DOCUMENT RESUME

ED 402 452 CE 073 099

AUTHOR Opp, Ronald D., Ed.; And Others
TITLE Effective Policies and Practices in Selected Career Fields. Final Report.
INSTITUTION Texas Tech Univ., Lubbock.
SPONS AGENCY Texas Higher Education Coordinating Board, Austin.
PUB DATE 15 Aug 96
NOTE 245p.; Product of the Strategic Planning, Evaluation of Curriculum, Assessment of Performance Research Group. For related documents, see CE 073 100-101.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; *Articulation (Education); Business Administration; Career Guidance; Cooperative Programs; Curriculum; Educational Planning; *Educational Practices; Education Work Relationship; Engineering Technology; Guidelines; High Schools; *Institutional Cooperation; Program Development; Program Effectiveness; Program Implementation; School Business Relationship; State Programs; *Tech Prep; Two Year Colleges; *Work Experience Programs
IDENTIFIERS *Texas

ABSTRACT

A research team gathered and disseminated information on effective tech prep policies and practices for developing and evaluating program curriculums in the broad career pathways of allied health, business, and engineering technology in Texas. Data were gathered through interviews, site visits, document analysis, and surveys. Curricular documents were analyzed for 255 tech prep programs in the 3 fields. Some of the conclusions were as follows: (1) the tech prep educational reform has had a significant positive influence on the work force development system in Texas; (2) tech prep programs have captured the attention and commitment of both the education and the business and industry sectors; and (3) the range of benefits of tech prep educational reform are obscured if only the aggregate numbers collected by state agencies are examined. Policy recommendations based on the findings of the study include the following: the Texas Higher Education Coordinating Board should continue efforts to capture the more subtle benefits of tech prep educational reform; the board should make data available by program area and career pathway; and efforts should be increased to provide money to inform high school and community college counselors about tech prep reform. Products created during the project include a tech prep handbook and a monograph, "The Texas Tech Prep Consortia: Strategies for Advancing Technical Education." (The report includes 13 appendixes of project documents, containing survey form, telephone interview protocol, and data analysis.) (KC)

The Final Report on Effective Policies and Practices in Selected Career Fields

Carl Perkins Grant No. 66180003
FICE CODE 003644

submitted to the Texas Higher Education Coordinating Board

August 15, 1996

edited by

Dr. Ronald D. Opp
Dr. Oliver D. Hensley
Ms. Gloria Stewart
Ms. Bethany Rivers

Table of Contents

Executive Summary

This is an executive summary of *The Final Report on Effective Tech Prep Policies and Practices in Selected Career Fields*, a project funded by Carl Perkins funds distributed by the Texas Higher Education Coordinating Board. The purpose of the project was to gather and disseminate information on effective Tech Prep policies and practices for developing and evaluating program curricula in the broad career pathways of allied health, business, and engineering technology in Texas. The project was conducted by the Strategic Planning, Curriculum Evaluation, and Assessment of Performance (SPECAP) Research Group at Texas Tech University. The project researchers utilized interviews, site visits, document analysis, and surveys to gather both quantitative and qualitative data. A brief description of the products that emerged from the project are discussed in this executive summary, along with a brief summary of the conclusions and policy recommendations.

Products

Curricular documents were analyzed for 255 different Tech Prep programs in the fields of allied health, business, and engineering technology to gather the documents necessary to create *The Tech Prep Handbook*. The documents in *The Tech Prep Handbook* are organized into 11 sections representing the different sectors that are impacted by Tech Prep curricula: consortia, independent school districts, colleges, disciplines, exemplars, students, government, home and public, industry, economic development, and others. *The Tech Prep Handbook* has been designed so that practitioners

involved in developing and evaluating Tech Prep curricula within each of these eleven sectors have a ready source of models that they can adapt in designing and evaluating their own Tech Prep program curricula.

A monograph, *The Texas Tech Prep Consortia: Strategies for Advancing Technical Education*, is another product compiled and edited by SPECAP researchers. This monograph provides an overview of the strategic planning policies and practices used by Tech Prep consortia to develop Tech Prep programs in Texas. The thirty papers in this monograph provide a series of diverse pictures of how the workforce education system in Texas has developed since the advent of Tech Prep. The monograph is divided into sections focusing on: consortia contributions, independent school district collaborations, community college and university advancements, curriculum development, government strategies, industry partnerships, and economic development. The monograph is designed to publicize exemplary Tech Prep programs so that their policies and practices can be disseminated to a wider state and national audience.

The Final Report on Effective Tech Prep Policies and Practices in Selected Career Fields is another product created by SPECAP project researchers. In the final report, project researchers discuss in detail the activities of the SPECAP Research Group -- the site visits, document analysis, interviews, surveys, as well as the products created -- the monograph, handbook, final report, conference presentations, and the SPECAP Web page. The Final Report also contains the conclusions and policy recommendations of

the SPECAP researchers based on their analyses of the data gathered for the project. These conclusions and recommendations are presented in the section that follows.

Conclusions and Policy Recommendations

A number of conclusions are discussed in the *The Final Report on Effective Tech Prep Policies and Practices in Selected Career Fields* . Upon analyses of the data gathered through the site visits, document collection process, interviews, and surveys, the SPECAP researchers arrived at the following conclusions:

- Tech Prep educational reform has had a significant positive influence on the workforce development system in Texas.
- Tech Prep programs have captured the attention and commitment of both the education and business and industry sectors.
- The range of benefits of Tech Prep educational reform are obscured when examining only aggregate numbers collected by state agencies.

A number of policy recommendations are also discussed in the Final Report. Based on the findings of the project, the following policy recommendations are suggested:

- The Texas Higher Education Coordinating Board continue efforts to capture the more subtle benefits of Tech Prep educational reform.
- The Texas Higher Education Coordinating Board make data available by program area and career pathway.
- Efforts should be redoubled to provide money to further educate high school and community college counselors about Tech Prep reform.

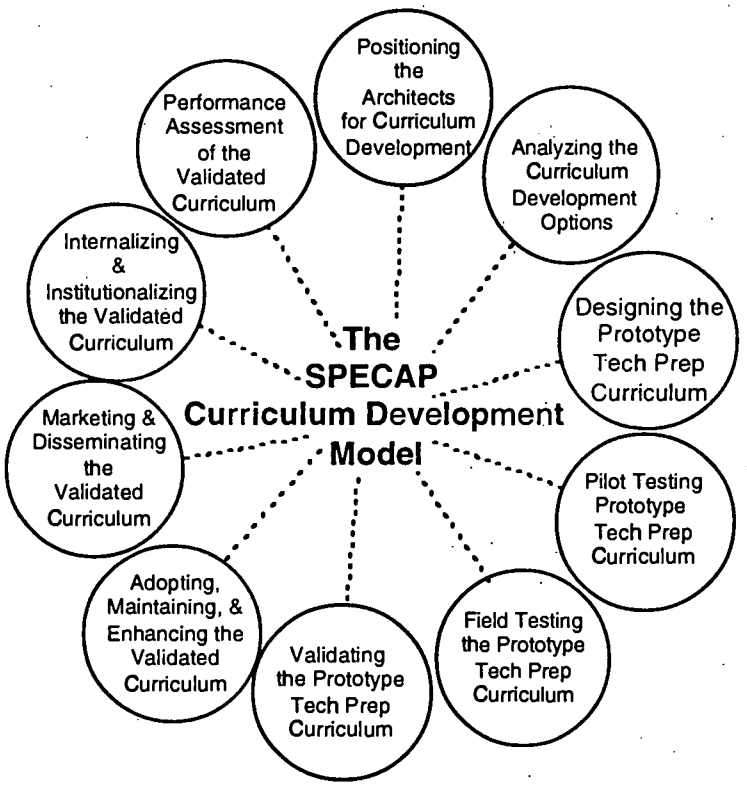
Introduction

This final report will describe the activities and the findings of the Strategic Planning, Evaluation of Curriculum, and Assessment of Performance (SPECAP) Research Group at Texas Tech University. The SPECAP Research Group was awarded a Carl Perkins grant in 1995 entitled "Effective Tech Prep Policies and Practices in Selected Career Areas." The purpose of the grant project was to identify and describe effective policies and practices in the development and evaluation of Tech Prep program curricula in the career pathways of allied health, business, and engineering technology in Texas. The grant project was designed as a continuation of the previous year's efforts by the SPECAP Research Group to identify and describe effective policies and practices in strategic planning in Tech Prep consortia in Texas. Many of the models, processes, and products used to examine strategic planning in 1994 were modified and refined to examine curriculum development and evaluation activities in this year's grant activities.

