the survey asked about breaks between semesters. Sixty-one percent (61%) felt it would be helpful to have a break between semesters, while 6% said a break would be problematic and 33% said it did not matter either way. Ninety-four percent (94%) of students did not oppose a break of one week or more between school terms.

3. Item three asked about student's feelings regarding the current attendance policy. Sixty percent (60%) of the students did not find the attendance policy to be a problem. Forty percent (40%) stated that the attendance policy was problematic and needed to be changed. The figures differed between schools, however, as 51% of Cotton Boll students found the attendance policy to be problematic and 74% of the Black River students found the attendance policy not to be a problem.

4. Item four asked students about the length of their programs. Twenty-three percent (23%) said they felt their program needed to be lengthened while 13% said their program should be shortened. Sixty-four percent (64%) said it should stay the same length.

5. Item five concerned scheduling. Eighty-two percent (82%) of the students said that full-time attendance was the most appealing. Sixteen percent (16%) liked the option of attending classes MWF or TTh and only 2% considered a mixed school day in which they would attend part day and part evening classes, taking longer to complete the program.

6. Item six involved student's perceptions of diplomas versus college degrees with regards to obtaining a job. Fifty-seven percent (57%) believed that a 2 year degree would be more beneficial than a vo-tech diploma in securing a job, while 43% said it did not make a difference. At Black River 58% said that a diploma or degree made no difference in securing a job.

7. Item seven asked students about a college degree in their chosen field of work. Seventy-three percent (73%) of all respondents said it would be helpful in their future educational pursuits. Twenty-seven percent (27%) did not plan to go on for further schooling.

8. Item eight asked students about preferences on taking related courses. Seventy-six percent (76%) said they would rather complete all program requirements including related courses to get a diploma. Twenty-four percent (24%) said they would be satisfied with receiving only a competency certificate and not take the related courses (math, communications).

9. Given summer scheduling options, 86% of Black River students favored ending the school year on June 30 and omitting the break between the end of the Spring Semester and beginning of the Summer Semester.

Implications of the Student Survey for the Strategies Project were significant. The adoption of the semester framework would not adversely affect a vast majority of students. Further, since most students feel that their program length is sufficient, the length of hours in class would not have to vary significantly and this factor should be taken into consideration when the new curriculum is being revised. Also, offering a part-time attendance option should not impose a significant threat to vo-tech schools since most students preferred to attend full-time anyway. Finally, the implications for articulation were significant. If most students (73%) plan to further their education beyond vo-tech, then articulation efforts are very much needed. (See Appendix II for the student survey instrument.)

Program Observations

A large part of the Strategies Project involved program monitoring and evaluation. Because it was such an integral part of the project, interviews and program observations were conducted in all programs at each of the pilot schools. The program observations were informal, but structured. One half a day was spent in each program and a follow-up interview was conducted with individual instructors about the observations. Aspects of interest in programs were: (1) adequacy of facilities; (2) adequacy of equipment; (3) schedule of classes; (4) instructor/student ratio in lab; (5) instructor/student ratio in class; (6) student participation in lab; (7) student participation in class; (8) work program or daily lesson plans in lab; (9) work program or daily lesson plans in

class; (10) course offerings; (11) program curriculum, including content and length of hours in class necessary to fulfill occupational training.

A summary of the Program Observations was presented at the November 18, 1986, meeting of the Project Advisory Council.

Purpose

-monitoring project activities
-becoming more fimiliar with programs, staff, and students
-assessing the adequacy of facilities, equipment to meet student's training needs
-observing student/teacher ratio in class and lab
-observing instruction as relevant to weekly work programs and/or catalog course offering
-obtaining curriculum improvement suggestions from staff and students with regard to courses, curriculum, length of hours in class and lab and content

Methodology

-program monitoring criteria was developed
-meetings with school administrators were held to discuss the Program Observation and its implementation
-a Program Observation Schedule was set up for each of the school's programs with one half day to be spent in observation
-Program Observations conducted and informal interviews were held with instructors and students about programs
-reports were developed on each Program Observation and submitted to each instructor for review, input, and/or revision
-reports were submitted to administrators for review, input, and/or revision
-Program Observations and a summation of findings were presented to Project Advisory Council

Findings

FACILITIES-There is a definite need for one, preferably two large rooms at each of the schools. Generally, the classrooms accommodate only 15 to 20 students. A large classroom to seat 40 would be more efficient for classes like Communications, Math, Business English, Business Math, etc...

EQUIPMENT-Typewriters, electronic typewriters, and calculators are needed for Business Education at both schools. Also, more computers, as no computers are used to teach the courses in Computerized Accounting. Instructors in the Trade and Industrial Areas expressed needs for updated equipment (i.e., CNC, CAD) or more equipment (i.e., MIG welders for Auto Body Programs).

SCHEDULING-Business Education classes at Cotton Boll Vo-Tech are trying a pilot curriculum and MWF, TTh scheduling, both of which they are find-

ing very effective. The Data Processing instructor reports that the new scheduling has resulted in more efficient use of computer lab and other equipment because of fewer start-ups/shut-downs. In the Secretarial Program, Keyboarding classes are now being offered to students from the Drafting courses for the first time because of the built-in flexibility of new scheduling. In the Accounting Program, the classes scheduled in two hour blocks are very helpful to students, giving them more instructional attention and lab time.

Related Instruction-flexible scheduling of related classes has enabled instructors to accommodate more students, group students from similiar program areas more efficiently and to provide group instruction to those students for whom it would most benefit, as well as offering lab time for students who need it. The MWF, TTh scheduling is especially helpful to the Trade and Industrial Programs because it enables students full-day shop or field work without interruption of related classes.

Welding-a 2-group class concept is working well in lab and classroom for both students and the instructor. More efficient use of lab equipment and resources has been reported and student drop-out rates were down. This concept is also being tried in the Drafting Program.

INSTRUCTOR/STUDENT RATIO-Most classes are of managable size with the exception of Business Education where there is only enough space and equipment for 15 or 20 students. The paperwork generated from the large Business Education classes is problematic for instructors at both schools. A part-time paraprofessional or teacher's aid might be a possible solution.

STUDENT PARTICIPATION, CLASS AND LAB-Students participated actively in classes and lab and generally seemed interested in their work and studies.

PROGRAM OF WORK-Generally, instructors were on plan, some were slightly ahead of schedule. Lab work tended to vary somewhat from theory due to dependence on live work in some shops. Most instructors used a variety of teaching techniques and conveyed their enthusiasm and expertise very well in both class and lab settings. It appeared that most instructors made a genuine effort to coordinate lab with theory.

CURRICULUM-Teachers scheduled students to fit curriculum requirements and they can complete their programs in a timely manner. Most instructors expressed need for up-date and revision of program curricula. Business Education instructors expressed concern over the excessive nature of the program saying it goes far beyond what entry-level workers need to do and know. This time could be used to train students to proficiency in essential skill areas.

The Project Advisory Council discussed the findings and made recommendations for improvements and further innovations. Program Observations were conducted throughout the subsequent years of the project. (See Appendix III for program observation instrument.)

Survey of Industry, Mississippi County

One of the significant objectives of the Strategies Project involved contacting industry and businesses in the areas of the pilot schools to determine their needs. Consequently, a survey was developed and sent out via mail to over fifty area businesses and industry in the service area surrounding Cotton Boll Vo-Tech School. The Industrial Coordinator of the area was contacted and lists of businesses and contact persons were secured. The survey asked businesses to designate from a listing of available training possibilities their immediate and future needs for training.

Approximately 30% of those contacted responded to the survey and made specific training requests. Areas that were designated as important to business and industrial needs included: Electrical Installation Engineering Technology, Word Processing, Quality Control, Clerical Assistants, Machine Tool Operators, Job Analysis and Evaluation, Introduction of Supervision, and Human Relations Training. The industries in the service delivery area of Black River Vo-Tech were contacted by the school's industrial coordinator and no further investigation was deemed necessary in that area. (See Appendix IV for the industry survey instrument.)

Bus Transportation

Due to the rural nature of the state, students are provided free bus transportation to and from school. Bus runs are scheduled to coincide with the opening and closing of the school day. Students, if attending part-time, could not take advantage of the free transportation unless the free portions of the day were spent idle on campus, waiting for the bus. Students could, however, enroll in classes part-time by

attending two or three full days of classes per week and still take advantage of bus service.

Because of the flexible scheduling of classes and the potential for a larger part-time student enrollment, student transportation became a significant concern of pilot school administrators. The Project Advisory Council recommended that a survey be conducted of all students at the pilot schools to assess their transportation needs.

A survey was developed by the project coordinator and administered to the students at the pilot schools. Findings of the survey are reported in Table I. The survey questionnaire can be found in Appendix V.

Conclusion:

Although schools expend great expense to provide free bus transportation to students, it is an essential and important service to students. Because 63% of the students claim they could not attend school without school-provided transportation, it is recommended that schools provide continued bus service and schedule classes for bus students in such a way as to enable them to benefit from those services.

Student Opinion Poll, 1987-88

The Student Opinion Poll was undertaken in an effort to analyze students' perceptions of their own vocational education experience. Seven areas of the vocational education delivery system were the focus of the study including: social environment; training and instruction; student services; facilities; school selection; school environment; student goals and expectations. A review of eduational literature has shown that all seven areas play particular and significant roles in the recruitment and retention of students in educational settings.

TABLE 1

BUS SURVEY

	Black River	Cotton Boll	Petit Jean	Combined
Number of Respondants	166	190	204	560
Number of Riders	74% (123)	67% (127)	62% (126)	67%
Number of Non-Riders	26% (43)	33% (63)	38% (78)	33%
Frequency of Bus Use				
Number of Daily Riders	57% (95)	44% (84)	36% (73)	45%
Number Riding 4 days per week	5.5%	4%	9%	6%
Number Riding 3 days per week	5.5%	9%	5%	7%
Number Riding 2 days or less per week	34%*	43%*	49*	42%*
Perceived importance of bus service very important, could not attend school without bus service	69%	65%	56%	63%
Not important could or does provide own transportation	14%	23%	30%	23%
Did not respond	8%	5%		4%
Undecided	9%	7%	14%	10%

*non-riders included in this figure

Students (558) in the three pilot schools were administered the survey. Of those respondents, 50% were Technology and Industry students, 27% were Business Education students, 17% were in Health Occupations and 5% were enrolled in GED. Most students (69%) had been enrolled from 9 to 12 weeks and 93% of the total respondents were enrolled full-time. (See Appendix VI for Student Opinion Poll, 1987-88.)

The findings of the Student Opinion Poll administered to all students at each of the pilot schools are briefly summarized below:

Training and Instruction:
According to the Anderson and Darkenwald educational research (1979) course satisfaction is the single best predictor of drop-out rates. Overall, training and instruction was found to receive high positive responses from students. Students seemed satisfied with their instruction, felt they were getting their money's worth and found their instructors to be helpful.

School Environment:
Lam and Wong (1974) found that the "adultness" of the school environment to be an important programmatic variable contributing to the retention of adult students. Students found the school environment to be satisfactory citing the helpfullness of instructors, friendliness of students, and the environment of encouragement and support all to be contributing factors to a positive school environment.

Student Goals and Expectations:
Students training needs and goals and instructors' perceptions about them must be congruent and accurate or student dissatisfaction and drop-out are likely (Adams, 1974). It was found that a high majority of students are attending vo-tech to obtain job skills. Few are attending to get promotions. There were some (45%) attending to upgrade job skills or just to learn.

Student Expectations:
Student expectations about their educational and/or training program must be realized or else the likihood of drop-out is greater (Lewis, 1971). Many students said they did not expect their program to be as difficult as it was, but were satisfied overall with their program. Many students felt that the time it takes to complete their program should be lengthened. This indicates that comprehensive counselirg with entering students could be very beneficial.

Student Services:
Financial Aid, Counseling, Dissemination of School-Related Materials, Student Organizations. Most areas received positive responses with the exception of the importance of Student Organizations and some areas of

Counseling. The role of Student Organizations and their promotion requires further scrutiny.

Facilities:
The schools' Learning Resource Centers were the primary target of facilities. Students do not tend to use these facilities according to the survey. This was especially true in schools that did not have full-time librarians on staff or where there had been a turnover in librarians. These findings indicate that efforts should be made to promote and encourage student use of this facility.

School Selection:
Students generally select schools based on personal association and few associate their selection of vo-tech with an advertisement they had seen or heard, although most had seen or heard an ad in the 6 months prior to enrolling in vo-tech. Further studies should be conducted regarding the public relations activities of the schools and student listening and viewing preferences in mass media.

Conclusions:

Findings indicate that improvements could be made in the vocational technical education delivery system in areas of student services, training and instruction, dissemination of school policies, facility useage, and in the promotion and support of student organizations. Specific recommendations include:

1. Counselor involvement with students is critical, especially at pre-entry and in the early weeks of the students' program, therefore counselors should be freed up to be more accessible to students;

2. Staff development with school personnel should be conducted with regard to student retention and the identification of "high-risk" students;

3. Financial aid personnel should be accessible for students requiring such assistance;

4. Careful scrutiny of program curricula should be conducted to designate multiple exit points within lengthy programs of study;

5. Attention should be given to the development of short-time, no-frills job specific training programs as local business/industry dictates;

6. Since a large majority of students expressed interest in future advanced training, attention should be given to the development of specialized program offerings targeting these needs;

7. Schools should emphasize the importance of following proper withdrawal procedures to departing students and should consider the feasibility of establishing formal exit interviews with departing students;

8. Learning Resource Centers at the schools should be promoted and made accessible to students;

9. Schools should develop, among instructional staff, a uniform, consistent policy regarding student organizations (meetings, activities and release time for such);

10. It is important for schools to develop a system for recording and monitoring attendance and drop-out data so that problems can be identified and addressed in a timely manner.

Student Survey, 1988: Field Test

Approximately 100 students participated in the field test of a survey instrument designed primarily to assess the educational background, goals and training aspirations of postsecondary vocational technical students.

The most interesting findings in the field test centered on responses to survey items dealing with college and advanced training. Most of the respondents (56%) said they would take college courses to earn a degree if they were available. Also, a high percentage of respondents (72%) said they would like to receive more advanced vocational training after graduation. When asked if they selected vocational school over other schools to avoid taking college education type courses, 63% agreed on that item. These responses, at least for the tested group, indicated that students wanted to further their education and training, but did not want to be bogged down with a heavy load of academic courses. In the future it might be beneficial to explore the feasibility of offering Associate degree programs (accessible to vocational students) with advanced skill training (perhaps an Associate in Applied Science degree program). More intense, in-depth articulation between postsecondary vocational technical schools and 2-year colleges and/or technical institutes also is indicated. (For the student survey, 1988 instrument, see Appendix VII.)

Student Opinion Poll, 1989

The Student Opinion Poll, 1989 is a revised version of the 1988 survey and served as a follow-up of the former research. The poll was administered to over five-hundred, seventy students at three post-secondary vocational hools. Again, student retention was the focus, covering seven aspects of the service delivery system. (See Appendix VIII.)

Tables 2-9 illustrate survey findings and a brief narrative summarizing the results follows.