The model that the SPECAP researchers used to examine the development of Tech Prep Program curriculum is shown in Figure 1. The SPECAP Curriculum Development Model is an adaptation of the SPECAP Strategic Planning Model used in 1994 to examine the strategic planning process in Tech Prep consortia (Figure 2). The SPECAP Curriculum Development Model has nine components: positioning the architects, analyzing curriculum development options, designing the curriculum, pilot testing the curriculum, field testing the curriculum, validating the curriculum,

adopting and enhancing the curriculum, internalizing and institutionalizing the curriculum, and assessing the performance of the curriculum. The model was validated by the Tech Prep experts on our SPECAP advisory council as a useful and valid description of the curriculum development and evaluation process utilized by Tech Prep consortia to develop programs.

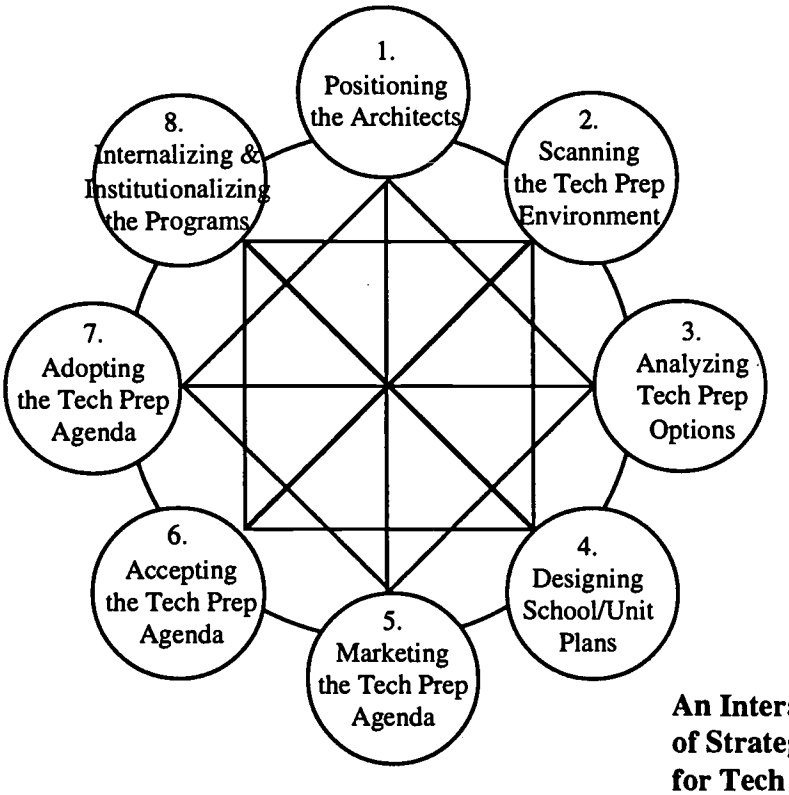
Figure 1. SPECAP Curriculum Development Model.



The major activities conducted by the SPECAP Research Group during the course of this year's grant project will be described in detail in the sections

of this final report that follow. These activities include: advisory council meetings, document analysis, site visits, survey activities, phone interviews, conference presentations, handbook, monograph, and final report.

Figure 2. SPECAP Strategic Planning Model.



Advisory Council Meetings

An advisory council was formed to provide feedback to the SPECAP Research Group on grant activities and products. Appendix A lists the experts who agreed to serve on this advisory council. In selecting the advisory council members, an effort was made to choose individuals who were both knowledgeable about Tech Prep in Texas, and who represented consortia from

diverse geographic areas of the state. Advisory council members were chosen so that there was representation from the education sector as well as the business and industry sector. Several of the advisory council members were chosen based on nominations from representatives of the Texas Higher Education Coordinating Board.

There were three advisory council meetings held at various locations around the state to discuss and approve the major activities and products of the SPECAP Research Group. Appendix B contains the minutes describing actions taken at each of the three advisory council meetings held throughout the year. One of the major initial tasks of the advisory council was to validate the SPECAP Curriculum Development Model. After revising and validating this model, advisory council members examined and approved the document checklist used to analyze the six-year programs submitted to the Texas Higher Education Coordinating Board in the areas of allied health, business, and engineering technology.

Another major task of the advisory council was to examine and approve the sampling and the design of the phone interview protocol and questionnaire designed to gather data on the curriculum development and evaluation process in Tech Prep programs. The members suggested a number of improvements to the sampling design for the phone interviews and survey, and made substantive revisions to the questionnaire and the phone interview protocol found in Appendices C and D respectively. Advisory council members provided us with valuable suggestions about how best to reach the experts on curriculum

development and evaluation within their consortia. Their suggestions were invaluable in ensuring that the questionnaires and phone interviews reached Tech Prep curricular experts, and that the data gathering processes minimized the time and energy required of the Tech Prep consortium directors.

A final task of the advisory council was to provide feedback on the documents to be produced and disseminated by the SPECAP Research Group. These documents included the final report, the handbook, and the monograph. These products were revised to incorporate changes based on the council's recommendations. Advisory members also made suggestions about how best to disseminate these documents to reach the widest possible audience. The council's recommended strategies helped make the documents more useful to their intended audiences, and significantly improved their dissemination.

Document Collection and Analysis Process

To more fully understand the complexity of Tech Prep curricular policies and practices, SPECAP researchers compiled a comprehensive collection of curricular documents submitted to the Coordinating Board in the career pathways of allied health, business, and engineering technology. In order to obtain the documents necessary for this collection, a SPECAP researcher made copies of all Tech Prep curricular documents in allied health, business, and engineering technology that had been submitted to the Texas Higher Education Coordinating Board. SPECAP researchers also sent letters to each Tech Prep consortium director asking for any additional materials that they had describing the design and evaluation of curriculum in the areas of allied health, business,

and engineering technology. A copy of the letter that was sent to consortium directors requesting this curricular material can be found in Appendix H.

Curricular documentation was collected on 255 different Tech Prep programs in allied health, business, and engineering technology career pathways. To organize the curricular documents on each program, each page of each document was marked to indicate its consortium and program affiliation. Each document collected was then analyzed to determine if it could be categorized according to the general purpose that it served in the curriculum development process. Through this document analysis process, SPECAP researchers created a classification system for all the curricular documents that they had collected. The classification system that was created can be found in Appendix I. The classification system includes categories such as program revisions, advisory board minutes, and articulation agreements.

In categorizing these documents, SPECAP researchers examined all the documents by program within the same broad category. For example, 149 documents categorized as program revision documents were analyzed to better understand the program revision process, and to choose one or more examples of a program revision document for inclusion in the Tech Prep Handbook. The same process was repeated for each of the other broad categories of documents in the classification system that was created. The matrix found in Appendix I indicates the categories created for the classification system, and the numbers of documents that were collected within each category according to Tech Prep program.

Site Visits

Site visits helped the SPECAP group ascertain several things. First, it allowed us to see first hand how different Tech Prep programs actually operated and what connections they considered important. Second, it allowed us a chance to look intimately at the process and gather important documents from different consortia--documents that would be easily overlooked on a general document scan. Third, site visits gave us the opportunity to actually see that the consortia are, in deed, using the documents and following the "practices and procedures" that were established.