TABLE 2
STUDENT OPINION POLL: COMPARATIVE FINDINGS

SCHOOL ENVIRONMENT
POSITIVE RESPONSE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Importance of students at school	58%	69%	up 11%
Staff's pride in school	72%	73%	up 1%
Friendliness of students	79%	70%	- 9%
Suitability of classroom learning environment	72%	79%	up 7%
School's positive image in community		73%	
Instructor's attitude reflects willingness to help students	81%	76%	- 5%
Motivation from instructors	75%	80%	up 5%
Adult treatment of students by instructors	72%	78%	up 6%

TABLE 3
STUDENT OPINION POLL: COMPARATIVE FINDINGS

TRAINING & INSTRUCTION
POSITIVE RESPONSE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Suitability of classroom learning environment	72%	79%	up 7%
Instructor's attitude reflects willingness to help students	81%	76%	up 5%
Students willing to recommend school to others	83%	79%	- 4%
Up-to-date programs with latest technology	69%	72%	up 3%
Fair and equal treatment of students	67%	73%	up 6%
Instruction conducted in a professional manner	77%	82%	up 5%
Instructions taught at reasonable pace	68%	75%	up 7%
Classroom hours are used wisely	77%	80%	up 3%
Motivation from instructors	75%	80%	up 5%
Adult treatment of students by instructors	72%	78%	up 6%

TABLE 3
TRAINING & INSTRUCTION, continued

ITEM	1988	1989	% OF CHANGE SINCE 1988
Instructor knows student's training goals	62%	71%	up 9%
Classroom policies and rules administered fairly		75%	
Suitability of equipment and training materials	71%	69%	- 2%

TABLE 4
STUDENT OPINION POLL: COMPARATIVE FINDINGS

SCHOOL FACILITIES/EQUIPMENT
POSITIVE RESPONSE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Students know location and hours of school library	54%	56%	up 2%
Library is usually open for student's use	51%	69%	up 18%
Students have used library at least once since starting school	43%	51%	up 8%
Bookstore services are adequate		66%	
Campus is usually neat and in good repair		78%	
Adequate classroom space to meet students needs		72%	
Adequate Student Center to meet student needs		67%	
Adequate Shop/Lab rooms to meet student needs		63%	

TABLE 5
STUDENT OPINION POLL: COMPARATIVE FINDINGS

STUDENT SERVICES
POSITIVE RESPONSE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Students received school catalog	65%	77%	up 12%
Usefulness of school catalog	61%	67%	up 6%
Students counseled on entry test results	50%	58%	up 8%
Students counseled on reasons for entry tests	68%	73%	up 5%
Student received counseling about which program to enter	27%	45%	up 18%
Student wanted counseling about which program to enter		39%	
Students received needed Financial Aid information	72%	70%	- 2%
Students know Financial Aid Officer	66%	80%	up 12%
Availability of school's counselor	60%	70%	up 10%
Availability of Financial Aid Officer	59%	70%	up 11%

TABLE 5
STUDENT SERVICES, continued

ITEM	1988	1989	% OF CHANGE SINCE 1988
Bookstore services are adequate		66%	
Adequate Student Center to meet student needs		67%	
Adequate bus transportation to meet student needs		55%	

TABLE 6
STUDENT OPINION POLL: COMPARATIVE FINDINGS

STUDENT ORGANIZATIONS
POSITIVE RESPONSE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Importance of Student Organizations	45%	58%	up 13%
Importance of leadership activities offered by Student Organizations		64%	
Student Organizations were explained early enough for students to get involved		76%	

TABLE 7
STUDENT OPINION POLL: COMPARATIVE FINDINGS

POLICIES/RULES
POSITIVE RESPONSE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Students know school rules	86%	85%	- 1%
Students know and understand grading system	73%	74%	up 1%
Students know and understand attendance policies	80%	82%	up 2%
Students know procedures for withdrawing from school	52%	51%	- 1%
Students know grievance procedures	51%	55%	up 4%
Students perceive tuition costs as fair	73%	77%	up 4%
Class and lunch breaks are sufficient	61%	64%	up 3%
Attendance policies are not a problem for students		60%	
Students are advised of the attendance options (full/part-time attendance)	60%	70%	up 10%
Classroom policies and rules administered fairly	67%	75%	up 8%

TABLE 8
STUDENT OPINION POLL: COMPARATIVE FINDINGS

SELECTION
POSITIVE RESPONCE PERCENTAGES

ITEM	1988	1989	% OF CHANGE SINCE 1988
Personal association influenced school choice	63%	61%	- 2%
Students attending vo-tech to get job skills	89%	87%	- 2%
Students attending vo-tech to upgrade job skills	44%	52%	up 8%

Student Environment:
The highest positive percentage of change from 1988 to 1989 involved the students' perceived importance at their school; this item received 11% more positive responses than in the previous year. The friendliness of students as perceived by students, was down by 9% from 1988. Instructor motivation of students received the most favorable responses, with 80% responding positively to that item.

Training and Instruction:
Students perceptions of their training and instruction were generally quite positive. Eighty-two percent responded positively (up 5% from 1988) that instruction is conducted in a professional manner. Eighty percent (up 3% from 1988) said that their classroom hours are used wisely. The highest positive percentage of change involved the instructor knowing the students' training goals; this item received 9% more positive responses than in 1988. When asked if they would return to vo-tech for advanced or specialized training, 88% responded positively.

School Facilities & Equipment:
Library (or Learning Resource Center) access the actual useage increased in 1989 according to the survey results. Students responded positively (69%) to indicate that the library is usually open for students' use, showing an 18% increase over the prior year's survey results. Also students' actual use of the library (or LRC) was up by 8% according to their survey responses.

Facilities that were not addressed in 1988 were included in the 1989 survey. Most students felt their bookstore services were adequate (66%) and that their Student Center was adequate (67%) to meet their needs. Students also responded positively to indicate that their classroom space (72%) and shop or lab space (63%) were adequate to meet student needs.

Student Services:
A greater number of students appear to have received counseling about which program to enter than did in 1988. Positive responses on that item were up 18% in 1989.

The availability of the school counselor (up 10% from 1988) and the availability of the financial aid officer (up 11%) showed marked improvement from the 1988 survey. Also, more positive responses from students were received in 1989 on receiving the school catalog (up 12%).

Student Organizations:
Students' perceptions on the importance of Student Organizations were more positive in 1989 (up 13%) than in 1988. Students were also asked about their perceptions concerning the importance of leadership activities offered by Student Organizations. Sixty-four percent responded positively. Seventy-six percent responded positively saying that Student Organizations were explained early enough for students to get involved.

When students were asked how often Student Organization meetings are held at their school, 59% indicated that they were not held on a regular basis. When asked how often club meetings should be held, students (41%)

indicated that they should be held monthly. Only 28% of the students said that club meetings were actually held monthly at their schools. Some of this discrepancy could be accounted for in the fact that some students, being more involved in Student Organizations, do in fact meet more often than the general student population.

Policies/Rules:
More 1989 students (10% more) indicated that they had been advised of the attendance options (full/part-time) in their program than 1988 students. Also up in 1989 was the positive response percentage (up 8%) for the survey item on the fair administration of classroom policies and rules. Generally, the 1989 Student Opinion Poll indicated that students are more informed about the grading system (up 1%), attendance policies (up 2%), and grievance procedures (up 4%).

Selection:
Little change was indicated on the reasons for selecting and attending school was shown between the 1988 and 1989 survey results. However, students attending vo-tech to up-grade their job skills was up 8% in 1989.

Administrator/Instructor Survey

The Administrator/Instructor Survey was developed and conducted to determine the perceptions of school staff on the effects of changes made during the course of the Strategies Project. Administrators and faculty that have worked under both the quarter calendar and the semester calendar were asked to participate. Items in the survey addressed scheduling, teaching loads, instruction, drop-out rates, reporting, student services, calendar, and the overall changes implemented with the Strategies Project. Tables 10-13 illustrate the results. A summary of the findings for all three pilot schools is given below.

Scheduling:
The difficulty and level of efficiency in the scheduling of classes has undergone positive changes according to staff perceptions. Fifty-six percent (56%) believe that scheduling classes has become less difficult. Sixty-two percent (62%) said that scheduling classes is more efficient now.

Teaching Loads & Course Preparations:
Only 26% of those surveyed believed that teaching loads had become somewhat lighter, while 51% said that teaching loads had remained unchanged. Only 26% believed that the number of course preparations had lessened somewhat, while 61% said it had not changed and 13% said the number of course preparations had increased somewhat.

Professional Development Activities:
Fifty-three percent (53%) of the respondents said their time for professional development activities had increased. Thirty-four percent (34%) believed that it had remained unchanged.

Instruction:
Only 45% of those surveyed believed that the level of instructor/student involvement has been higher than in previous years. Forty-five percent (45%) believed that it had not changed. When asked about personal professional involvement with students, 63% responded that it has been higher than in previous years, with 37% saying it had not changed from previous years.

Looking at the overall instructional process, the respondents (61%) believed that they were turning out better quality graduates than in previous years. Most staff members (68%) feel that the educational process (enrollment through graduation) has improved significantly in benefitting students.

Fifty percent (50%) of the respondents felt that the equipment and facility useage at the school had become more efficient, while 45% felt it had not changed.

The staff (84%) responded positively to indicate that curriculum in vocational programs has been improved and updated.

Drop-out Rates:
The drop-out rates in classes is perceived to be lower than before semesters were implemented, according to 50% of the respondents. Thirty-seven percent (37%) believed that the drop-out rates had not changed from previous years.

Reporting:
Eighty-four percent (84%) of the respondents believed that the new exit codes for departing students are significantly better than in previous years. When asked if the paperwork involved in student reporting is now less time consuming, 47% responded positively, while 32% said it had not changed from previous years.

Student Services:
The staffs of the pilot schools, (57%) believe that services offered to students have improved and become more efficient under the new semester system.

Calendar & Overall Changes:
The general concensus of the pilot school administrators and instructors is that the semester calendar is an improvement over the calendars of previous years, with 79% responding positively to that item. Most of the staff (77%) said that the later starting date for school is a significant, positive change.

Eighty-seven percent (87%) believed that the change from clock hours to semester credit hours will be a positive and beneficial change. Most of the staff (66%) responded that the change from the quarter term to the semester term improved enrollment. When asked if the school's semester calendar had improved the school's community image, 72% responded positively. Finally, staff responses indicated that the overall changes made at their school have contributed to more professional delivery of instruction and services, with 82% responding positively to that item.

TABLE 10

ADMINISTRATOR/INSTRUCTOR SURVEY

BLACK RIVER, COTTON BOLL, & PETIT JEAN
VOCATIONAL TECHNICAL SCHOOLS

ITEM	POSITIVE	NEUTRAL	NEGATIVE
1. Scheduling classes has:	become less difficult. 56%	remained unchanged. 23%	become more difficult. 21%
2. Scheduling classes is:	more efficient now. 62%	same as in previous years. 21%	less efficient now. 17%
3. Teaching loads have:	become somewhat lighter. 26%	remained unchanged. 51%	become somewhat heavier. 23%
4. Time for professional development activities has:	increased somewhat. 53%	remained unchanged. 34%	decreased somewhat. 13%
5. The paperwork involved in student reports is:	now less time consuming. 47%	unchanged from previous years. 32%	now more time consuming. 21%

ADMINISTRATOR/INSTRUCTOR SURVEY

BLACK RIVER, COTTON BOLL, & PETIT JEAN VOCATIONAL TECHNICAL SCHOOLS

TABLE 11

ITEM	POSITIVE	NEUTRAL	NEGATIVE
6. The drop-out rate in classes is:	lower than before semesters were implemented. 50%	unchanged. 37%	higher than before semesters were implemented. 13%
7. The level of instructor/student involvement has:	been higher than in previous years. 45%	remained unchanged. 45%	been lower than in previous years. 10%
8. The number of course preparations for instructors has:	lessened somewhat. 26%	remained unchanged. 61%	increased somewhat. 13%
9. Personal professional involvement with students has:	been higher than in previous years. 63%	remained unchanged. 37%	been lower than in previous years. 0%
10. The semester calendar is:	an improvement over calendars of previous years. 79%	no better or worse than calendars of previous years. 7%	not a significant improvement over past calendars. 13%

ADMINISTRATOR/INSTRUCTOR SURVEY

BLACK RIVER, COTTON BOLL, & PETIT JEAN VOCATIONAL TECHNICAL SCHOOLS

ITEM	POSITIVE	NEUTRAL	NEGATIVE
11. The later starting date for school is:	a significant, positive change. 77%	neither a positive or a negative change. 15%	a negative change. 7%
12. I am turning out:	better quality graduates than in past years. 61%	same quality graduates. 39%	lower quality graduates. 0%
13. Equipment and facility useage has:	become more efficient. 50%	not changed. 45%	become less efficient. 5%
14. The educational process (enrollment through graduation) has:	improved significantly in benefiting students. 68%	remained unchanged from years past. 32%	not improved, but worsened. 0%
15. Services offered to students have:	improved and become more efficient. 57%	remained unchanged. 38%	not improved, but worsened. 5%

TABLE 12

ADMINISTRATOR/INSTRUCTOR SURVEY

BLACK RIVER, COTTON BOLL, & PETIT JEAN
VOCATIONAL TECHNICAL SCHOOLS

ITEM	POSITIVE	NEUTRAL	NEGATIVE
16. Curriculum in vocational programs has:	improved and been updated. 84%	remained unchanged. 11%	the need for improvement and up dating. 5%
17. The new exit codes for departing students are:	significantly better than in previous years. 84%	the same as in previous years. 11%	worse than in previous years. 5%
18. The change from clock hours to semester credit hours will be:	a positive, beneficial change. 87%	of no consequence. 8%	a negative, detrimental change. 5%
19. The change from the quarter term to the semester term has:	improved enrollment. 66%	had no effect on enrollment. 26%	caused enrollment to decline. 8%
20. The school's semester calendar has:	improved the school's community image. 72%	not affected the school's community image. 28%	hurt the school's community image. 0%
21. The overall changes evolved at our school with the semester system have:	contributed to more professional delivery of instruction & services. 82%	has little impact. 13%	led to a decline. 5%

TABLE 13

FTE - Full Time Equivalent

Each school offered evening extension classes in which large numbers of students were enrolled. This large student population was not counted in the school's census. There existed a need to develop and incorporate a system to account for this discrepancy. The full-time equivalent (FTE) was adopted through which schools could receive credit for these large part-time student populations.

The FTE was computed by dividing total contact hours by the number of weeks in the calendar year and dividing the result by 22 (hours per week for one full-time equivalent student). In May, 1987 the first report of Full-Time Equivalent Enrollment was issued in a Statistical Report of Vocational Education in Arkansas.

Exit Codes

Established exit codes were examined to determine their accuracy in accounting for students leaving vocational programs. In a great many instances, schools were penalized under this exit code system. For example, schools reported that students entered vocational programs for specific training and, once it was completed, they left (with marketable skills). Although the exit codes designated the percentage of program completion, these students were reported as leavers, thus contributing to the schools' drop-out rates.