A few visits with Ms. Stephanie Stone, the director of the South Plains Tech Prep Consortium in Lubbock, helped us set the ground work. These visits were followed by a trip to Angelina College in Lufkin to speak with Dr. Lovelady and, then, on to Navarro College in Corsicana to meet with Mr. Robert Franks.

In San Antonio, our representative met with the curriculum specialist from Alamo Consortium and then traveled to Seguin to meet with Janette Lawlis and the Seguin Center for Career Excellence. Going north, Austin was the next stop, meeting with Cassy Key, the director of the Capital Tech Prep Consortium. While in Austin, our representative joined in on a tour of Texas Instruments with Smithville ISD students and visited both Austin Community College and Dell University.

Mr. Jimmy Roberts from Temple, Texas, hosted the tour of Central Texas Consortium. In addition, there was a tour of Whitney High School provided by the principal and Tech Prep advocate Gene Schatz. Ms. Jewel Lockridge,

director of the Heart of Texas Tech Prep Consortium, along with her assistant, Charlotte Roppolo, scheduled a most informative "round table" meeting with representatives from a sundry of Tech Prep stakeholders in her region.

While in Houston for the Tech Prep Conference, we took advantage of the opportunity to meet with Dr. Burl McKinnerney, Dean Vice Chancellor of the San Jacinto College District, and Ms. Joyce White from the College of the Mainland. There was also a short stop at the Brazos Valley Consortium to visit with Mr. Rick Hernandez, director of the consortium.

A brief sojourn was made to Abilene, accompanied by administrators from Texas Tech, to meet with facuty and representatives of West Central Texas Consortium in order to observe the articulation process in action.

1996 Tech Prep Curriculum Questionnaire

A survey was utilized to gather information from curricular experts throughout the state on curricular policies and practices in developing and evaluating Tech Prep programs in allied health, business, and engineering technology. The SPECAP Curriculum Development Model was used as the theoretical framework in designing the questionnaire. In addition to questions covering the nine sections of this model, some basic demographic questions about the respondents were also included. The final version of the 1996 Tech Prep Curriculum Questionnaire can be found in Appendix C.

In designing the questionnaire, SPECAP researchers created a pilot draft of the questionnaire for review by the advisory council. Based on their suggestions for revisions, ambiguous questions on the questionnaire were

either revised or eliminated. The final version of the questionnaire was three pages long, with twenty-nine closed-ended questions regarding the Tech Prep curriculum development and evaluation process. To simplify data entry, the questionnaires were printed in a format that permitted the responses to be optically scanned.

In deciding on the sampling design for this questionnaire, the SPECAP researchers relied heavily on the advice of the advisory council members on how best to reach the curricular experts in their consortia. The advisory council recommended that each consortium director receive questionnaires proportional to the number of students enrolled in Tech Prep programs within their consortia. Based on this recommendation, the sampling was designed so that a proportional number of questionnaires was sent to each consortium director based on the most recent Tech Prep student enrollment figures obtained from the Texas Higher Education Coordinating Board. Appendix E displays these enrollment figures and the number of questionnaires sent and returned by each of the consortia.

Another recommendation made by advisory council members was that questionnaire recipients should be determined by the Tech Prep director within each consortium. Advisory council members stated that the Tech Prep consortium directors would be the individuals most knowledgeable about who within their consortium had been involved in the development and evaluation of Tech Prep programs in allied health, business, and engineering technology. As a result of this recommendation, SPECAP researchers sent questionnaires

directly to the Tech Prep directors, with a cover letter indicating that they were to choose the curricular experts within their consortia to receive the questionnaires. Appendix F displays the cover letter sent to consortia directors with these instructions. The directors were instructed to send questionnaires to all of their stakeholders involved in the curriculum development and evaluation process, including those in the education, business and industry, labor, and government sectors.

A total of 2,530 questionnaires were mailed to Tech Prep directors around the state for further distribution to the curricular experts within their consortia. A total of 292 questionnaires were received by the SPECAP researchers by the end of May of 1996. Since the SPECAP researchers have no way of knowing how many of the 2,530 questionnaires were mailed out by the consortium directors, it is not possible to calculate an overall response rate for the survey. The questionnaires received were optically scanned in early June of 1996, and resulting data set was analyzed by SPECAP researchers. The results of that analysis will be presented in conjunction with the findings from the phone interviews, which will be described in the section that follows.

Phone Interviews

To more fully understand curriculum development and evaluation policies and practices, a series of phone interviews were conducted by SPECAP researchers. A phone interview protocol was developed using the SPECAP Curriculum Development Model as the conceptual framework. The questions were designed to gather information about how Tech Prep curricula

in allied health, business, and engineering technology programs are developed and evaluated. The phone interview data were also designed to complement the quantitative data gathered with the 1996 Tech Prep Curriculum Questionnaire. Feedback on a draft of the phone interview protocol was received from our advisory council members prior to pilot testing the instrument. Revisions suggested by advisory council members, along with those suggested by the individuals chosen to pilot test the instrument, were incorporated into the final phone interview protocol, which can be found in Appendix D. The advisory council members also suggested that Tech Prep directors nominate the individuals most knowledgeable about curriculum development and evaluation within their consortia to be included in the phone interview sample.

At the February Tech Prep Directors' meeting, Tech Prep directors nominated the top Tech Prep programs in the state in the areas of allied health, business, and engineering technology. The three programs in each career pathway receiving the most nominations by Tech Prep directors were selected for the phone interview sample. The nine Tech Prep programs chosen for the phone interview sample represented a total of seven different Tech Prep consortia within the state. Tech Prep directors affiliated with these nine programs were asked to complete a form identifying the individuals most knowledgeable about the development and evaluation of curricula within these programs. The form used to gather the names, titles, and phone numbers of these curricular experts from Tech Prep directors can be found in Appendix G. Once these nominations were received by the SPECAP staff, individual

appointments for phone interviews were scheduled with each of the nominated individuals. The phone interviews were conducted by three SPECAP researchers over a two-month period from April through May of 1996. A total of 30 interviews were completed, with each interview taking approximately forty-five minutes to conduct. Each individual interviewed was promised confidentiality in the public dissemination of the findings. At the completion of each interview, the SPECAP researchers typed up their interview notes and sent a thank you card to the individual that they had interviewed.

Upon completion of all 30 interviews, the interview notes from the separate interviews were combined, and the data coded for analysis. The data gathered from the phone interviews helped SPECAP researchers more fully understand and explain the findings gathered with the survey instrument. Since the SPECAP researchers promised confidentiality to the individuals interviewed, quotes used in the findings that follow do not provide information about the names of individuals interviewed or about the consortia with which they are affiliated. The findings of the phone interviews are presented in conjunction with the findings from the survey so that the reader has a more complete understanding of curricular policies and practices in allied health, business, and engineering technology programs.

Findings from the Survey and Phone Interviews

The findings from the 1996 Tech Prep Curriculum Questionnaire and the phone interviews have been integrated for the purposes of this final report. The findings will be discussed in the following sections: response characteristics,

importance of Tech Prep funding, curriculum development, curriculum implementation, curriculum evaluation, program improvements, future of Tech Prep programs, exemplary components, and areas of concern. The frequencies for all the questions on the 1996 Tech Prep Curriculum Questonnaire can be found in Appendix M.