New exit codes were developed and incorporated into the state's student data system to more accurately account for non-graduating vocational students. Under the new reporting system, schools reported withdrawing students in one of seven catagories (see Table 14). Administrators and instructors welcomed this innovation in reporting because it more

OLD EXIT CODES

1 = Completer

2 = Leaver

3 = Currently Enrolled

4 = Transferred

NEW EXIT CODES

1 = Graduate - student completed all program requirements

2 = Course completer - student completed course/courses

3 = Withdrew to go to work

4 = Withdrew - student completed personal objectives

5 = Withdrew due to financial difficulties

6 = Withdrew due to family obligations

7 = Withdrew - student not satisfied with institution or training

8 = Transfer - student transferred to another program or school

9 = Other

accurately reflected drop-out rates and it accounted for students who left their school with marketable skills.

Attendance Policies

Attendance policies of the schools were established at the state level for all schools. Because of stringent attendance requirements, students were often put on "attendance probation" and/or dropped from programs. If a student failed to attend only one particular class in the program, that student would be dropped from the entire program and school. Administrators invested much time and effort settling attendance and/or making determinations about student leaves (interruptions from schools that were allowed students in emergency situations). Instructors invested many hours in monitoring the hours of attendance for each student.

During the project, attendance policies were altered for the pilot schools, but attendance probation and dismissal for absences was still a reality. Near the end of the project, an attendance policy was developed and adopted that left responsibility for attendance up to the student. In essence, the new policy states that regular attendance is expected of all students and is necessary in maintaining acceptable grades. Under this new policy, students that have missed so many class sessions that they are unable to maintain passing grades will be dropped from class and will receive a grade of F. Students can now be dropped from a class or classes and not necessarily from an entire program.

Provisions were made within the new attendance policy for students whose financial assistance necessitated attendance reporting.

DATA COLLECTION

Enrollment

Monitoring the enrollment of the two pilot schools is crucial to the review and evaluation of the Strategies Project. Enrollment is reported quarterly to the State Department of Vocational Education. The figures for the Fall, 1986 semester proved to be very telling of the impact of the project. Both schools had higher enrollments than prior years and Black River Vo-Tech had their highest enrollment ever as can be seen in Table 15. There were several factors attributed to this early success: (1) The later starting date enabled the school to offer more testing dates, recruitment time, and orientations, with increased instructor involvement; (2) Financial aid preparations were completed earlier and approximately 85% of the students had pre-paid their tuition or were on approved financial aid programs prior to the beginning of school; (3) A very small percentage of the students tested were placed into pre-tech programs, which involves remedial work, thus indicating that the vast majority of students enrolled were above average students.

Student Retention

At mid-semester enrollment data was collected again in an effort to ascertain the amount of student retention. As reported by the state collection expert of the state department, average drop-out rates at post-secondary vo-tech schools runs about 37%. Table 16 shows the Mid-Semester Enrollment Data for both schools. The enrollments were up from the Fall semester by 3% for Cotton Boll Vo-Tech and by 12% for Black River Vo-Tech. The enrollment figures do not accurately reflect the drop-out rates for the schools because a January enrollment had occurred prior to the data collection. Table 17, Enrollment by Program, gives a more accurate

account of the number of drop-outs throughout the schools. Compared to 1985, drop-out rates fell at Cotton Boll Vo-Tech by 8% and rose by 1% at Black River Vo-Tech. At Cotton Boll Vo-Tech, where the new Business Education pilot curriculum and flexible scheduling was being implemented, their Business Education classes significantly increased their number of graduates. (See Table 18.)

Table 19 illustrates the number of graduates for school years 1986, 1987, and 1988 at Black River Vo-Tech School. While some programs in the Business department showed a significant increase during the second year of the project, the number of graduates appears to be leveling off somewhat.

Because the Welding Program at Black River implemented innovative class scheduling, data was collected during the project to assess the impact these changes had made upon student retention. The number of graduates progressively increased during each year of the project and drop-out rates decreased each year in the Welding Program. (See Table 20.) An alternating group schedule was designed and implemented in the welding class in an effort to make better use of limited shop equipment. Through this schedule, the instructor had two welding processes being taught (in theory and lab) simultaneously. The schedule alternates groups in theory and related classes, enabling the instructor to train in two separate processes. At mid-semester the student groups switch and learn the other process.

ENROLLMENT * 1985, 1986

BLACK RIVER VTS

1985, 86

Fall----------225
Spring---------225

1986, 87

Fall----------230
Spring---------253

12% increase from Spring, 1986

COTTON BOLL VTS

1985, 86

Fall----------235
Spring---------242

1986, 87

Fall----------260
Spring---------250

3% increase from Spring, 1986

*Full-time student enrollment

TABLE 16

MID-SEMESTER ENROLLMENT DATA

1986

BLACK RIVER VO-TECH SCHOOL

Full-time Enrollment.....230

Extension Enrollment*.....128

FTE Enrollment.....265

COTTON BOLL VO-TECH SCHOOL

Full-time Enrollment.....260

Extension Enrollment.....92

FTE Enrollment.....327

*Extension enrollment is based on students attending six (6) hours per week.

TABLE 17
Enrollment by Program

BLACK RIVER VTS

	Fall, 1986	Spring, 1987
Auto Body	24	21
Auto Technology	23	20
Bus. Ed., Acct	29	28
Bus. Ed., DP	18	16
Bus. Ed., Sec	32	22
Diesel Mechanics	20	23
Food Services	14	20
Industrial Electricity	21	21
Machine Shop	16	20
Practical Nursing	15	13
Residential Carpentry	21	16
Respiratory Technician	18	13
Welding	22	20

COTTON BOLL VTS

	Fall, 1986	Spring, 1987
Air Conditioning	25	13
Automotive Mechanics	47	36
Brick Masonry	12	[illegible]
Bus. Ed., Acct	24	27
Bus. Ed., DP	23	19
Bus. Ed., Sec	29	32
Dental Assisting	16	15
Diesel Mechanics	14	15
Drafting	18	20
Industrial Ele	13	19
Machine Shop	06	07
Practical Nursing	18	13
Welding	16	16

Strategies Meeting
BRVTS, Feb. 6, 1987

CBVTS GRADUATES

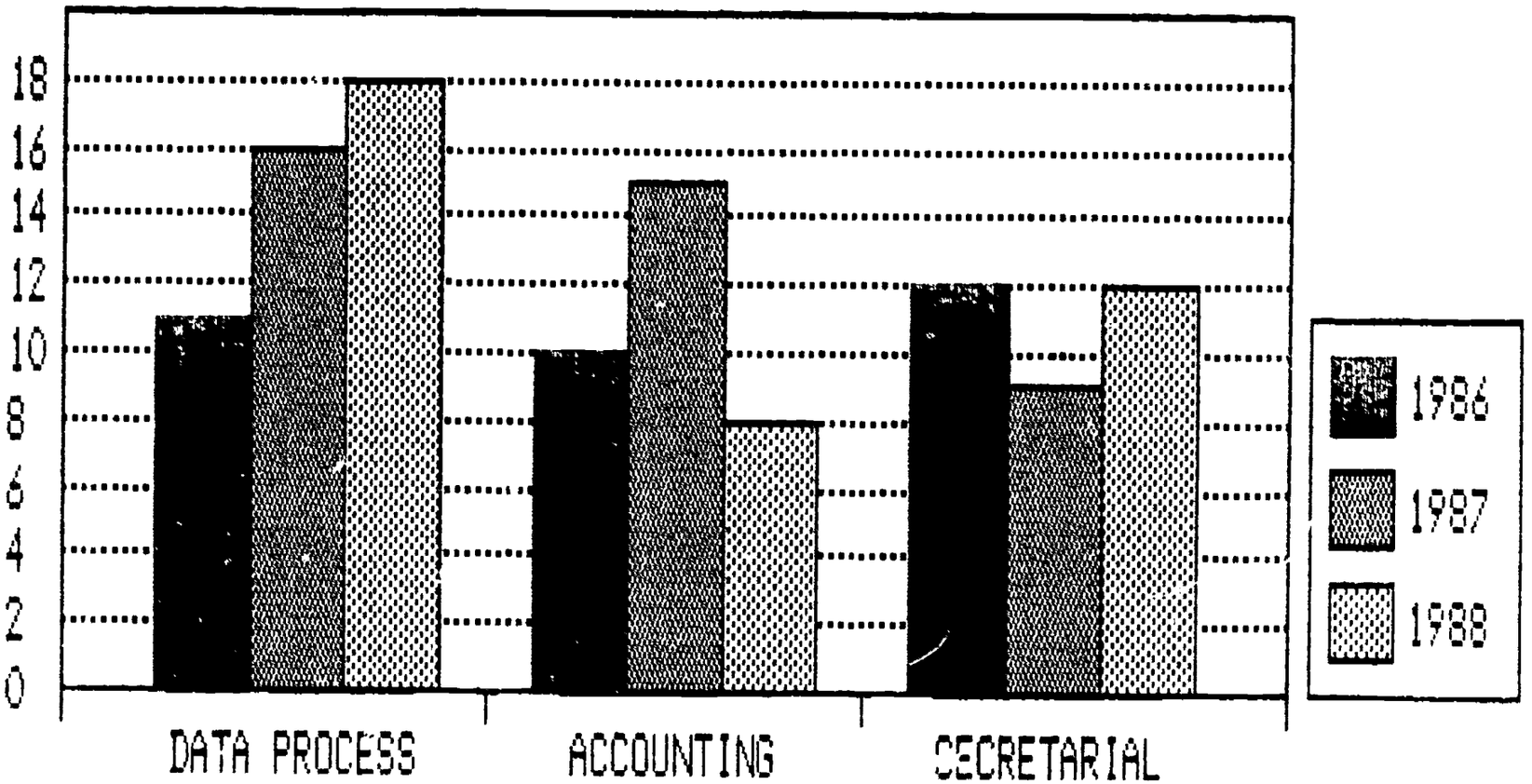

TABLE 18

BRVTS BUSINESS GRADUATES

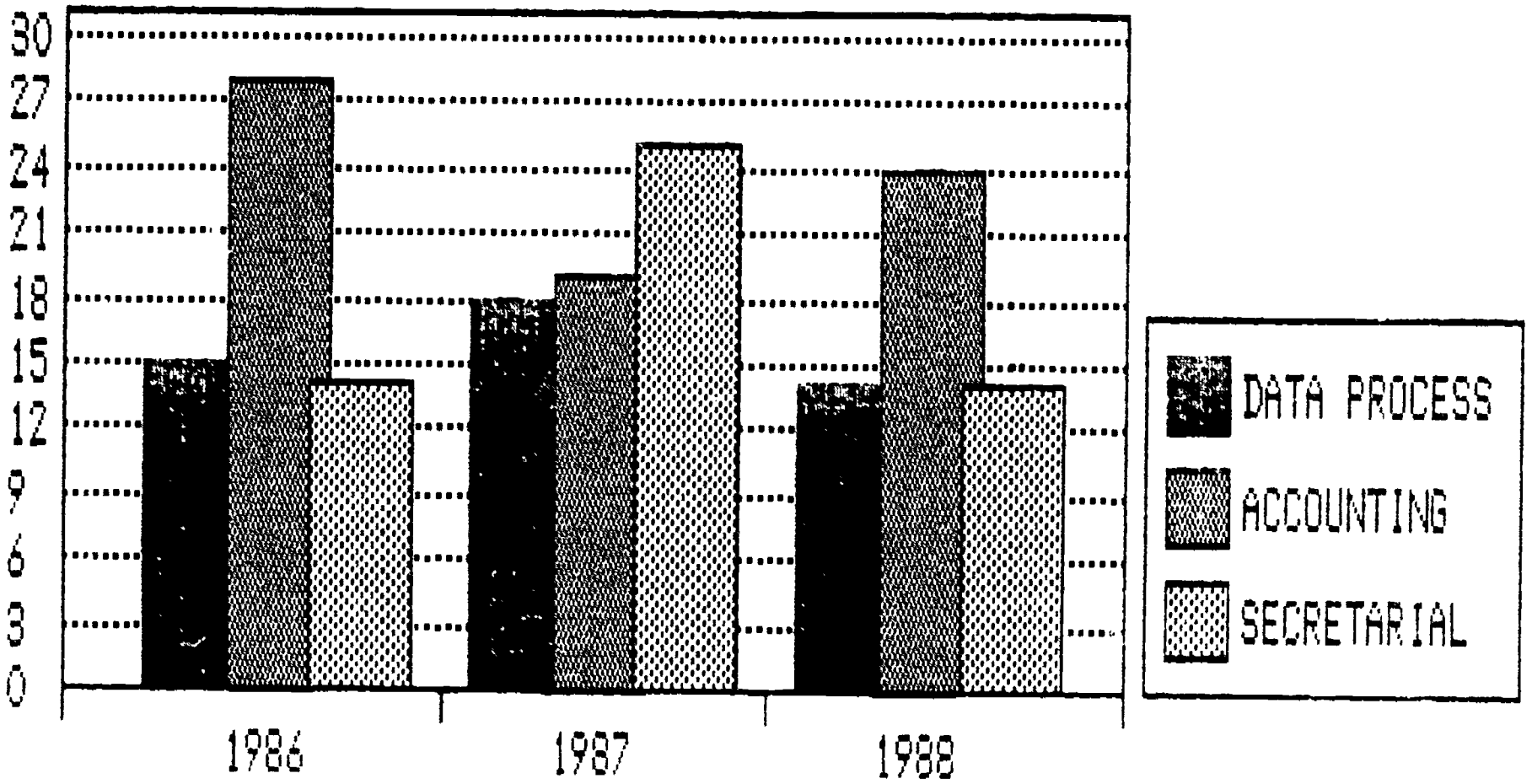

TABLE 19

BRVTS WELDING GRADUATES

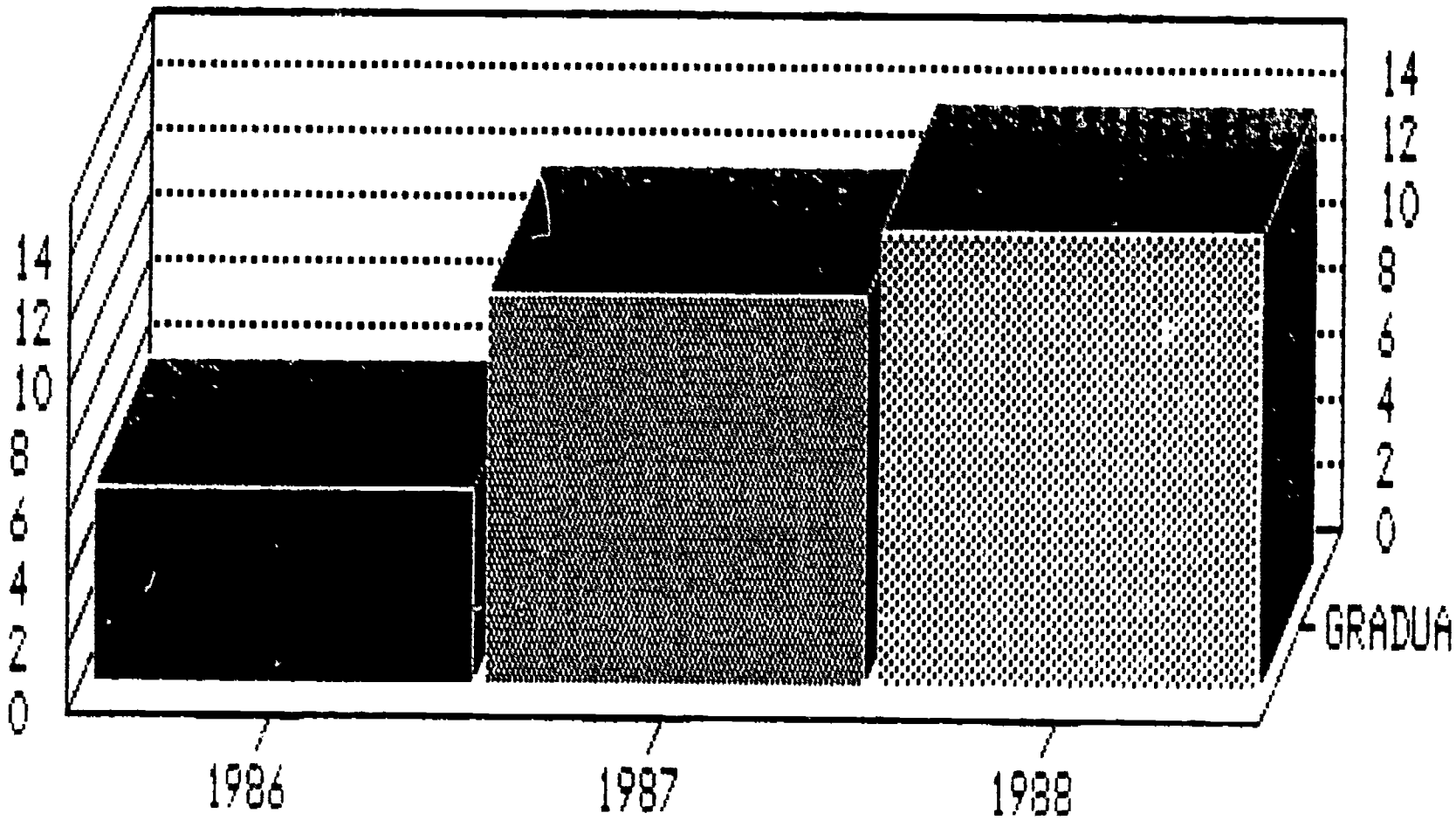

TABLE 20

45

CALENDAR

The three main topics of discussion during the first Project Advisory Council meeting included the discussion and selection of a calendar for the first year of the project, decisions concerning scheduling of courses, and decisions about when to implement the changes. Trimester, semester, and quarter terms were presented for consideration. The Semester-Plus term was considered to be the best of the alternatives by a majority. Daily scheduling, consisting of six hour days, five days per week, was to be continued. An exception was made for Business Education classes which were to be scheduled on a Monday, Wednesday, Friday/Tuesday, Thursday format (Appendix IX, Proposed Calendars).

The adoption of a semester calendar was a significant innovation for the vocational schools. In the past, a system of quarter terms had been used. Each quarter term was of approximately 12 weeks duration and there were four in a given school year. The programs offered by vo-tech schools fit into this quarter system and courses were generally of 12 weeks duration. The Semester-Plus concept involved 2 semesters of approximately 17 weeks and an additional summer term of approximately six weeks duration. Students enrolling in programs under these terms would be able to complete their training in approximetely the same time, but their courses would be more extensive and could be scheduled in longer blocks of time. Further, for those students wishing to enroll part-time, Monday, Wednesday, Friday classes could be scheduled in to meet their needs.

The semester calendar has been used by the pilot schools every school year since the project began. It was adopted as the standard term to be used by all of the state's postsecondary vocational technical schools. The advantages of the semester term include:

1. Start-up dates, holidays, and breaks of all sessions closely align with those of the public schools and other postsecondary institutions in local areas;

2. Registration and testing periods are dispersed throughout the school year and time is allotted for staff involvement in that process;

3. The semester term allows for flexible scheduling of daily classes. An additional scheduling advantage of the semester calendar is that short courses can be scheduled during summer terms, while longer classes can be scheduled during the fall or spring semesters. Further, courses requiring lab or additional theory time could be better managed with flexible scheduling;

4. The semester schedule is conducive to course content revision, standardization, design, and implementation of controlled entry and exit points;

5. The semester term reduces the amount of student paperwork required of instructors with regard to grade reporting, absentees, etc. (The quarter term necessitated 8 grading reports, 2 each term; the semester term requires 6 grading reports--2 during each of fall and spring semesters and 1 during each of the summer semester.);

6. There are fewer levels of students in individual classes. Rather than having students on four different levels, there are usually only one, possible two levels;

7. The semester term with flexible scheduling, increases access to students that wish to attend part-time;

8. The scheduling of courses in a semester calendar enhances articulation efforts between schools;

9. Semester calendars are more conducive to year round school operation because of breaks between the terms.

Although certain perimeters were established with regard to the calendar, it was established that each school develop a calendar individualized to meet the needs of their local area with strong consideration being given to the calendars of local schools and other postsecondary schools.

The perimeters established as guidelines in calendar development are as follows:

--- Approximately 1,260 instructional hours in the total school year;

--- Two 16-week terms, one for fall semester and one for the spring semester;

--- Two 5-week summer semesters;

--- Approximately 42 weeks of instructional time;

--- School hours (daytime instruction): maximum of 6½ hours, minimum of 6 hours.

Calendar Considerations

The following considerations were offered suggestions for inclusion in the development of the semester calendar:

Student Orientation Day
-- Fall
-- Spring

Allot Time of Registration
-- Full-time returning students
-- Full-time new students
-- Part-time students

Designate Beginning and Ending of Terms
-- Exam dates
-- End of grading period
-- Date of Commencement

Designate In-Service days (When There Will Be No Classes)

Instructional Time
-- Days
-- Weeks
-- Hours

Critical Factors to Calendar Development

* It has been found to be most beneficial and efficient to end the fall semester with the Christmas holiday break. This coordinates well with the breaks and January start-up of surrounding schools.

* Another critical factor to consider in calendar development is ending the first summer semester by the end of the fiscal year (June 30). Financial aid, faculty pay periods, and budget considerations were factors significant in this recommendations.

SCHEDULING

Flexible scheduling of classes within vocational programs was examined as a potential way to increase access to vocational education at the postsecondary level. Traditionally, only extension (evening) classes were set up on a Monday/Wednesday/Friday or Tuesday/Thursday schedule. By offering flexible scheduling during the full-time day programs, access could be enhanced.

Initially, Business Occupation Programs were set up on a flexible MWF/TTh schedule. The result was that more students could be served, student retention increased, dual certificate awards increased, and instructor work loads became more balanced. During the second and third years of the project, flexible scheduling was implemented in Health Occupations and Technology Program as well. It was found that flexible scheduling offered several advantages:

* More classes can be scheduled (i.e., 6 MWF, 4 TTh, or 7 MWF, 5 TTh).
* Multiple sections of classes can be offered to accommodate more students (this also reduces the number of preparations an instructor must make).
* Flexible scheduling increases access to students wishing to attend part-time (i.e., MWF or TTh only or fewer periods per day).
* Flexible scheduling maximizes efficient use of facilities, equipment, and personnel.
* Students have increased responsibility and discretion in scheduling classes.
* Lab time may be scheduled into the curriculum if necessary (especially helpful in business and related instruction).

The "Proposed Model School Plan: Scheduling and Enrollment" was developed in an effort to direct the implementation of systematic scheduling and enrollment activities (see Appendix X). Because flexible scheduling was a marked innovation from the traditional schedule, a model

plan was necessary to serve as a guideline for all enrollment and scheduling activities.

Specific guidelines were developed on flexible scheduling and were disseminated to all postsecondary vocational technical schools to facilitate implementation. A scheduling workshop was held with all school administrators present at which a sample program schedule was developed. On-site assistance with scheduling was also made available to the schools upon request. (See Appendix XI for Schedule Development Guidelines.)

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations that follow are founded upon the information obtained during three years of study in the Strategies for Vocational Education Delivery Systems Project. Many new and effective strategies have already been adopted and are being implemented state-wide in the postsecondary vocational technical schools. The following conclusions and recommendations are offered as targets for future improvements of the vocational education delivery system.

STATE LEVEL RECOMMENDATIONS

Curriculum: Follow-Up on New Curriculum

Because program curricula have undergone change and standardization, it is important that follow-up be conducted on its actual use in the classroom. Instructors have expressed, during informal interviews, that the state thrusts new curriculum upon them and never follows-up to determine if there are any implementation problems or inadequacies in the program curriculum. Curriculum specialists should be assigned a section of the state in which to conduct a thorough follow-up on the new curriculum. These specialists would work on-site at individual schools with instructors

and supervisors of instruction to target problem areas of the curriculum.

Curriculum: Designation of Multiple Exit Points

Concerted efforts should be made to make vocational education accessible to students desiring short-term day training. To facilitate access, program curriculum should be examined for potential exit points whereby students could attend a program for short-term day training and complete training objectives, leaving without the stigmatism of drop-out status and with acredited, marketable skills. Every program (perhaps with the exception of Health Occupations) should have designated multiple exit points established in the program curriculum. Further, these exit points should be adequately marketed in such a way (at local and state levels) as to generate the interest of those seeking short-term training.

Curriculum: Syllabi Development

Early in the project in examining areas of concern (see Appendix I) the importance of developing course syllabi was addressed. Serious consideration should be given to requiring instructors to develop a syllabus for each technical core course taught by them in their individual program. Course syllabi are standard in higher education and they are definitely feasible for vocational education with the adoption of the new standardized curriculum. Curriculum specialists and/or supervisors of instruction could assist and guide instructors in this effort.

Curriculum: Clock Hours vs. Credit Hours

Much debate has transpired over the feasibility of Arkansas' post-secondary vocational technical education operating within a clock hour base curriculum. Because credit hour awards for instruction are typi-

cally standard in postsecondary education, the benefits are not to be underestimated. Too many resources are expended at local schools computing instructional clock hours that change with each new calendar year. A standardized system of semester credit hour awards for every course in each vocational program is the most efficient method of awarding postsecondary educational credit. Every effort should be made to continue the move away from clock hours to credit hours.

Program Supervision

Interviews with school administrators and instructors revealed a genuine need for more local contacts to be made from state-level program supervisors. Without the knowledge of what is actually taking place in the schools, state-level supervisors are severely restricted in generating effective positive change. Schools located close to state offices receive more assistance from Program Supervisors than do schools in outlying areas who seldom, if ever, see their program supervisor. It is recommended that comprehensive, consistent program observations be conducted by state-level supervisors on-site at all postsecondary vocational technical schools on an annual basis, at the very minimum, perferably twice yearly. Observation instruments should be structured and uniform across schools, but individualized for each program area. Interviews with staff, structured and informal, should be conducted during these on-site visits. Documentation of Program Observation activities should be generated and compiled in annual comprehensive reports, disseminated to appropriate state personnel.

Student Data Systems: Reporting Under New Exit Codes

The development and implementation of new student exit codes was a greatly needed, positive change in the reporting of student data. In collecting school data at the pilot schools, it became obvious that Exit Code "9" was being used frequently in reporting students' departures. Since "9" is the code number designated as "other", this gives no information about the status of the departing student. Part of the problem of the overreporting of exits coded as "9" might be alleviated by a follow-up study of the use of the new reporting system. Further, information and materials could be made available to instructors by school administrators concerning the new exit codes, since instructors feed student status information to the schools' data input personnel or counselors.

Student Data Systems: Qualatative Research Needs

After implementing and reporting the results of the Student Opinion Polls during the project, it became apparent that administrators and instructors alike are interested in and do benefit from qualalative knowledge about their schools' service delivery. Qualatative research information benefits schools in the areas of student recruitment, public relations, identifying current and future training needs, student retention, student satisfaction, etc. The data generated from qualatative research would serve well the state's vocational staffs (at local and state levels) by offering a consistent, standardized source of information on which to base decisions, issue directives, and keep abreast of trends for planning and development purposes.

Articulation/Dual Admissions

The successful articulation activities of the state should be continued, but perhaps with emphasis on postsecondary institutions only. Cooperative agreements between these institutions allowing for dual admissions and united efforts in the education and training of postsecondary students can greatly enhance resource coordination and minimize the duplication of services. According to survey results on almost six hundred vocational students, they are genuinely interested in advanced and specialized training beyond their vocational program. Through intricate articulation activities these stated needs could be aptly met. A system of tracking students who are involved in these articulation programs should also be developed in order to assess needs and the overall effectiveness of the articulation efforts.

School Facilities

From program observations, instructor and administrator interviews it was revealed that some school facilities need to be upgraded and/or expanded. With the advent of flexible scheduling, especially in Business Education Programs and Related Instruction Programs, higher student enrollments can be accommodated. Unfortunately, space limitations offset this opportunity. In these programs only twenty students can be accommodated per classroom, when enrollment in particular classes could be as high as fifty students. Larger classrooms could alleviate the teaching of multiple sections of particular classes, like Business English (a course required of all Business students). If each school had just one classroom that would accommodate forty to fifty students, it would alleviate certain problems with overcrowded classrooms, duplication of instruction, and limiting enrollments.

In addition, with the incorporation of Computer Fundamentals into the core curriculum of most all programs, attention will need to be given to the addition/expansion of computer facilities at the schools. Typically, computer classes in Business Programs are the first to reach full enrollment and the computer facilities already experience maximum use.

Equipment: Technological and Industrial Programs

While "live work" in shop areas is functional in many ways, dependence on "live shop work" can impede effective training. There exists a need for stationary equipment in many shop programs in order to assure comprehensive training in all phases of work in the particular program area. Consideration should be given to stringently limiting the amount of "live work" allowed in shops and moving more and more toward stationary training equipment.

Equipment: Business Programs

Just as more physical space has been justified in the Business Program Areas, so is the need for more equipment. More computers and their auxillary components are needed if schools are to meet their training demands. Because progressively higher enrollments are expected in Business classes and because the Business Education curriculum is progressing toward computer-orientation, one classroom of computer equipment per school is no longer sufficient. Further, with the added Computer Fundamental Course in every students' curriculum (with, perhaps the exception of Health Occupations) more computer equipment is essential.

Personnel: Administrator Salaries

In many cases, some administrator's salaries at the postsecondary schools are at or very close to those of instructors. Consideration should be given to making such salary adjustments as necessary to maintain the distinction and margin of responsibility of administrators from instructors.

Personnel: Instructor Contracts

Early in the Strategies Project the feasibility of instructor contracts was discussed. Under the current system, instructors at postsecondary vocational schools are required to work as twelve month employees, fulfilling dual roles as state employees and as instructors. Requiring instructors to be on the job year round may be detrimental to vocational education in various ways: (1) It may be a major contributor to instructor turnover; (2) It may be a contributor to morale problems at individual schools where idle instructors are highly visible; (3) It deters instructors (especially new instructors with little or no accumulated leave time) from professional development activities, such as returning to school for further education.

Instructor contracts could also be the solution to fulfilling the public's training needs. By contracting an instructor to teach a required number of courses, whenever those courses are scheduled, schools could offer courses at times when the general public could have access to them. An instructor's teaching schedule might include teaching three day classes on Monday, Wednesday, and Friday and teaching two evening classes on those same days. Instructor contracts can offer schools flexibility and increase access to training in ways that have never been tried before.

Instructor contracts could also lead to a significant reduction in schools' payments for evening class instructors.