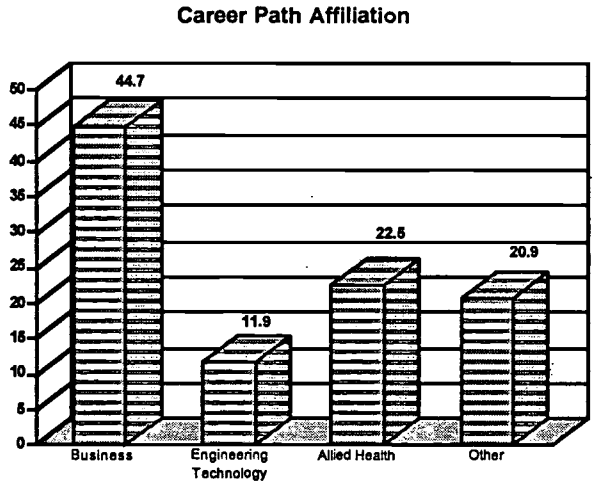
Response Characteristics

Questionnaires received from 21 out of 25 of the Tech Prep consortia indicate that there is geographic representation in the responses (See Appendix E). The number of responses varied considerably by consortia, ranging from a low of one to a high of 49, with an average of just under 15 responses per consortium. It would appear that four consortia directors did not distribute questionnaires to curricular experts within their consortia. One way to ensure 100% participation by consortia directors in future surveys may require cover letters to directors under the joint sponsorship of the Texas Higher Education Coordinating Board and the SPECAP research group.

The survey respondents represented curricular experts in each of the three broad career pathways under study in this project: allied health, business, and engineering technology. Slightly under half of the respondents were affiliated with a business career pathway, with slightly under a quarter affiliated with an allied health career pathway, and slightly more than one tenth with an engineering technology career pathway (See Figure 3). This distribution of responses indicates that the consortium directors did target questionnaires towards individuals within their consortia involved in these three career

pathways. However, a sizable percentage of the respondents (20.9%) indicated that they were affiliated either with some other career pathway, or with no career pathway. This finding suggests that at least some questionnaires were sent to experts involved with curriculum development and evaluation in other career pathways, or perhaps to experts involved in curriculum development across a number of career pathways.

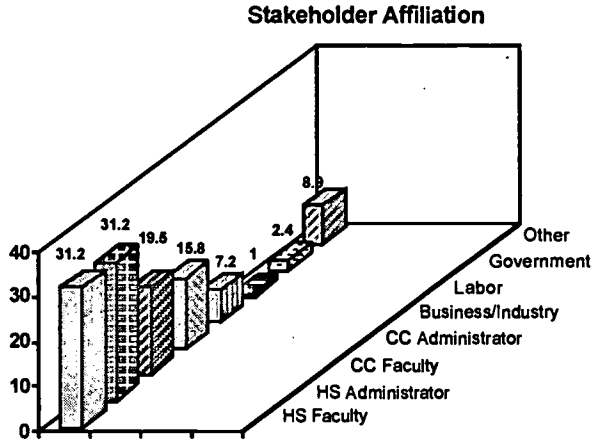
Figure 3. Career Pathway Affiliation of Respondents.



The Tech Prep directors were asked to target the questionnaires to as many different stakeholder groups as possible. Figure 4 indicates representation from a number of different stakeholder groups in the survey responses. The majority of the survey respondents represented either high school faculty or administrators, with a sizable number of community college faculty and administrators also represented among the survey respondents. Relatively few responses came from representatives from the business and industry, labor, or government sectors. The high representation of individuals

from the education sector is perhaps not surprising on a questionnaire dealing with curriculum development and evaluation. Given their expertise in

Figure 4. Stakeholder Affiliation of Respondents.

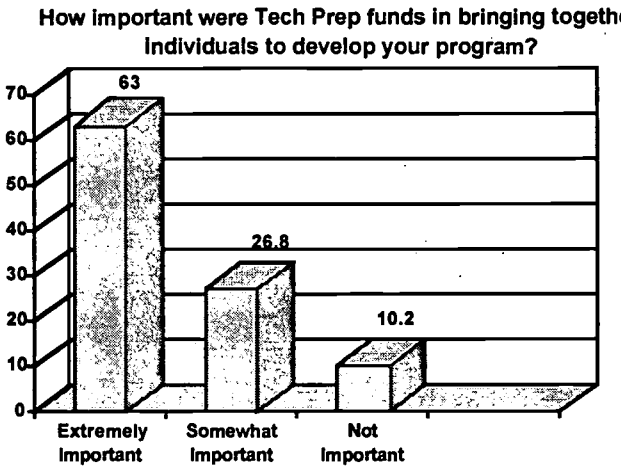


curriculum development, it is likely that faculty and administrators from the education sector played a dominant role in developing curriculum for Tech Prep programs in Texas. It is also possible that the representatives from sectors other than education did not feel as competent in responding to the questionnaire as those from the education sector.

Importance of Tech Prep Funds

One of the questions on the 1996 Tech Prep Curriculum Questionnaire was "How important were state Tech Prep funds in bringing together individuals to develop your program?" (See Figure 5). Almost nine in ten survey respondents indicated that Tech Prep funds were somewhat or extremely important in bringing together individuals to develop their programs.

Figure 5. Importance of Tech Prep Funds.



The phone interview responses provided rich details about how individuals in Tech Prep programs utilized Tech Prep funds. A Perkins Coordinator at a community college indicated that

> Tech Prep funds were used to bring together individuals to create the skeletal vocational nursing program in the consortium.

A district career counselor affiliated with a surgical tech program, said

> Tech Prep funds were the key in getting people from academic and technical departments to work together. The Tech Prep funds paid for subs and stipends for teachers to work nights and weekends.

An administrator from a high school who was a stakeholder in a management information technology program, recalled that

> Tech Prep funds allowed them to obtain a grant for additional communication materials, provided the moneys for a manufacturing graphics lab, and pay for a consultant to advise them on their manufacturing graphics program. The funds also allowed them to produce a video used during presentations they make about the Tech Prep programs at their school.

According to one community college faculty member associated with a professional secretary program,

> Tech Prep funds were used to provide training sessions on the campuses to help teachers use laptop computers and relay information on processing competencies.

These imaginative uses of Tech Prep funds to develop Tech Prep programs helps explain why 90%--an overwhelming majority of survey respondents--felt that Tech Prep funds were important in bringing people together.

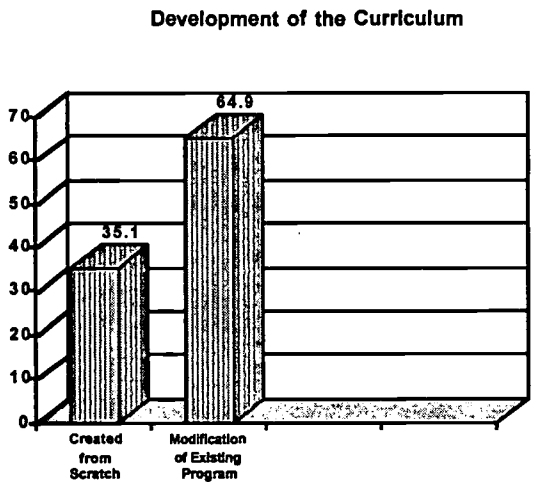
This is strong evidence that the presence of Tech Prep funds served as a catalyst to bringing together individuals who might not otherwise have had an incentive to work with one another. The phone interviews illustrate the creativity of the architects of Tech Prep and the range of activities that have been supported by Tech Prep funds: paying for release time for teachers, providing stipends for teachers to work on developing program curricula, in-service training for teachers, and making videos regarding Tech Prep programs. Clearly, Tech Prep funds have served as an important ingredient in promoting collaboration between the individuals necessary to develop Tech Prep programs.

Curriculum Development

A number of questions on the survey elicited information on the policies and practices associated with curriculum development in various Tech Prep programs areas of allied health, business, and engineering technology. Slightly less than two-thirds of the survey respondents (64.9%) indicated that their Tech

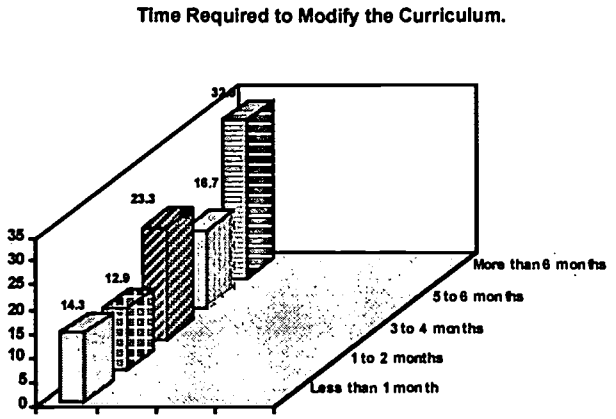
Prep program was a modification of an already existing program. Of those programs modified, slightly more than a quarter were the result of a merger of two or more pre-existing curricula (See Figure 6). The remaining one-third were created from scratch. Clearly, the majority of Tech Prep program curricula in these three career pathways were modifications rather than curricula created from scratch.