Calendar: Semester Terms

The advantages of a semester calendar were outlined in previous pages of this report. It is therefore recommended that the move to semester terms be supported. Further, individual schools should be allowed the discretion to formulate their school's calendar within the general guidelines and perimeters established by the state offices in charge. This allows schools the flexibility to meet the needs of their local communities.

Scheduling

Flexible and innovative scheduling of classes should be encouraged and supported. Flexible scheduling courses within programs has been shown to be an effective mechanism for increasing access to students who could not otherwise attend vocational schools. It has also proven to be a potential solution to the problems of limited equipment and space in certain vocational programs. Schools should be provided with assistance, if needed, and follow-up on their scheduling activities.

LOCAL LEVEL RECOMMENDATIONS

Articulation: Promotion and Use of Agreements

Most postsecondary vocational technical schools have current articulation agreements with institutions of higher education. It is recommended that these agreements be promoted to the students by the schools. Students should be encouraged and supported to take advantage of the opportunities opened to them through the state's articulation activities.

Further, documentation files should be kept, separate from student files, on all articulation students.

Counseling Services: Early Access

Research in the pilot schools has revealed that a need exists for counseling early in the students' vocational experience. Counseling about program selection, entry tests, and program requirements should be made available to entering students. Counselors should be highly visible during the enrollment and registration processes to offer these services. Instructors could also provide very beneficial counseling services at this point in students' school career.

Counseling: The Exiting Student

Research conducted at the pilot schools also revealed a need for schools to stress to entering students the importance of following established withdrawal procedures if they should have to leave their training program. According to research conducted over two years, only about one half of the student population knew the procedures for withdrawing from school. This is also a crucial issue because of the state's newly revised exit codes. If students followed the proper withdrawal procedures, the proper exit codes could be reported. If not, the student could be labeled a drop-out, a stigma for the student as well as the school. Exit interviews might also be incorporated into the withdrawal process.

Counseling: Early Intervention and Student Retention

Counselors and Instructors in the postsecondary vocational technical schools should coordinate their efforts to target potential drop-outs and provide early intervention. In-service training in these areas may be advisable and could enhance this effort.

Curriculum: Follow-Up

With the adoption of the new standardized curriculum, it is recommended that school administrators involved in instructional activities follow-up on its implementation. If problems arise with the new curriculum, they should be documented and forwarded to the state supervisor for that program area or the state curriculum specialists, with a written request for a response. If state level officials do not know about curriculum problems, they will not be addressed.

Curriculum: Course Syllabi

It would be most beneficial for the schools to require the development of a syllabus for each course taught in every program area. Those administrators in charge of instructional services at the schools could provide assistance to the instructors if necessary. The school should keep these syllabi on file for use in the instructor's absence or should the instructor leave the school. In-service training on syllabi development might be provided if the administration deems it necessary. Course syllabi are a standard requirement of professional educators and the faculty of vocational schools should follow this example.

Program Supervision

From observations made during the Program Observation segment of this study, it became apparent that program supervision is minimal at the post-secondary schools, especially state-level supervision in business and technical programs (programs which comprised approximately 84% of pilot school student population). After meeting with state-level program supervisors from these areas two facts emerged: (1) State program supervisors are limited in number and cannot serve all the schools; (2) Supervisors rarely visit schools without first being invited by the school's admini-

stration. Because schools do not typically request state-level program supervision, actual needs in that area cannot be assessed. If every school formally requested state-level program supervision, at the very least on an annual basis, the state policy makers would recognize the dreadful shortage of manpower that actually exists in Program Supervisi n. It is therefore recommended that schools be encouraged to utilize the resources of state-level supervisors and document requests that were turned down for on-site visits. The importance of at least one annual on-site visit from a state-level program supervisor should not be underestimated. Instructors can receive guidance and information from these personnel that might not otherwise be gotten, as is true of the reverse. Administrators benefit too in knowing that there is enough interest in their school's programs at the state-level that help will be sent when needed. Until schools demand the services to which they are entitled, they will continue to operate without them.

Program Observations

During this project structured program observations were conducted in all the business and technical programs at each school. One to two days were spent, in the classrooms and/or laboratories, observing various aspects of instruction, instructor/student interaction, adequacy of equipment and facilities, instructor/student ratios, and student participation. Instructors welcomed these observations and the subsequent reports. It is recommended that structured program observations be continued, at lease on an annual basis.

School Personnel: Professional Activities Report

During this study it became apparent that vocational educational

personnel are involved in a great number of professional activities outside the school. This is especially true of personnel involved in administration and instructors of special programs. The absence of administrators and other school personnel is often misinterpreted and maligned by school personnel. It is recommended that, when staff are involved in outside professional activities, that a report be made and submitted to the proper staff person. To disseminate accurate information about these activities, an internal newssheet could be distributed to school personnel on a regular basis. This newssheet need not be elaborate or overly timeconsuming; it might even be distributed in memo form. The documentation of professional activities can be included in staff personnel files.

Maintenance and Reporting of Student Data: Exit Codes

The state has developed and implemented a new series of exit codes for departing students. These new exit codes were designed to benefit the schools and therefore should be fully utilized. During data collection activities at the pilot schools, it became apparent that not all schools were using the proper exit codes in their reporting activities. The exit code designation of "9," which reports that the student left school for "other" reasons was very overused. Part of the problem may be alleviated by informing instructors about the new exit codes so that they can report properly why their particular students chose to leave school. Certainly, there are a number of students that leave school without explanation who fit the code 9 designation, but after randomly checking the data at one school, five errors were found in one program alone--all designated as "9s". Accurate reporting of student data, especially data on departing students, requires a school-wide, coordinated effort.

Every effort should be made to determine why a student leaves the school and at what point in the training program the student departed. If the student left the school with a marketable skill or completed a course or courses, they should be assigned the appropriate exit code. The new exit codes were designed to work to the advantage of the schools, but without their proper use, they will be of no more benefit than the old system of reporting. It is recommended that school administrators keep a consistent and watchful eye on the reports that leave their schools, scrutinizing them with care. Data on departing students should compel as much interest and scrutiny as enrollment data.

Maintenance and Reporting of Student Data: Drop-out Files

During data collection activities an attempt was made to collect data on students who had dropped-out of school in previous years. This information was not easily accessible. Every student file would have to be checked for the particular year to determine if he/she was a drop-out. In order to track data on student drop-outs, it is advised that schools maintain an information file listing every student that drops-out of school, even if the file contains only a list of names and drop dates.

Staffing: Extra Help

Because of the increase in the number of short-term programs and the overall student population, it has become apparent that more monies need to be allocated for extra help. Short-term programs are one essential means of increasing access to vocational education and, thus are a vital component of each school's delivery system. It is advised that schools continue their efforts in attempting to secure funding for such personnel.

Staffing: Community Volunteers

Through program observations and staff manpower is needed in some program and service areas. Because of limited funding for personnel, it is recommended that schools consider recruiting qualified community volunteers to carry out non-instructional tasks where needed. Areas of need should be targeted and detailed job descriptions developed, listing the precise responsibilities and tasks to be performed by each volunteer. Once completed, schools could recruit qualified volunteers as needed. Special recognition could be given these volunteers at annual award dinners.

Facilities: Learning Resources Center

Findings from the two student opinion polls indicated that most students do not utilize the Learning Resources Center (LRC) or the library, although LRC useage has increased 8% since 1988 at pilot schools. In 1988, only 43% of over five hundred students said they had used the LRC once since starting school. In 1989, 51% had used the LRC. With the implementation of flexible scheduling and the anticipated increase in the numbers of part-time students, it can be expected that LRC use will rapidly increase. It is recommended that schools make every effort to promote the LRC facilities to students and to assure student access to that facility.

Promoting Successful Training: Recognition of Successful Graduates

In conducting student interviews and reviewing student comments on surveys, it became apparent that students are interested in hearing about graduates who have received work placements. One student suggested that pictures of successful graduates be displayed in the class-

rooms (perhaps one a month) with a brief description of their training and details of their employment. What an effective way to promote a program!

In conclusion, the objectives of the Strategies for Vocational Education Delivery Systems Project have been realized. Innovations have occurred in most every aspect of the delivery system that have resulted in progressive, positive change. The development and implementation of the standardized curriculum has paved the way for systematic, consistent, updated instruction. Flexible scheduling of classes and the adoption of a semester calendar has opened new opportunities for students by increasing access to vocational training. A new and more accurate student data system is now in place, incorporating both part-time and full-time enrollments and accounting more accurately for departing students. A move is on toward establishing credit hour awards and away from clock hours. Negotiations are taking place to establish ten month teacher contracts state-wide. All these innovations evolving directly and indirectly from the work of this project, are positive changes that will serve vocational technical education effectively.

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APPENDIX I

AREAS OF CONCERN

STRATEGIES-VOCATIONAL EDUCATIONAL DELIVERY SYSTEM

Areas of Concern

I. Enrollment/Completion Data

A. Need for innovative coding system for enrollees, completers, drop-outs.

Serious consideration should be given to the design and implementation of a new and innovative student coding/reporting system for the following reasons:
First: schools lose or do not get credit for those students who leave the school with marketable skills and take related employment before their designated completion date;
Second: reporting and credit given to the schools for part-time and/or extension students offers little incentive to the schools to promote and foster such classes;
Third: students who have received marketable skills and, subsequently, employment, are likely to adopt and promote a negative image of vo-tech if they are labeled "drop-outs" or if they are allowed no official certification of the skills they obtained while attending vo-tech;
Fourth: if the image of vo-tech is to be marketed as truly innovative, serving the needs of part-time as well as full-time students, then redefinition and revision of enrollment data is essential.

B. Full-Time Equivalency
Data on part-time students should be compiled and reportable in full-time equivalencies. An example would be 6 students enrolled in 1 hour courses (or 4 students enrolled in 1.5 hour courses) could be the equivalent of 1 full-time student, for purposes of reporting.

II. Controlled Entry/Exit

A. Need for identification of controlled entry and exit points within a program of study for specific skill development.

That population with limited discretionary time, such as those facing re-training and/or increased skill requirements would be benefited by programs offering specific entry/exit points. Those seeking specific skills within a program could gain a proficiency and their achievements should be documented.

B. Programs In Which To Designate Controlled Entry/Exit Points
Working together, state supervisors and instructors should identify pre-requisites for entry and exit points for specific skill development. Seven programs at Cotton Boll VTS have been selected with which to begin this process:

Automotive Technology	Machine Shop	Welding
Diesel Mechanics	Electronics	
Brick Masonry	Data Processing	

III. Curriculum

A. Designing a standardized curricula with specified course content and assigned credit value (for programs not governed by state licensure) for each course within a program is necessary. This will enable students attending school for specific skill development to obtain a certificate, while others could accumulate credits leading to a diploma.

B. Need for a committee to design standardized curricula, incorporating designated entry/exit points within each program.

IV. Attendance Policy

A. For the two schools in this project, attendance policies were revised to accommodate the Semester-Plus schedule. The revisions are as follows:

Probation Status: After 3 days absence in summer terms, and 6 days absence in fall or spring terms.
Termination: After 4 days absence in summer terms and 8 days absence in fall or spring terms.

B. Needed: Attendance policies for part-time students.

V. State-wide Vo-Tech Handbook

A. Need

A state-wide handbook is needed to describe and promote the Arkansas Vocational Education Delivery System. This handbook should span all vo-ed service providers, including secondary, post-secondary, and area centers. The handbook would provide much useful information to students, prospective students, industry, other educational institutions, and the vo-tech schools.

B. Handbook Contents

1. Directory Information:
   a. State Administrators (organizational charts)
   b. Schools (with map)
2. Admissions Information:
   a. Policies, regulations
   b. Registration procedures
   c. Tuition, fees
   d. Financial aid
   e. Transferable credit, articulation
   f. Grading system
   g. Credit values: diploma, certificates
3. Program Information:
   a. Description and charts of current Vo-Tech programs available in the state
   b. Course descriptions
   c. Length of time required to complete program
   d. Exit points for specific skill development
   e. Listing of "certificates" available

VI. Survey of Industry

A. Project proposal states need for survey of industry in areas of the pilot schools as well as state-wide. The area industries surrounding Cotton Boll Vo-Tech have been surveyed. There are questions as the necessity of carrying this further. The objective of conducting this survey, as stated in the proposal, was to determine the current priority training needs of industry and to subsequently develop or expand vo-tech programs to meet those needs.

B. Costs
The cost of postage alone to survey Arkansas industries is approximately $1,650, as there are 2700 industries listed with Arkansas Industrial Development Foundation.

C. Industrial Coordinators
1. Lee Spurlock and Ed Majors were consulted about the surveys to industry. Conclusions were:
   a. systematic comprehensive state-wide surveys of industry with regard to priority training needs has not been conducted recently by vo-tech;
   b. industry has typically only been surveyed with specific training goals in mind, i.e., to determine truck driver training needs;
   c. a survey of industry would benefit schools as well as the industrial coordinators;
   d. a decision should be made on whether or not to go on with the survey, budgeting for it, the area to be covered, etc..

VII. Effective, Efficient Instruction

A. Time on Task
Programs will be monitored to determine if the scheduled course is being taught at the designated time.

B. Instructional Techniques: Syllabi for all courses in a program should be developed by each instructor to provide systematic, consistent, and timely (on task) instruction.

C. Student Competency Testing: Efficient and effective instruction will pave the way for a smoother implementation of student competency testing.

APPENDIX II

STUDENT SURVEY: CALENDAR & SCHEDULING

STUDENT SURVEY

Directions: Please circle the letter of the one answer that best describes your attendance needs.

1. Starting the school year at the same time that public schools start their school year would

   a. be very helpful to me as a student.

   b. be a problem for me.

   c. not matter either way.

2. Having a short break between semesters or quarters (like one week or more) would

   a. be very helpful to me.

   b. be a problem for me.

   c. not matter.

3. The current attendance policy

   a. is not a problem for me.

   b. is a problem and needs to be changed.

4. The amount of time required to complete the program in which I am enrolled

   a. needs to be lengthened.

   b. needs to be shortened.

   c. should stay as it is.

5. Which of the following schedules would you personally find most appealing?

   a. Attend full-time (all day 5 days a week) and complete program in 1 year.

   b. Attend classes half time (like Mon., Wed., Fri., or Tues., Thurs.) and take longer to complete program.

   c. Attend some classes during day, some during evening until program is finished (even if it takes longer to finish).

6. As a job seeker, being able to obtain a college level, two-year degree in my field of work would

   a. be more beneficial than a Vo-Tech diploma in securing a job.

   b. not really make a difference in securing a job.

7. Being able to obtain a college level two year degree in my field of work would

   a. be helpful to me in my future educational pursuits.

   b. not be beneficial to me because I do not plan to go on for further schooling.

8. If you had your choice, would you choose to

   a. to finish your program without taking related courses (like math, communications) and receiving only competency credentials?

   b. to complete all program requirements including related courses (like math, communications) and receive a diploma?

Under which of these school calendars would you most perfer to attend? Circle one and Comment if you wish.

August 25	School Begins 1st Semester
December 19	Semester Ends
January 5	School Begins 2nd Semester
May 8	Semester Ends
May 11	Summer Semester Begins
June 30	Last Day

****

August 25	School Begins 1st Semester
December 19	Semester Ends
January 5	School Begins 2nd Semester
May 8	Semester Ends
June 1	Summer Semester Begins
July 24	Last Day

COMMENTS: _____

_____

_____

_____

_____

APPENDIX III

PROGRAM OBSERVATION INSTRUMENT

PROGRAM MONITORING CRITERIA

Program _____
Observation _____
(date)
Instructor Interview _____
(date)

Item

1) Adequacy of facilities
_____a. adequate facilities per student
_____b. facilities limited but not crowded
_____c. facilities crowded, but student's accommodated
_____d. facilities inadequate

COMMENTS: _____
_____
_____
_____

2) Adequacy of equipment
_____a. adequate equipment per student
_____b. equipment limited but no student w/o access
_____c. lack of adequate equipment to meet student needs

COMMENTS: _____
_____
_____
_____

3) Schedule of classes [including related]
_____a. classes scheduled in such a way as to insure minimum transition time between classes
_____b. classes scheduled in such a way as to require minimum transition of equipment, facilities, etc. between classes
_____c. classes scheduled in such a was as to require too much transition time for students between classes
_____d. classes scheduled so that equipment not utilized efficiently

COMMENTS: _____
_____
_____
_____

4) Instructor/Student Ratio [lab]
_____a. instructor can accommodate individual student needs
_____b. instructor can accommodate most student needs
_____c. instructor cannot adequately accommodate individual
_____d. instructor cannot adequately accommodate individual student needs

COMMENTS: _____
_____
_____
_____

5) Instructor/Student Ratio [class]
_____a. class is of managable size
_____b. class is overcrowded

COMMENTS: _____
_____
_____
_____

6) Student Participation [classroom]
_____a. students take active part in activities
_____b. students show interest in class
_____c. students rarely take part in activities
_____d. students show little or no interest in class

COMMENTS: _____
_____
_____
_____

7) Student Participation [lab]
_____a. students take active part in lab work
_____b. students show interest in lab work
_____c. students rarely take part in lab work
_____d. students show little or no interest in lab

COMMENTS: _____
_____
_____
_____

8) Work Program or Daily Lesson Plan [class]
_____a. instruction being given is as stated on plan
_____b. instruction being given does not follow plan

COMMENTS: _____
_____
_____
_____

9) Work Program or Daily Lesson Plan [lab]
_____a. instruction being given is as stated on plan
_____b. instruction being given does not follow plan

COMMENTS: _____
_____
_____
_____

10) Course Offerings

_____a. courses are offered & scheduled so that students can complete program in a timely manner

_____b. courses requiring lab are scheduled so that they coincide with theory segment

_____c. lab & theory are inadequately scheduled

COMMENTS: _____

_____

_____

_____

11) Program Curriculum [according to instructor]

_____a. program curriculum is sufficient to train students in entry-level skills

_____b. program curriculum is insufficient to train students in entry-level skills

_____c. program curriculum is excessive and requires more than is needed to train students in entry-level skills

[Content and length of hours in class: necessary to fulfill occupational training?]

COMMENTS: _____

_____

_____

_____

Instructor Interview:

APPENDIX IV

INDUSTRY SURVEY INSTRUMENT

Cotton Boll Vocational Technical School

P.O. Box 36
Burdette, AR 72321-0036
(501) 763-1486
William Nelson, Jr. Director

Vocational & Technical Education Division
Arkansas Department of Education

THE PRIMARY OBJECTIVE OF

ARKANSAS VOCATIONAL-TECHNICAL EDUCATION SYSTEM

IS TO

EDUCATE AND TRAIN PERSONS FOR

BUSINESS AND INDUSTRY

Please check the areas of skilled worker needs your organization currently has and anticipates in the future.

Please give us a contact person so that we can coordinate your needs.

ORGANIZATION: _____
CONTACT PERSON: _____
ADDRESS: _____

TELEPHONE: _____

Please return the questionaire in the postage-paid envelope, your time and cooperation is greatly appreciated.

Patricia Judd
Project Coordinator
Cotton Boll Vocational Technical School
Burdette, Arkansas 72321-0036

OUR BUSINESS HAS IMMEDIATE AND/OR FUTURE NEEDS FOR:

(Please check appliceble blocks)	IMMEDIATE	FUTURE
1. Production (Assembly) Operators		
2. Machine Tool Operators		
3. Quality Control Inspectors		
4. a. Welders - Production		
b. Welders - General		
c. Welders - Maintenance		
INDUSTRIAL AND CRAFT		
1. Air Conditioning, Refregeration, & Heating		
2. Carpentry		
3. Civil Engineering Aide		
4. Construction Management		
5. Electrical Installation & Maintenance		
6. General Plant Mechanics		
7. Industrial Drafting		
8. Industrial Electric - Industrial Electronics Specialist		
9. Industrial Electricity		
10. Industrial Electronics		
11. Masonry		
12. Plumbing		
13. Plumbing & Pipefitting		
14. Radio & Television Technicians		
15. Refrigeration Technician - Air Conditioning Technicians		
16. Surveying		
17. Woodworking Craftmanship		
SECRETARIAL AND CLERICAL		
1. Clerical Assistants		
2. Medical Secretary		
3. Secretarial Science		
4. Technical Secretary		
5. Legal Secretary		
LABORATORY TRAINING		
1. Certified Laboratory Assistant		
2. Industrial Laboratory Technology		
3. Laboratory Assistant		
INDUSTRIAL METALWORKING		
1. Machine Shop		
2. Numerical Control (NC and CNC)		
3. Sheet Metal		
4. Tool & Die Making		
5. Welding		
TRANSPORTATION AND EQUIPMENT		
1. Aircraft Mechanic		
2. Automotive Mechanic		
3. Automotive Technician		
4. Diesel and Heavy Equipment Mechanic		
5. Diesel & Hydraulics Technician		

	IMMEDIATE	FUTURE
6. Diesel Mechanic	_____	_____
7. Heavy Equipment Operator	_____	_____
8. Small Engine Repair	_____	_____
ENGINEERING TECHNOLOGY		
1. Architectural Engineering Technology	_____	_____
2. Chemical Engineering Technology	_____	_____
3. Chemical Technology	_____	_____
4. Civil Engineering Technology	_____	_____
5. Data Processing Technology	_____	_____
6. Drafting & Design Technology	_____	_____
7. Electrical Engineering Technology	_____	_____
8. Electronic Engineering Technology	_____	_____
9. Electronic Instrumentation Technology	_____	_____
10. Electro-Mechanical Engineering Technology	_____	_____
11. Environmental Health Engineering Technology	_____	_____
12. Industrial Engineering Technology	_____	_____
13. Mechanical Engineering Technology	_____	_____
14. Radio Engineering Technology	_____	_____
AGRICULTURE		
1. Agriculture Mechanization	_____	_____
2. Agronomy	_____	_____
3. Animal Industry	_____	_____
4. Crop and Animal Science	_____	_____
5. Forestry	_____	_____
6. Golf Course Management	_____	_____
7. Horticulture	_____	_____
BUSINESS AND COMMERICAL		
1. Business Accounting	_____	_____
2. Business Administration	_____	_____
3. Data Processing/Computer Operator	_____	_____
4. General Business	_____	_____
5. Hotel/Motel and Restaurant Management	_____	_____
6. Marketing Technology	_____	_____
7. Radio & Television Broadcasting	_____	_____
8. Word Processing	_____	_____
HEALTH SERVICES		
1. Dental Assistant	_____	_____
2. Dental Hygiene	_____	_____
3. Dental Laboratory Technician	_____	_____
4. Respiratory Therapy	_____	_____
5. Medical Assistant	_____	_____
6. Medical Laboratory Assistant	_____	_____
7. Medical Records Technology	_____	_____
8. Physical Therapy Assistant	_____	_____
9. Radiologic Technology	_____	_____
10. Surgical Technician	_____	_____
SUPERVISORY TRAINING		
1. Introduction to Supervision	_____	_____
2. Human Relations	_____	_____
3. Job Analysis and Evaluation	_____	_____
4. Industrial & Business Communication	_____	_____

	IMMEDIATE	FUTURE
5. Job Analysis and Evaluation	_____	_____
6. Material Handling, Scheduling & Quality Control	_____	_____
7. Principles of Industrial Engineering	_____	_____
8. Job Relations & Instructional Training	_____	_____
9. Effective Speaking	_____	_____
10. Techniques of Industrial & Business Writing	_____	_____
11. Industrial Safety	_____	_____
12. Creative Problem Solving	_____	_____
13. Labor Laws	_____	_____
14. Departmental Procedures for Supervisors	_____	_____
BASIC SKILLS		
1. Adult Basic Education	_____	_____
2. G. E. D.	_____	_____

APPENDIX V

BUS TRANSPORTATION INSTRUMENT

STUDENT SURVEY:
Bus Transportation

Instructions: Please place an "X" in the blank space that applies to you. Thanks for your cooperation.

1. Do you ride the bus to school?

_____Yes

_____No

2. If you ride the bus, how often?

_____daily

_____4 days per week

_____3 days per week

_____2 or less days per week

3. How important to you is the school's bus transportation to and from school?

_____very important, I could not attend school without it

_____undecided

_____not important, I could (or I currently do) provide my own transportation to and from school

APPENDIX VI

STUDENT OPINION POLL, 1987-88

DIRECTIONS FOR COMPLETING THIS SURVEY:

There are several statements on the following pages that require a response from YOU. The set of numbers to the RIGHT of each statement will represent your AGREEMENT, UNCERTAINTY, or DISAGREEMENT with that statement. You will fill in <u>one</u> circle on the computer answer sheet to show your response to EACH statement.

Here is an example:

	SA	A	U	D	SD
1. The training I am getting at VoTech is helping me to get ready for a job.	1	2	3	4	5

Fill in circle:
<u>1</u> if you STRONGLY AGREE with the statement
<u>2</u> if you AGREE with the statement
<u>3</u> if you are UNCERTAIN about the statement
<u>4</u> if you DISAGREE with the statement
<u>5</u> if you STRONGLY DISAGREE with the statement

Your open and sincere responses to the statements on the pages that follow are very important and MUCH APPRECIATED!!!

STUDENT OPINION POLL, 1987

		Strongly Agree SA	Agree A	Uncertain U	Disagree D	Strongly Disagree SD
1.	I get the impression that, at this school, students are number one in importance.	1	2	3	4	5
2.	The attitude of the school's staff reflects a sense of pride in the school.	1	2	3	4	5
3.	The attitude of instructors reflects a willingness to help students.	1	2	3	4	5
4.	Generally, I think VoTech students receive enough quality training to prepare them for employment upon graduation.	1	2	3	4	5
5.	I would be willing to recommend this school to others seeking training.	1	2	3	4	5
6.	Generally, I think that the instructors keep close ties to business and industry in the community.	1	2	3	4	5
7.	I was told to expect the course work to be as difficult as it is in my program.	1	2	3	4	5
8.	From what I have experienced at VoTech, most programs are up to date with the latest technology.	1	2	3	4	5
9.	I think that I am receiving training involving the latest technology in my program area.	1	2	3	4	5
10.	Generally, students receive fair and equal treatment in the classroom.	1	2	3	4	5
11.	Most students at this school are friendly.	1	2	3	4	5
12.	I feel I am getting my money's worth at VoTech.	1	2	3	4	5
13.	The orientation I received upon entering school was helpful and informative.	1	2	3	4	5
14.	I know the name of this school's director.	1	2	3	4	5

STUDENT OPINION POLL,1987

		Strongly Agree SA	Agree A	Uncertain U	Disagree D	Strongly Disagree SD
15.	I have a copy of the school catalog.	1	2	3	4	5
16.	The school catalog is a useful source of information for me.	1	2	3	4	5
17.	The results of the tests which I took when I first came to this school have been explained to me.	1	2	3	4	5
18.	When I took the entrance tests, I was told the reason for being tested.	1	2	3	4	5
19.	I have a general knowledge of the school rules.	1	2	3	4	5
20.	I know and understand the grading system at this school.	1	2	3	4	5
21.	I know and understand the attendance policies of this school.	1	2	3	4	5
22.	I know the steps to be followed if I choose to withdraw from the school.	1	2	3	4	5
23.	I know and understand the steps I must take if I have a complaint or grievance.	1	2	3	4	5
24.	When I decided to enroll at VoTech, I received counseling about which program to enter.	1	2	3	4	5
25.	When I enrolled at VoTech, I was told what would be expected of me in order to complete my program successfully.	1	2	3	4	5
26.	I am enrolled in the program area in which I wanted to be enrolled.	1	2	3	4	5
27.	When I enrolled at VoTech, I was given the information I needed about Financial Aid.	1	2	3	4	5
28.	Applying for Financial Aid was a fairly simple process for me.	1	2	3	4	5

STUDENT OPINION POLL, 1987

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		SA	A	U	D	SD
29.	I know the person to contact if I have any questions about Financial Aid.	1	2	3	4	5
30.	I know the counselor's name at this school.	1	2	3	4	5
31.	I feel that the school's counselor is available to help me with any school problems I might encounter.	1	2	3	4	5
32.	I feel that the Financial Aid officer at my school is available to help me with matters involving Financial Aid.	1	2	3	4	5
33.	I know the location and hours of the school library (Learning Resources Center).	1	2	3	4	5
34.	The library (Learning Resources Center) is usually open for student's use.	1	2	3	4	5
35.	I have used the school library (Learning Resources Center) at least once since I started school.	1	2	3	4	5
36.	I think that the costs of tuition at this school is fair compared to other schools.	1	2	3	4	5
37.	The book and supply expenses for my program are probably typical compared to other schools offering similar programs.	1	2	3	4	5
38.	When I decided to attend school, I "shopped around" before selecting VoTech.	1	2	3	4	5
39.	I have seen or heard an advertisement about VoTech in the past six months.	1	2	3	4	5
40.	I chose to come to this school because someone (friend, relative, teacher) told me about it.	1	2	3	4	5
41.	I chose to come to this school because I saw or heard an advertisement about it.	1	2	3	4	5
42.	A staff member of this school personally helped me to make the decision to enroll at this school.	1	2	3	4	5

STUDENT OPINION POLL, 1987

		Strongly Agree SA	Agree A	Uncertain U	Disagree D	Strongly Disagree SD
43.	The vocational training I have had in the past influenced my decision to enroll at this school.	1	2	3	4	5
44.	I can usually count on my instructors to conduct classes in a professional manner.	1	2	3	4	5
45.	My instructors tend to teach at a reasonable pace.	1	2	3	4	5
46.	When I need help in the classroom or lab, I can usually ask and get help from the instructor.	1	2	3	4	5
47.	I can usually count on my fellow classmates for encouragement and support.	1	2	3	4	5
48.	Usually, the environment in my classes is suitable for study and learning.	1	2	3	4	5
49.	I get the impression that my instructors are organized and plan daily lessons.	1	2	3	4	5
50.	I think that my classroom hours are used wisely while I am at school.	1	2	3	4	5
51.	I am satisfied with the training I am getting at VoTech.	1	2	3	4	5
52.	Usually, I have little or no problems keeping up with the class work assigned to me.	1	2	3	4	5
53.	It seems that the program in which I am enrolled has good equipment and training materials.	1	2	3	4	5
54.	The time it takes to complete my program is suficient.	1	2	3	4	5
55.	I can usually count on my instructors to conduct classes on schedule.	1	2	3	4	5
56.	My instructors motivate me to do my best work.	1	2	3	4	5

STUDENT OPINION POLL, 1987

	Strongly Agree SA	Agree A	Uncertain U	Disagree D	Strongly Disagree SD
57. I think that the Student Organizations at this school play an important part in rounding out the students' education.	1	2	3	4	5
58. Generally, I would say that the training I am getting at VoTech will help me to get a job when I graduate.	1	2	3	4	5
59. I would like to receive more advanced training in my program area after I graduate.	1	2	3	4	5
60. A full time schedule (6 hours daily, 5 days a week) is a problem for me.	1	2	3	4	5
61. It would be helpful to me to be able to enroll in classes fewer days a week even if it takes longer to complete my program.	1	2	3	4	5
62. If I had a choice, I would choose to attend classes fewer days per week.	1	2	3	4	5
63. I have college work for which I would like to be given credit so that I could reduce the number of courses I must take at VoTech.	1	2	3	4	5
64. I am attending VoTech because I want to obtain enough skills to get a job.	1	2	3	4	5
65. I am attending VoTech because I need to upgrade skills needed at my job.	1	2	3	4	5
66. I am attending VoTech because I want to learn, not necessarily because I plan to use my training to get a job.	1	2	3	4	5
67. I expect to move up in my current job after graduation.	1	2	3	4	5
68. I have been advised of the attendance options I have in my program (full-time, part-time attendance).	1	2	3	4	5

STUDENT OPINION POLL, 1987

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		SA	A	U	D	SD
69.	I know who to see at this school to find out about getting credit for my past course work or training.	1	2	3	4	5
70.	The class breaks and lunch breaks are sufficient in length.	1	2	3	4	5
71.	I feel that I have the abilities that are needed to complete my program successfully.	1	2	3	4	5
72.	In my classes I am treated as an adult by my instructors.	1	2	3	4	5
73.	My program instructor knows how I expect to use the training I am getting.	1	2	3	4	5
74.	I get encouragement and support from family and friends outside of school about my school work and training.	1	2	3	4	5

STUDENT OPINION POLL, 1987

What do you, as a student, see as a great need of this school?