Figure 6. Curriculum Development.



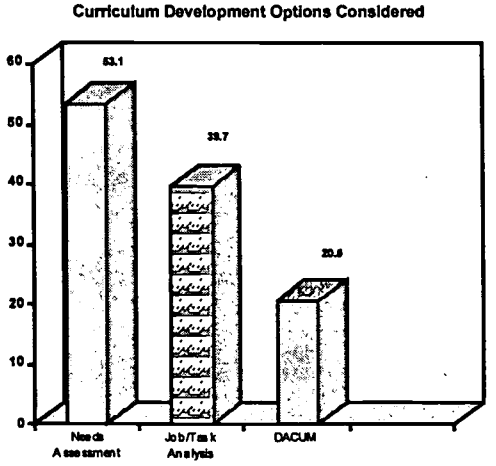
Slightly more than two-thirds of the survey respondents (67.1%) indicated that it took them six months or less to modify their curriculum to create their Tech Prep program (See Figure 7).

Figure 7. Duration of Curriculum Modification Process.



In creating or modifying the Tech Prep program curricula, slightly more than half indicated that they conducted a needs assessment, slightly less than four in ten conducted a job/task analysis, and slightly more than one-fifth conducted a DACUM process (See Figure 8).

Figure 8. Curriculum Development Options.



The phone interview responses provided additional insights on curriculum development policies and practices.

In an associate degree nursing program, a Tech Prep director indicated that

> a mini-DACUM process had been used because the nursing program must be certified by the state. Also, a needs analysis had been conducted for the associate degree nurses.

The division chair of nursing in the same program indicated that they modified an already existing associate degree nursing program to create a Tech Prep program.

> The existing program was subdivided to better fit the format of the high school curriculum.

A director of career and technical education stated that they had modified their vocational nursing program by modifying a two-year program in grades 11 and 12 into a four-year 9-12 program, blocking English, math and science with health occupations courses. A needs assessment had identified health occupation jobs available in their service area.

The Perkins coordinator for the same vocational nursing program indicated that

> some advanced skills courses, related to border health problems, were developed from scratch.

The director of a surgical tech program relayed that they had

> completed a DACUM for the program and modified the curriculum by adding more internships, and creating an advanced certificate.

Programs in the business career pathway also tended to be modifications of already existing programs.

A university professor indicated that the process of curriculum development for a management information technology program included

> the involvement of a group of business representatives in a competency task analysis. The management program at the community college was modified based on the analysis.

A high school teacher in a management development program discussed

> translating college material into high school material, adding activities, modifying teaching styles and techniques, teaching students how to work in teams, and modifying vocabulary.

A community college faculty member in a professional secretary program discussed their needs assessment process.

> We looked at the job market forecast and gathered information from other colleges and from the Professional Secretaries International Association.

A similar modification process was at work in the engineering technology programs. A technical training foreman who helped develop a petrochemical program stated the curriculum development group, of which he was a member, visited three sites with similar programs. He also explained how they had converted DACUM tasks to competencies.

A supervisor of operations and training in the same program discussed how they

> conducted a condensed DACUM by bringing 12 subject matter experts from area plants to identify skills and competencies needed to perform the job.

The head of an aerospace flight training division discussed how they used a DACUM process to develop the aerospace program.

> A curriculum already in place at [an aerospace organization] was modified for Tech Prep.

A community college dean, referring to a graphics and design program, explained how

> surveys were distributed to engineering graphics companies to gather information about salaries and job titles. An associate degree in Engineering Graphics and Design was modified to create their Tech Prep program.

Clearly, although the phone interviews highlight considerable variation in the composite of groups involved in the curriculum development process as well as methods used to develop Tech Prep program curricula, the survey responses demonstrate that the majority (64.9%) of programs are modifications of already existing curricula and that a job/task analysis or a DACUM process are most frequently used in curriculum development.

The types of modifications include such changes as subdividing college courses to better fit the high school curriculum, adding advanced skills courses, adding more internships, and modifying teaching styles and techniques. These modifications have increased collaboration among high school teachers and administrators, community college faculty and administrators, and business and industry, and resulted in a number of new articulation agreements. Clearly, Tech Prep educational reform has fostered collaboration between secondary and postsecondary levels, and resulted in partnerships between education and business and industry that in many cases did not previously exist.

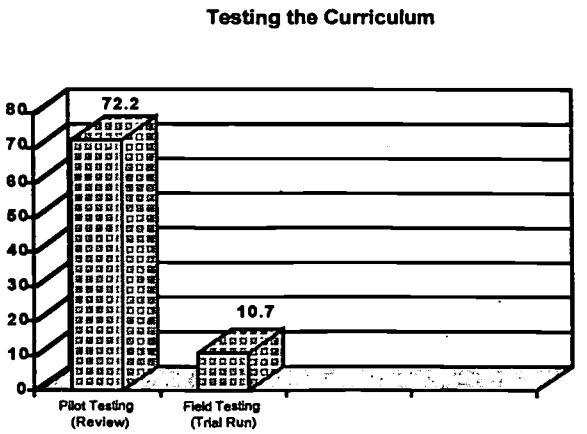
Curriculum Implementation

A number of questions on the questionnaire asked respondents how they went about implementing their Tech Prep program curricula. In particular, the survey asked whether curriculum designers had the curriculum reviewed or pilot tested prior to implementation.

Slightly less than three-quarters of the respondents (72.2%) indicated that various stakeholder groups reviewed their curricula, but only one in ten respondents indicated that there was a trial run of their program curriculum prior to implementation (See Figure 9). The small number of respondents indicating a trial run of their curriculum undoubtedly reflects the fact that the majority of programs did not need a pilot test, since they were modifications of already existing curricula.

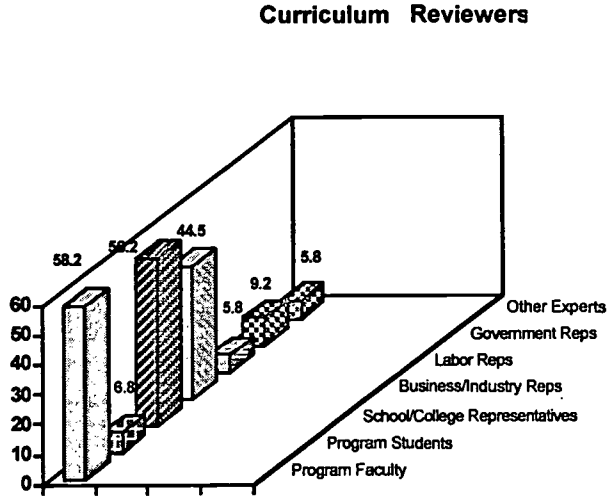
The major stakeholder groups involved in reviewing the curriculum included: program faculty (58.2%), high school/college representatives

Figure 9. Pilot Testing and Field Testing.



(56.2%), and business and industry representatives (44.5%) (See Figure 10). Three-quarters of the respondents (75.6%) indicated that their program curriculum was reviewed by 15 or less individuals.

Figure 10. Review of the Curriculum.



Telephone interviews provided additional insights into the curriculum implementation processes being used in Tech Prep programs.

According to one division chair of an associate degree nursing program

> the program curriculum was reviewed by the program advisory committee, the Tech Prep office, the college administration, and the State Board of Nursing Examiners, before it was ultimately reviewed by the Coordinating Board.

A health occupations coordinator involved with a vocational nursing program indicated that their

> program advisory committe reviewed the curriculum, along with hospital staff, and the dean from the nursing school at the four-year college.