_____

_____

_____

COMMENTS_____

_____

_____

_____

_____

_____

_____

THANKS FOR YOUR TIME AND HELP!!!!

STRATEGIES FOR EFFECTIVE VOCATIONAL EDUCATION DELIVERY SYSTEM

STUDENT OPINION POLL

APPENDIX VII

STUDENT SURVEY, 1988

DIRECTIONS FOR COMPLETING THIS SURVEY

Part 1:

There are several statements on the following pages that require a response from YOU. The set of numbers that appears to the right of each statement will represent your Agreement, Uncertainty, or Disagreement with that statement. You are to fill in ONE CIRCLE on the right side of the computer answer sheet to show your response to EACH statement.

Here is an example:

1. I am attending VoTech to obtain enough skills to get a job. 1 2 3 4 5

Fill in circle 1 if you STRONGLY AGREE with the statement
Fill in circle 2 if you AGREE with the statement
Fill in circle 3 if you are UNCERTAIN about the statement
Fill in circle 4 if you DISAGREE with the statement
Fill in circle 5 if you STRONGLY DISAGREE with the statement

When you are finished with Part 1, you should have ONE circle filled in for each of the 20 items on this part of the survey.

Part 2:

This part of the survey asks for personal information. This information will be valuable in helping to determine the characteristics of this year's student population. Your cooperation in completing this section is very important. The information you provide will be very beneficial and very much APPRECIATED !

Please follow the Directions as given in Part 2 of the survey.

STUDENT SURVEY
1988

Part 1

	Strongly Agree SA	Agree A	Uncertain U	Disagree D	Strongly Disagree SD
1. Generally, I think VoTech students receive enough quality training to prepare them for jobs upon graduation.	1	2	3	4	5
2. From what I have experienced at VoTech, most programs are up-to-date with the latest technology.	1	2	3	4	5
3. I think that I am receiving training involving the latest technology in my program area.	1	2	3	4	5
4. I feel I am getting my money's worth at VoTech.	1	2	3	4	5
5. I think the costs of tuition at this school is fair compared to other institutions.	1	2	3	4	5
6. I am satisfied with the training I am getting at VoTech.	1	2	3	4	5
7. Generally, I would say that the training I am getting will help me to get a job when I graduate.	1	2	3	4	5
8. I am attending VoTech to obtain enough skills to get a job.	1	2	3	4	5
9. I am attending VoTech because I need to upgrade my job skills.	1	2	3	4	5
10. I expect to move up in my current job after completing my VoTech courses.	1	2	3	4	5
11. I selected VoTech over other schools because I did not want to spend a lot of time taking college education type courses.	1	2	3	4	5
12. I selected VoTech because I did not want to attend a college.	1	2	3	4	5

STUDENT SURVEY, 1988

Part 1, continued

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		SA	A	U	D	SD
13.	I selected VoTech because there is not a college nearby.	1	2	3	4	5
14.	I selected VoTech because I could not afford to go to college.	1	2	3	4	5
15.	I selected VoTech because I need training and not a college degree.	1	2	3	4	5
16.	I would take college courses to earn a degree if they were available to me.	1	2	3	4	5
17.	I plan to go to college at some time in my future.	1	2	3	4	5
18.	A full-time schedule (6 hours daily, 5 days a week) is a problem for me.	1	2	3	4	5
19.	If I had a choice, I would choose to attend classes fewer days per week.	1	2	3	4	5
20.	I would like to receive more advanced vocational training in my program after I graduate.	1	2	3	4	5

STUDENT SURVEY, 1988 continued

PART 2

DIRECTIONS:

This section of the survey does not require you to express agreement or disagreement with statements. Instead, you are asked for information about yourself. Please fill in the appropriate circle on the answer blank as it most accurately describes you or your situation. When finished with this part of the survey, you should have one circle filled in for each of the 28 items of the whole survey. Please double check to make certain that all items have only ONE response circle filled in.

21. Fill in circle 1 if you HAVE NOT completed high school.

Fill in circle 2 if you have a high school diploma.

Fill in circle 3 if you have obtained a GED.

Fill in circle 4 if you have already finished a training program since high school

22. Fill in circle 1 if you have attended college.

Fill in circle 2 if you have a college degree.

Fill in circle 3 if you have more than one college degree.

Fill in circle 4 if you have never attended college.

23. Fill in circle 1 if you are a single parent.

Fill in circle 2 if you ARE NOT a single parent.

24. Fill in circle 1 if you work (full or part-time for paid wages) in addition to attending school.

Fill in circle 2 if you DO NOT WORK (full or part-time for paid wages) in addition to attending school.

STUDENT SURVEY, 1988

Part 2 (continued)

25. Fill in circle 1 if you have family responsibilities (homemaking, childcare, etc.) in addition to attending school.

    Fill in circle 2 if you DO NOT have family responsibilities in addition to attending school.

26. Fill in circle 1 if you receive financial aid or veteran's benefits.

    Fill in circle 2 if you DO NOT receive financial aid or veteran's benefits.

27. Fill in circle 1 if you are taking courses in Business or Business-Related Programs.

    Fill in circle 2 if you are taking courses in a Health Occupations Program.

    Fill in circle 3 if you are taking courses in a Technology or Industrial Program.

    Fill in circle 4 if you are enrolled in a GED Program.

    Fill in circle 5 if you are enrolled in a vocational program that does not fit one of the above categories.

28. Fill in circle 1 if you are currently taking classes at a college or university in addition to attending VoTech.

    Fill in circle 2 if you ARE NOT taking classes at a college or university in addition to attending VoTech.

Please return your survey, answer sheet, and pencil to the assistant.

!!!!! THANK YOU VERY MUCH FOR YOUR COOPERATION AND HELP !!!!!

APPENDIX VIII

STUDENT OPINION POLL, 1989

DIRECTIONS FOR COMPLETING THIS SURVEY:

There are several statements on the following pages that require a response from YOU. The set of numbers to the RIGHT of each statememt will represent your AGREEMENT, UNCERTAINTY, or DISAGREEMENT with that statement. Please circle the number that best represents the way you feel about the statement.

Here is an example:

1. The training I am getting at Vo-Tech is helping me to get ready for a job. SA A U D SD

Circle the number: 1 if you STRONGLY AGREE with the statement
2 if you AGREE with the statement
3 if you are UNCERTAIN about the statement
4 if you DISAGREE with the statement
5 if you STRONGLY DISAGREE with the statement

Your open and sincere responses to the statements on the pages that follow are very important and MUCH APPRECIATED!!!

STUDENT OPINION POLL, 1988

		Strongly Agree SA	Agree A	Undecided U	Disagree D	Strongly Disagree SD
1.	I get the impression that, at this school, students are number one in importance.	1	2	3	4	5
2.	The attitude of the school's staff reflects a sense of pride in the school.	1	2	3	4	5
3.	Most students at this school are friendly.	1	2	3	4	5
4.	Usually, the environment in classes is suitable for study and learning.	1	2	3	4	5
5.	I believe this school has a positive image in this community.	1	2	3	4	5
6.	I have a copy of the school catalog (or student handbook).	1	2	3	4	5
7.	The school catalog (student handbook) is a useful source of information for me.	1	2	3	4	5
8.	The results of the tests which I took when I first came to this school have been explained to me.	1	2	3	4	5
9.	When I took the entrance tests, I was told the reason for being tested.	1	2	3	4	5
10.	When I decided to enroll at Vo-Tech, I received counseling about which program to enter.	1	2	3	4	5
11.	When I enrolled at Vo-Tech, I wanted counseling about which program to enter	1	2	3	4	5
12.	When I enrolled at Vo-Tech, I was given the information I needed about Financial Aid.	1	2	3	4	5
13.	I know the person to contact if I have any questions about Financial Aid.	1	2	3	4	5
14.	I feel that the school's counselor is available to help me with any school problems that I might encounter.	1	2	3	4	5
15.	I feel that the Financial Aid officer at my school is available to help me with matters involving Financial Aid.	1	2	3	4	5

STUDENT OPINION POLL, 1988

		Strongly Agree SA	Agree A	Undecided U	Disagree D	Strongly Disagree SD
16.	I know the location and hours of the school library (Learning Resources Center)	1	2	3	4	5
17.	The library (Learning Resources Center) is usually open for student's use.	1	2	3	4	5
18.	I have used the school library (Learning Resources Center) at least once since I started school.	1	2	3	4	5
19.	The bookstore services of the school are adequate.	1	2	3	4	5
20.	The campus building and grounds are usually kept neat and in good repair.	1	2	3	4	5
21.	Classroom space is adequate to meet student needs.	1	2	3	4	5
22.	The Student Center and its services are adequate to meet student needs.	1	2	3	4	5
23.	Shop and/or lab rooms are adequate to meet student needs.	1	2	3	4	5
24.	I have a general knowledge of the school rules.	1	2	3	4	5
25.	I know and understand the grading system at this school.	1	2	3	4	5
26.	I know and understand the attendance policies of this school.	1	2	3	4	5
27.	I know the steps to be followed if I choose to withdraw from the school.	1	2	3	4	5
28.	I know and understand the steps I must take if I have a complaint or grievance.	1	2	3	4	5
29.	I think that the cost of tuition at this school is fair compared to other schools.	1	2	3	4	5
30.	The class breaks and lunch breaks are sufficient in length.	1	2	3	4	5
31.	The attendance policies of this school are a problem for me.	1	2	3	4	5

STUDENT OPINION POLL, 1988

		Strongly Agree SA	Agree A	Undecided U	Disagree D	Strongly Disagree SD
32.	I think that the Student Organizations are important enough t use school time for meetings and activities.	1	2	3	4	5
33.	The leadership activities offered in Student Organizations are important to students preparing for the work world.	1	2	3	4	5
34.	My instructor introduced and explained our student organization (VICA, PBL, HOSA) early enough in the school year for students to get involved.	1	2	3	4	5
35.	The bus transportation provided by the school is adequate to meet student needs.	1	2	3	4	5
36.	I have been advised of the attendance options I have in my program (full-time, part-time attendance).	1	2	3	4	5
37.	The attitude of instructors reflects a willingness to help students.	1	2	3	4	5
38.	I would be willing to recommend this school to others seeking training.	1	2	3	4	5
39.	From what I have experienced at Vo-Tech, most programs are up to date with the latest technology.	1	2	3	4	5
40.	Generally, students receive fair and equal treatment in the classroom.	1	2	3	4	5
41.	I can usually count on my instructors to conduct classes in a professional manner.	1	2	3	4	5
42.	My instructors tend to teach at a reasonable pace.	1	2	3	4	5
43.	I think that my classroom hours are used wisely while I am at school.	1	2	3	4	5
44.	It seems that the program in which I am enrolled has good equipment and training materials.	1	2	3	4	5

STUDENT OPINION POLL, 1988

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	SA	A	U	D	SD
45. My instructors motivate me to do my best work.	1	2	3	4	5
46. In my classes I am treated as an adult by my instructors.	1	2	3	4	5
47. My program instructor knows how I expect to use the training I am getting.	1	2	3	4	5
48. My instructor administers classroom policies and rules fairly and consistently among students.	1	2	3	4	5
49. I choose to come to this school because someone (friend, relative, teacher) told me about it.	1	2	3	4	5
50. I am attending Vo-Tech because I want to obtain enough skills to get a job.	1	2	3	4	5
51. I am attending Vo-Tech because I need to upgrade skills needed at my job.	1	2	3	4	5

To enable us to gain a better understanding of the Vo-Tech student population, would you please respond to the following items?

1. Are you male ____ female ____?

2. Your age on you last birthday was _____.

3. Program in which you are currently enrolled:
_____

4. Have you ever attended a Vo-Tech school before this enrollment? Yes _____ No _____
If yes, was it a: High School Vo-Tech _____
Post-Secondary Vo-Tech _____

5. Have you completed any college classes? Yes ____ No ____

6. Do you plan to attend college in the future?
Yes ____ No ____

STUDENT OPINION POLL, 1988

7. Would you return to Vo-Tech for more advanced or specialized training if it were offered in the future? Yes ____ No ____

8. At my school, active club meetings (VICA, PBL, HOSA) are:
_____held weekly _____held every 2 weeks
_____held monthly _____not held on a regular basis

9. I believe club meetings (VICA, PBL, HOSA) should be:
_____held weekly _____held every 2 weeks
_____held monthly _____not held on a regular basis

10. Have you seen an advertisement about Vo-Tech in the past three (3) months? Yes_____ No _____

11. If you have seen an ad, was it: (check all that apply)
_____Newspaper? _____Brochure or Flyer?
_____Television? Station_____

12. Have you heard a radio advertisement about Vo-Tech in the past three (3) months?
Yes _____ (Station _____) No _____

13. What television program do you most often watch?
_____

14. When you saw or heard an advertisement about Vo-Tech, how did you respond? (check all that apply)
_____Called for information
_____Visited the school to get information
_____Enrolled after getting information
_____Did not respond

15. What, if anything, do you think is missing from your training? _____

_____

_____

COMMENTS:

_____

_____

_____

_____

APPENDIX IX

PROPOSED CALENDARS

SEMESTER-PLUS

1986 Fall Semester*

August 21, 22	Inservice/Preparation
August 25	Semester Begins
	Labor Day
	Veterans Day
	Thanksgiving
December 18	Semester Ends
December 19, 22	Reporting/Preparation

* Approximately 17 weeks instruction
560 hours, 7 hours daily

1987 Spring Semester*

January 2	Preparation
January 5	Semester Begins
	Easter
May 6	Semester Ends
May 7, 8	Reporting/Preparation

* Approximately 17 weeks instruction
581 hours, 7 hours daily

Summer Semester*

May 11	Summer Session Begins
June 26	Summer Session Ends
June 29, 30	Reporting/Preparation

* Approximately 7 weeks instruction
210 hours, 6 hours daily

Optional Session*

July 6 - August 14

* Approximately 6 weeks for short/special projects training, remedial classes and advanced/specialized courses.