The Perkins coordinator involved with the same program also mentioned review by a crossdisciplinary curriculum committee at the college.

A district career counselor at a community college involved with a surgical tech program explained that

> the college faculty as well as health occupations teachers in the high schools reviewed the program curriculum, along with the advisory council.

The director of the program added that part-time faculty and the associate dean at the college reviewed the program curriculum as well.

Similar variations were noted in the methods and individuals involved in reviewing the program curricula in the business career pathway.

A community college MIT curriculum coordinator stated

> high school personnel, community college representatives, a four-year college representative, as well as representatives from business and industry, and government reviewed the program.

A community college administrator involved in developing the curriculum in a management development program elaborated on the review of their program by

> industry representatives, high school faculty, community representatives, and other college deans.

While a college faculty member involved with the development of a professional secretary program added that their review included

> the vice president for instruction, and the program advisory council.

A similar pattern emerged in the review process in the engineering technology pathway.

A technical training foreman in industry affiliated with a petrochemical program described how the curriculum development committee

> brought the curriculum to the plant and shared its design with management, operators, and foremen.

A supervisor in operations and training added that

> the curriculum was also reviewed by local high school instructors, as well as union and non-union representatives and the local management team.

An industry training project manager affiliated with an aerospace program explained how their curriculum was reviewed by in-house experts.

A community college dean added

> the aerospace curriculum was reviewed by school, college and government representatives, as well as by outside experts.

In the construction of a graphics and design program, a community college dean noted

> the curriculum was reviewed by the curriculum and instruction committee at the college, and the vice president of academic affairs.

A high school teacher added

> the program curriculum was reviewed by industry, local college and university representatives, as well as the program advisory committee at the high school.

The phone interview and survey data indicate the curricula of the majority of Tech Prep programs were reviewed by a number of stakeholder groups before implementation. Although faculty and administrators in the education

sector were most frequently mentioned as involved in the review process, business, industry, labor, and government representatives were also frequently mentioned as members of the program advisory committees that also reviewed program curricula.

The involvement of a number of different stakeholder groups in the review of Tech Prep program curricula appears to be an exemplary component of the curriculum development and evaluation process in Texas. Conversely, the small number of respondents who indicated that they formally pilot tested their curriculum before implementation suggests that pilot testing of curricula is a relatively weak component of the curriculum development and evaluation process in Texas.

Another implication of the findings is that one of the strengths of the Tech Prep curriculum development process is the variety of stakeholder groups involved in the curriculum review process. More than half of the survey respondents indicated that their program was reviewed by both program faculty and high school and college representatives, and more than two fifths indicated that business and industry representatives were also involved in reviewing their program curricula.

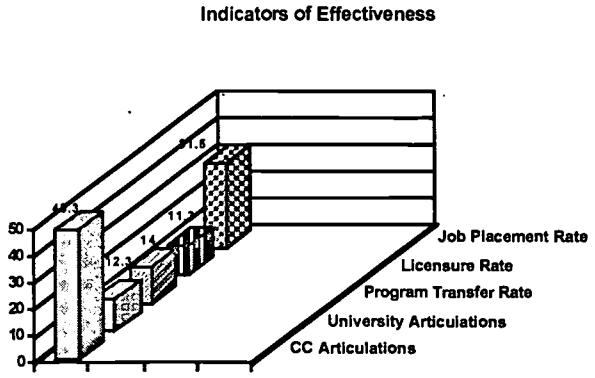
The phone interviews provide additional information on the variety of stakeholders involved in curriculum review, including high school faculty and administrators, community college faculty and administrators, four-year college faculty and administrators, program advisory committees, business and industry, union, and government representatives, and outside experts. The

curricula of Tech Prep programs are reviewed by a diverse group of stakeholders, helping to ensure that program curricula are valid, comprehensive, and up-to-date. The comprehensiveness of the review process is a positive consequence of the partnerships that have developed as the result of Tech Prep educational reform.

Curriculum Evaluation

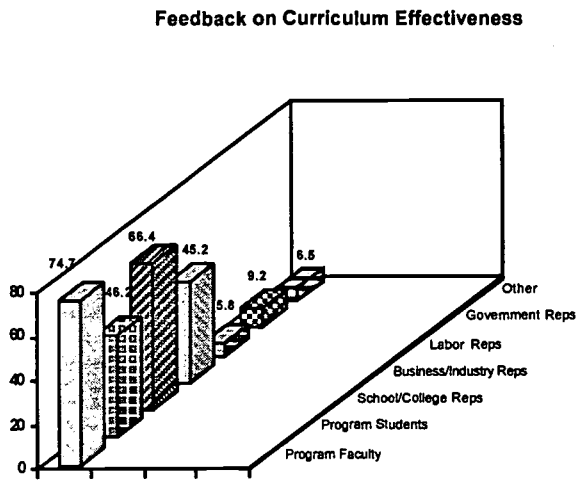
A number of questions on the survey asked respondents to describe how they evaluated their curriculum and from whom they received feedback on its effectiveness. Survey respondents indicated that the three groups most involved in evaluating the effectiveness of program curriculum are faculty (56.8%), students (47.6%), and employers (40.4%). The indicators of curricular effectiveness most frequently mentioned by respondents included: the number of articulation agreements with two-year colleges (48.3%), and program job placement rates (31.5%) (See Figure 11).

Figure 11. Indicators of Curricular Effectiveness.



The four groups most frequently mentioned as providing feedback about the effectiveness of program curricula are: program faculty (74.7%); school/college representatives (66.4%); program students (46.2%); and business/industry representatives (45.2%) (See Figure 12).

Figure 12. Feedback on Curricular Effectiveness.



The importance of these groups and indicators in evaluating program curricula is highlighted in the data from the phone interviews. The phone interviews of individuals involved in allied health programs describe in detail who provides feedback on their curricula and what indicators of curricular effectiveness they utilize.

A Tech Prep director associated with an associate degree nursing program indicated

> measures of the effectiveness of the curriculum include examining the number of students involved in the program and the placement rate for program students. The students' success in the program

> and if they actually went to work in the field for which they were trained are also monitored.

The division chair of nursing at the community college in the same program describes how she

> received feedback on the program from health occupations teachers in the local high schools and from high school students who come to campus to do extra work in the computer lab. There were other indicators as well, including the attrition/retention rate for the nursing students, student grades in nursing courses, and the passage rate on the state licensure exam. Also, entry and exit surveys of students were conducted in order to obtain feedback on the program. [We] expect to conduct employer surveys and to monitor placement rates as nursing students enter in the job market.

As mentioned by a community college faculty member who teaches in an associate degree nursing program, casual and professional communication with counterparts at the high school level during clinical rotations often yields information on students' progress in the program and after they have entered the workforce.

A director of career and technical education in a vocational nursing program noted

> feedback is received from clinical faculty at the hospital, as well as from employers who hire their students and from the community college faculty who have had visits from their students. [We] also document student job placement rates, the number of students going on to college in the health field, and employer satisfaction with the graduates. All are used as indicators of effectiveness.

A health occupations coordinator added that they also use

> the success rate of students in college and whether students are still working several years after graduation as indicators of effectiveness.

The Perkins coordinator mentioned other factors as effectiveness indicators, including the success rate of their students on the licensure exam, and the stability of the enrollment.

The health occupations division chair for this program pointed to

> the signing of articulation agreements with high schools and the fact that high schools fund their part of the vocational nursing program with their own funds.

Another approach in evaluating effectiveness, was described by a district career counselor affiliated with a surgical tech program.

> [We] use the number of students who pick up credits as a way of evaluating the curriculum, as well as conducting an employer follow-up of students after high school.

The director of a surgical tech program stated that they

> survey graduates,and have current students evaluate clinical facilities and faculty. [We] also use the placement rate of students, and find out informally from employers whether students are still employed.

A coordinator of hospital staff development noted that in addition to faculty evaluation of the program, the licensure passage rate provides information on the effectivenss of the program.

A high school coordinator of health science technology mentioned that

> the student retention after a year at the community college proved to be a valuable indicator.

Interviews with stakeholders involved with business programs revealed similar patterns of feedback and indicators of effectiveness.

A university professor described how feedback on a MIT program was provided by

> high school and community college faculty who were teaching the classes. Effectiveness was also assessed through instructor input, student feedback, and the use of an outside consultant brought in to evaluate the program.

A high school administrator reflected that effectiveness of their program is determined by feedback from counselors, employers, students, parents, and the community.

A high school teacher involved with a management development program described how

> feedback on the program was provided by students who completed evaluations of the program and from teachers who met to discuss issues and situations that arose. Employers who hired students in coop programs also provided feedback on how students were performing.

A Tech Prep coordinator at the secondary level affiliated with a professional secretary program commented that

> feedback from the instructors of the more advanced level college courses was the most relevant feedback for instructors of the basic courses at the secondary level. Also vital in determining effectiveness was feedback from business and industry people. [We] plan to conduct formal surveys as students enter the workforce, as well as solicit feedback from parents and counselors.

A college faculty in the same program described how they used information from the Texas Employment Commission to track where students are employed and the types of positions they are holding.

A technical training foreman involved with a process technology program indicated that

> human resource staff and manufacturers provide feedback on students who had been placed in their industries. Students are asked to complete written evaluations twice during the course of

> their program. Students' job placement rates, course availability, and diversity among program students were also used as indicators of effectiveness.

A supervisor of operations and training in industry stated that they sought feedback from students, instructors, and employers where the students are placed.

An industry training project manager affiliated with an aerospace program, stated

> effectiveness is measured by working with the students and getting a feel for what they can do.

A community college dean indicated that

> the contractors with whom students did their internships would provide input on student progress. Additionally, program effectiveness is judged by evaluations from students and employers, and from job placement rates.

A head of a space flight division commented that

> [I] would go and observe classrooms to check on the progress of students. The number of high school and community college students participating in the program are also good indicators.

A high school teacher in a graphics and design program finds that effectiveness can be measured by the number of high school students participating in the program and the number of articulation agreements.

A community college dean added

> feedback on the program is provided by the program advisory committee, high school faculty, and from vocational directors at high schools. [We] also plan to measure effectiveness by examining the job placement rate and through surveys of employer satisfaction.

Survey data revealed that respondents focus on articulation agreements with two-year colleges and job placement rates as the primary indicators of the effectiveness of their program curricula. The interviews added a broader perspective of the range of indicators used to measure effectiveness: the number and diversity of students in programs, the retention rate of students at the two-year college, the GPA of high school and community college Tech Prep students, passage rates on licensure exams, exit surveys of students, and employer surveys.

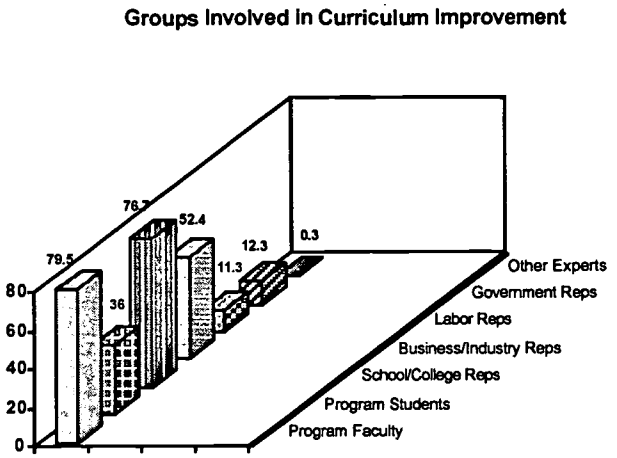
Clearly, a number of process as well as product indicators are used as indicators of the effectiveness of Tech Prep program curricula. Noticeably absent from this list of indicators are longitudinal student outcome assessments measuring the development of skills and abilities, values and attitudes from the beginning to the end of a Tech Prep program.

Program Improvements

One of the questions on the survey asked respondents to indicate what groups are currently involved with improving their Tech Prep program curriculum. The groups most involved in the improvement process are: program faculty (79.5%); school/college representatives (76.7%); and business/industry representatives (52.4%) (See Figure 13).

The phone interviews provide much richer descriptions of the types of program improvements that were undertaken.

Figure 13. Curriculum Improvement.



The division chair in a associate degree nursing program spoke about

> always looking for more ways to articulate with area high schools. [I'm] looking at reconfiguring the nursing aide program into a Tech Prep format.

A Perkins coordinator involved with a vocational nursing program detailed how their program had been enhanced by adding advanced skills courses related to border health as well as public health and cultural issues.

A director of career and technical education stated they

> created a health academy magnet high school, remodeled facilities, changed teachers' schedules, and received release time for teachers to work on the development of the magnet school.

The health academy is part of a national study of academies. As a result of discussions with other academies, they have made many program improvements.

The director of the surgical tech program outlined how there had been a

> multimillion dollar renovation of facilities, with 1600 square feet devoted to operating room suites. Increased funding has been provided to the program, and hospitals have donated operating room lights and film, and four part-time faculty have been added to the program.

A community college dean overseeing a management information technology program stated

> the department staff meet on a weekly basis to update articulation agreements and to increase the number of schools with which they are articulating.

A community college administrator, in discussing improvements to a management development program, commented

> Every year I thought it couldn't get any better and every year it did. It was just great!

An industry representative in the same program provided another insight into what has made the program successful.

> Ownership was in the hands of teachers, who have a vested interest in seeing the program succeed. The teachers study the content, and revalidate it with community resources.

A high school Tech Prep coordinator commenting on a professional secretary program added

> [We] have developed a number of options that students can apply their articulated credit towards, including a certificate program in word processing, medical transcription certificate program, as well as the associate of applied science degree with the advanced skills component, and a professional secretary AAS program with a legal option.

An industry supervisor of operations and training indicated that, as part of the process technology program, they were developing a process

troubleshooting course that would be offered all over the world through distance learning modalities.

A technical training foreman in the same program described

> a student tracking system created by a vendor that tracks student mastery of competencies and test scores. It is also capable of monitoring student attendance and program demographics.

A community college associate dean described how all faculty in this program are required to take a course on Interactive Instruction Techniques before being allowed to teach in the program.

A community college dean involved in a graphics and design course proudly announced that

> the program has grown in three years from 25 to 130 students.

Vocational/technical education programs in Texas have been improved as a result of Tech Prep education reform in a variety of ways. The types of program improvements mentioned by individuals in the phone interviews included: adding advanced skills courses, changes in teachers' schedules, renovation of facilities, increased program funding, the addition of program faculty, updating of articulation agreements, increased program options, and the creation of student tracking systems.

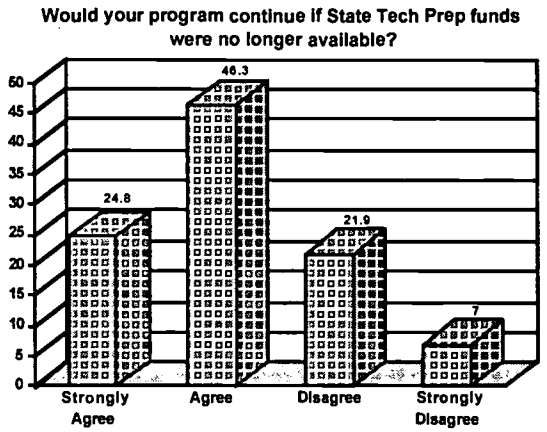
Along with these improvements to already existing programs, entirely new vocational/technical programs have also been developed as a result of the impetus of Tech Prep educational reform. Taken together, the creation of new programs, and the improvements to existing programs, provides evidence of the

impact that Tech Prep has had on the improvement of the Texas workforce development system.