Years Total

41 weeks at 1400 total hours instructional time.

Compared to current 1350 total hours instructional time.

TRIMESTER
(August 25 start-up)

Fall Trimester*

August 21, 22	Preparation
August 25	Trimester Begins
	Labor Day
	Veteran's Day
	Thanksgiving
December 5	Trimester Ends

* 15 weeks (497 hours @ 7 hours daily minus 4 holidays)
(426 hours @ 6 hours daily minus 4 holidays)

Winter Trimester*

December 8, 9	Preparation
December 10	Trimester Begins
December 23-January 1	Christmas Break
	New Year's Day
April 17	Trimester Ends

* 19 weeks (630 hours @ 7 hours daily minus 8 holidays)
18 weeks (540 hours @ 6 hours daily minus 8 holidays)

Spring Trimester*

April 20, 21	Preparation
April 22	Trimester Begins
July 15	Trimester Ends

* 13 weeks (455 hours @ 7 hours daily)
13 weeks (390 hours @ 6 hours daily)

Year Total

Trimester:
46 weeks = 1356 hours @ 6 hours daily
1610 hours @ 7 hours daily

(Compare to current 45 weeks of instructional time, 1350 clock hours.)

QUARTER SCHEDULE
(August 25 start-up)

First Quarter*

August 21, 22	Preparation
August 25	Quarter Begins
November 14	Quarter Ends

* 12 weeks (420 hours @ 7 hours daily)

Second Quarter*

November 17, 18	Preparation
November 19	Quarter Begins
December 23-January 2	Christmas Break
February 25	Quarter Ends

* 14 weeks minus 8 days break = 12 weeks, 4 days
(420 hours @ 7 hours daily)

Third Quarter*

March 2, 3	Preparation
March 4	Quarter Begins
May 20	Quarter Ends

* 11 weeks (385 hours @ 7 hours daily)

Fourth Quarter*

May 25	Quarter Begins
	Memorial Day
	Independence Day
July 15	Quarter Ends

* 7 weeks (245 hours @ 7 hours daily)

Year Total

44 weeks, 1540 hours

(Compare to current quarter of 45 weeks, 1350 hours @ 6 hours daily)

APPENDIX X

MODEL SCHOOL PLAN

PROPOSED MODEL SCHOOL PLAN:

SCHEDULING AND ENROLLMENT

GENERAL OBJECTIVE: To implement systematic scheduling and enrollment activities.

Objective One: To adopt calendar for incoming school year

	ACTIVITY	PERSON/S RESPONSIBLE	TARGET DATE
1.	a. Propose calendar for next school year	Director, Other Admin. As Assigned by Director	Nov.
	b. Submit proposed calendar for State Department Approval	Director/Administrators	Nov.
	c. Revise calendar if required by State Department	Director/Administrators	Nov. Dec.
	d. Resubmit revised calendar if required	Director/Administrators	Nov. Dec.
	e. Adopt calendar	Director/Administrators	Dec.
	f. Disseminate calendar to school staff	Administrators	Dec.

Objective Two: To select and schedule annual course offerings for each program by term

	ACTIVITY	PERSON/S RESPONSIBLE	TARGET DATE
2.	a. Selection of course offerings	Administrators, Instructors	Dec. Jan.
	b. Draft proposed schedule of course offerings	Administrators	Dec. Jan.

	c. Hold staffing for review of proposed schedule	Administrators, Instructors	Jan.
	d. Revise schedules as required	Administrators, Staff,	Jan. Feb.
	e. Disseminate final schedules to instructors	Administrators	April

Objective Three: Promote an awareness of school programs with particular emphasis on course offerings and conduct on-going review of promotional phase

	ACTIVITY	PERSON/S RESPONSIBLE	TARGET DATE
3-A	1. Construct catalog ready for 1st proof	Director, Supervisor of Instruction, other Admin. as assigned by Director	Feb.
	2. Submit catalog for State Dept. approval	Administrators	Feb.
	3. Send catalog to printer for 1st proof	Administrators, Staff as assigned by Director	Feb.
	4. Send approved proof for print	Administrators, Staff as assigned by Director	March
	5. Disseminate final catalog	Administrators, Staff, Instructors	April
3-B	1. Conduct advertising/promotional activities for up coming school year	Administrators, Staff as assigned by Director	on-going
	2. Develop promotional registration schedules	Director, Sup. of Instr., staff as assigned by Director	April Sept. May
	3. Review registration schedules for inaccuracies	School Administrators, Instructors	April Sept. May

	4. Reproduction of registration schedules		May Oct. May
	5. Dissemination of Fall Registration Schedules	Administrators, Staff, Instructors	June-Sept.
	6. Dissemination of Spring Registration Schedules	Administrators, Staff, Instructors	Nov. Feb.
	7. Dissemination of Summer Registration Schedules	Administrators, Staff, Instructors	May-July
3-C	1. Conduct on-going review of promotional activites	Administrators, Staff as assigned by Director	on-going

Objective Four: To develop conduct, and review systematic enrollment/registration activities at each school

ACTIVITY		PERSON/S RESPONSIBLE	TARGET DATE
4-A	1. Develop enrollment/registration procedures	Administrators, Staff	
	2. Conduct staffing on enrollment/registration procedures	Administrators	
	3. Disseminate enrollment/registration materials to involved personnel	Administrators	
4-B	1. Conduct enrollment registration activities as outlined in procedures	School Staff	

4-C	1.	Review enrollment/ registration procedures, activities	Administrators
	2.	Make necessary revisions of enrollment/registration procedures	Administrators, Staff

PROPOSED MODEL SCHOOL PLAN:
SCHEDULING AND ENROLLMENT

ACTIVITY TIMELINES

ACTIVITIES	Nov./Dec.	Jan./Feb.	Mar./Apr.	May/June	July/Aug.	Sept./Oct.	Nov./Dec.
1.a. Proposed calendar	***						
b. Submit proposed calendar	***						
c. Revise calendar if required	*******						
d. Resubmit calendar	*******						
e. Adopt calendar	***						
f. Dissimanate calendar to staff	***						
2.a. Select course offerings	**********						
b. Draft proposed schedule of course offerings	**********						
c. Hold staffing for review of proposed schedules		***					
d. Revise schedules required		*******					
e. Complete & deliver final schedules		***					
f. Disseminate final schedules to instructors		***					

ACTIVITY TIMELINES

ACTIVITIES	Nov./Dec.	Jan./Feb.	Mar./Apr.	May/June	July/Aug.	Sept./Oct.	Nov./Dec.
3-A 1. Construct catalog		***					
2. Submit catalog for State Dept. approval		***					
3. Send catalog to printer for 1st proof		***					
4. Send approval proof for print			***				
5. Disseminate final catalog				*******	*******	*******	*******
3-B 1. Conduct advertising/promotional activities for upcoming school year	******	*******	*******	*******	*******	*******	*******
2. Develop promotional registration schedules			***	***		****	
3. Review registration schedules for inaccuracies			***	***		****	
4. Reproduction of schedules				***		***	

ACTIVITY TIMELINES

ACTIVITIES	Nov./Dec.	Jan./Feb.	Mar./Apr.	May/June	July/Aug.	Sept./Oct.	Nov./Dec.
3-B 5. Disseminate Fall registration schedules				****	*********	****	
6. Disseminate Spring registration schedules	********	********					
7. Disseminate Summer registration schedules				********	*****		
3-C 1. Conduct on-going review of promotional activities	* * * * * * *	* * * * * * *	* * * * * * *	* * * * * * *	* * * * * * *	* * * * * * * *	* * * * * * *
4-A 1. Develop enrollment/registration procedures							
2. Conduct staffing on procedures							
3. Disseminate enrollment/registration material in involved personnel							
4-B 1. Conduct enrollment/registration procedures as outlined in procedures							

ACTIVITY TIMELINES

ACTIVITIES	Nov./Dec.	Jan./Feb	Mar./Apr	May/June	July/Aug.	Sept./Oct.	Nov./Dec.
4-C 1. Review enrollment/registration procedures, activities							
2. Revise procedures as required							

APPENDIX XI

SCHEDULE DEVELOPMENT GUIDELINES

Step One

Select the program to be scheduled and the courses to be offered during the Fall Semester.

EXAMPLE

DRAFT

CURRICULUM DESIGN

AUTO BODY REPAIR

POST-SECONDARY

47.0603 AUTOMOTIVE BODY REPAIR. An instructional program that prepares individuals to repair body and fenders of automobiles. Includes instruction in body preparation for painting and finishing.

BASIC CORE COURSES

Tech Math
Tech Communications
Industrial Safety
Computer Fundamentals

TECHNICAL CORE COURSES

Body and Frame Alignment I
Basic Matal Repair I
Body and Frame Alignment II
Basic Metal Repair II
Painting
Color Matching
Related Body Repair

NOTE: Instructor is responsible for the VSO as an integral part of the basic and technical core.

SPECIALTY CORE COURSES

Custom Painting
Internship

rev 11/04/87 AUTOBODY.PS

During the Fall Semester these courses were selected for scheduling:

ABR 1106 Body & Frame Alignment I
ABR 1106 Lab
ABR 1298 Basic Metal Repair I
ABR 1208 Lab
ABR 1606 Color Matching
ABR 1606 Lab
MTH 1205 Technical Mathmatics
COM 1205 Technical Communications

(and, as assigned)
ABR 1802 Lab, Related Lab

Step Two

Utilizing instructor input and the state curriculum guide, designate theory hours and lab hours for each course. Also designate courses that have prerequisites.

EXAMPLE

		Theory Hours	Lab Hours
ABR 1208	Basic Metal Repair I	48	96
ABR 1106	Body & Frame Alignment I	48	80
MTH 1205	Tech Math II	48	
COM 1205	Tech Communications II	48	
ABR 1606	Color Matching	48	64

Step Three

Schedule theory classes. Take instructor needs into consideration when scheduling Related Instruction and Theory classes. If a program requires extended periods of time for field or lab work, you might consider Math/Communications on Tuesdays and Thursdays, thereby freeing up MWF for extended labs or field work.

Step Four

Schedule lab classes. A key factor to consider here is keeping the continuity between lab and theory. When possible, it is best to schedule labs as close to the theory as possible.

EXAMPLE OF Fall SEMESTER SCHEDULE FOR AUTO BODY REPAIR

SCHEDULING MATRIX 6 PERIODS

SAMPLE SCHEDULE
AUTO BODY REPAIR

Total Hours: 480

FALL SEMESTER (16 Weeks)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 ST.	Body & Frame Alignment I ABR 1106	Basic Metal Repair ABR 1208	Body & Frame Alignment I ABR 1106	Basic Metal Repair ABR 1208	Body & Frame Alignment I ABR 1106
2 ND.	Lab ABR 1106	Lab ABR 1208	Lab ABR 1106	Lab ABR 1208	Lab ABR 1106
3 RD.	Lab ABR 1106		Lab ABR 1802		Lab ABR 1606
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4 TH.	Technical Math MTH 1205 or Lab ABR 1802	Lab ABR 1208	Technical Math MTH 1205 or Lab ABR 1802	Lab ABR 1208	Technical Math MTH 1205 or Lab ABR 1802
5 TH.	Color Matching ABR 1606	Technical Communications COM 1205	Color Matching ABR 1606	Technical Communications COM 1205	Color Matching ABR 1606
6 TH.	Lab ABR 1606		Lab ABR 1606		Lab ABR 1606

ABR 1106
Theory = 48 hrs.
Lab = 80 hrs.
128 hrs.

ABR 1208
Theory = 48 hrs.
Lab = 96 hrs.
144 hrs.

ABR 1606
Theory = 48 hrs.
Lab = 64 hrs.
112 hrs.

(optional)
ABR 1802
Lab = 64 hrs.
64 hrs.

MTH 1205
Theory = 48 h

COM 1205
Theory = 48 h

Step Five

Review schedule with instructor before proceeding to Spring and Summer Semester scheduling.

Step Six

Make the necessary revisions. If any changes are made in the scheduling of Related Courses (Math/Communications) be certain to revise those on the Math and Communications Fall schedule as well.

Note:

It is a good idea to schedule Related Courses (Math/Communications) while you are scheduling other programs.

Step Seven

Review hours per course, counting lab and theory hours. Verify total hours for the semester and reconcile with the total allowable hours for the term.

EXAMPLE

SCHEDULING MATRIX 6 PERIODS

SAMPLE SCHEDULE
AUTO BODY REPAIR

Total Hours: 480

FALL SEMESTER (16 Weeks)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 ST.	Body & Frame Alignment I ABR 1106	Basic Metal Repair ABR 1208	Body & Frame Alignment I ABR 1106	Basic Metal Repair ABR 1208	Body & Frame Alignment I ABR 1106
2 ND.	Lab ABR 1106	Lab ABR 1208	Lab ABR 1106	Lab ABR 1208	Lab ABR 1106
3 RD.	Lab ABR 1106		Lab ABR 1802		Lab ABR 1606
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4 TH.	Technical Math MTH 1205 or Lab ABR 1802	Lab ABR 1208	Technical Math MTH 1205 or Lab ABR 1802	Lab ABR 1208	Technical Math MTH 1205 or Lab ABR 1802
5 TH.	Color Matching ABR 1606	Technical Communications COM 1205	Color Matching ABR 1606	Technical Communications COM 1205	Color Matching ABR 1606
6 TH.	Lab ABR 1606		Lab ABR 1606		Lab ABR 1606

ABR 1106
Theory = 48 hrs.
Lab = 80 hrs.
128 hrs.

ABR 1208
Theory = 48 hrs.
Lab = 96 hrs.
144 hrs.

ABR 1606
Theory = 48 hrs.
Lab = 64 hrs.
112 hrs.

(optional)
ABR 1802
Lab = 64 hrs.
64 hrs.

MTH 1205
Theory = 48 h

COM 1205
Theory = 48 h

Step Eight

Incorporate the complete program schedule into the Master Schedule for the Fall Semester.

Step Nine

Repeat the above procedures for the Spring and Summer Semester.

Step Ten

Review the program course requirements and verify that all required courses have been offered during the school year (except, of course, 2 year programs).

NOTE:

Remember to stay flexible when developing your schedules. The matrix provided in the example is simply a guideline. What works best for your students, your school, and your instructors is your best guideline. Encourage this flexibility when working with instructors in scheduling classes. The instructors expertise in the teaching and arrangement of classes should be utilized throughout the scheduling of classes.

Flexible Scheduling Outside MWF/TTh Matrix

The scheduling matrix provided as an example is based on a MWF, TTh class schedule. The scheduling of classes at your school may vary from this typical MWF, TTh matrix.