Future of the Programs

Two questions on the survey asked respondents to comment on the future of their Tech Prep programs. When asked if they believed that their Tech Prep program would continue if state Tech Prep funds were no longer available,

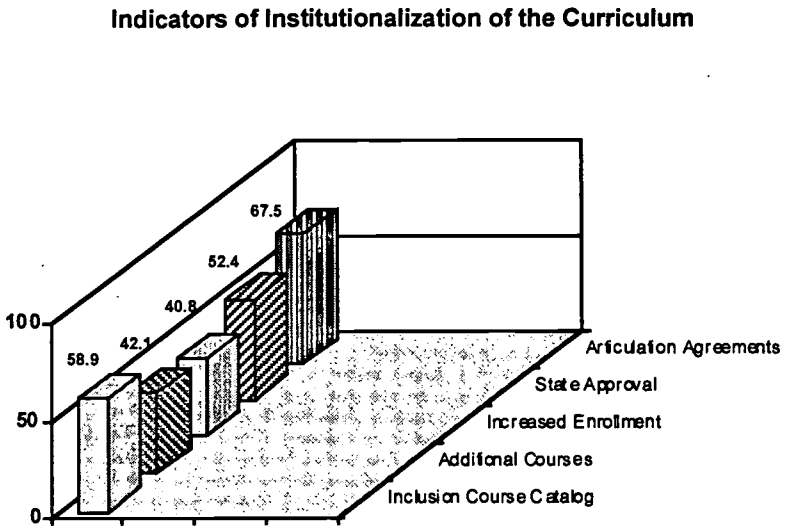
Figure 14. Program Institutionalization.



more than two-thirds of respondents (71.1%) agreed or strongly agreed that their program would continue (See Figure 14).

When asked to point to indicators of the permanency of their program, the most frequently mentioned indicators of permanency were: articulation agreements (67.5%); program inclusion in the course catalogue (58.9%); state approval of the program (52.4%); additional course offerings (42.1%); and increased program enrollment (40.8%) (See Figure 15).

Figure 15. Indicators of Institutionalization.



Greater detail about the beliefs of respondents regarding the future of their Tech Prep programs is provided in the phone interviews.

The division chair of nursing in an associate degree nursing program strongly agrees that the program would continue without TP funds and expects increased enrollments in the college's Tech Prep; while a health occupations coordinator of a vocational nursing program felt that the school district is committed to the program.

The Perkins coordinator thought that

> the program would continue without state Tech Prep funds, since the program is partly supported with the basic institutional allocation of Carl Perkins funds.

A district career counselor indicated that their surgical tech program will continue

> because Tech Prep has helped make connections between secondary and postsecondary sectors and business and industry. But [we] need money to continue getting teachers involved in job shadowing and for creating new programs, which may not be available when Tech Prep funds are removed.

A coordinator of hospital staff development also stated that although finances and money are always needed, she feels that her community college is committed to the program.

In describing the future of the management information technology program, a high school administrator stated

> the lab cost $70,000, so with that much of an investment [we] won't eliminate the program. [But] until Tech Prep is on the state's report card, the schools won't go at it wholeheartedly. Tech Prep programs will continue because Tech Prep is about making school relevant.

A university professor in the same program believed that

> the program would continue at the college level without Tech Prep funds, but that it's less likely at the high school level, since the Tech Prep consortium was paying the high school teachers for classes being taught for college credit.

A community college curriculum coordinator disagreed with this assessment, arguing that

> the number of Tech Prep students is small, and in some cases, the courses would require adding dollars to support them, and the school is not ready to do that. At the program level there may be faculty to teach the courses, but no equipment to do so. The advanced certificate program would be the weakest part, since no funds have been put into this.

A high school teacher, in referring to the future of the management development program, stated that

> there is a great likelihood that the program will continue, since every year there is an increase in enrollment, and it is accepted by

> the community. The teachers are in favor of the program, and that there are even inquiries from other schools about their program.

A community college administrator in referring to the future of the same program countered that

> there is no evidence that there is an infrastructure in place to support the program after Tech Prep funds are removed. It takes a tremendous amount of coordination and that is what Tech Prep does. It would not be as effective without Tech Prep. I would recommend that there be a full-time, permanent coordinator.

A college faculty in the same program concurred that the management development program would continue without Tech Prep funding, but that it would be hard.

An industry representative had a different viewpoint about the future of the management development program.

> Teachers fight for the program because they have pride in it. The curriculum has rigor and depth, and is a collaborative effort, which makes it a robust curriculum, not easily dismissed as a fad. The program is institutionalized. School folk think it is vital to have integrated learning. There are too many right things, too much ownership, buy-in, and the resources are available to renew the curriculum. The program has demonstrated its effectiveness through the growth in the number of students, parents believing in its usefulness, and the curriculum having been validated by business and industry.

A college faculty in a professional secretary program argued that funds are needed to keep up with technology and the curriculum, and that the program would not continue without Tech Prep funds.

There was much more consensus about the future of the programs in the engineering technology pathway.

A supervisor in operations and training indicated that he felt their process technology program would continue with Tech Prep funds because

> the program is industry driven and industry has a lot at stake and a lot to benefit from hiring students.

A training consultant in industry concurred with this assessment of the future of this process tech program, stating

> scholarships have been established, and there are more job offers than they know what to do with.

A plant manager agreed that there is enough interest in the program that it would continue without Tech Prep funds to some degree.

A similar optimism was expressed by individuals affiliated with an aerospace program.

An industry training project manager commented that

> the word is out about the program and others now want to participate. Companies continue to support the program by hiring students in the summer months.

A community college dean said

> the program is included in the course catalogue, new staff and courses have been added, funding is adequate, the state has approved the program, the program has been accredited, and there are articulation agreements with the high school and neighboring university. The program will continue regardless of Tech Prep funds.

The head of a space flight training division concurred, indicating that the aerospace program has become a permanent part of the college curriculum, and that it is to the community college's benefit to keep the flow going.

Finally, in discussing the future of a graphics and design program, a high school teacher related that

the program has been included in the catalog, there are additional course offerings, there is increased enrollment, and articulation agreements. The number of classes offered per semester has grown from one to six to accommodate students. The program will continue without Tech Prep funds because no state funds were used to modify the program.

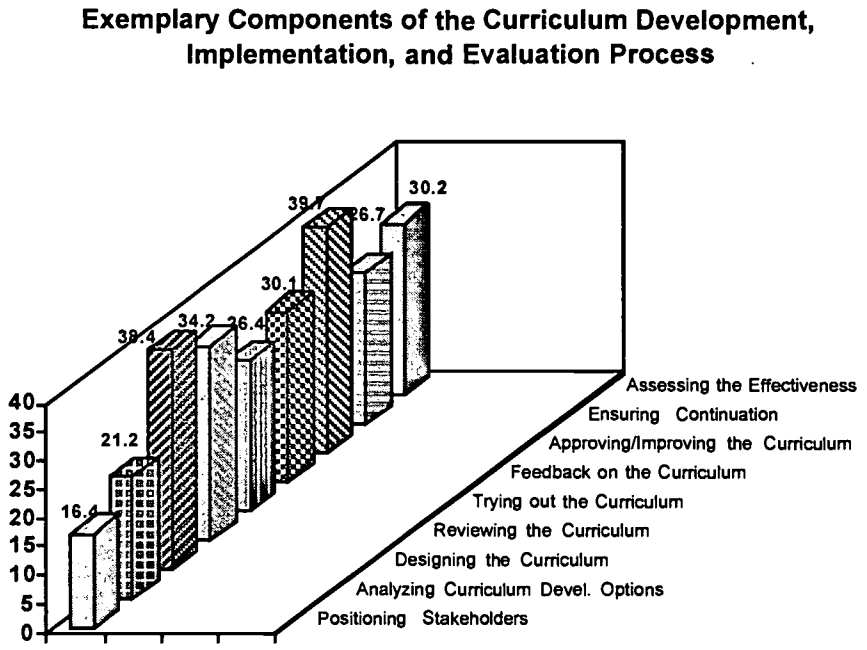
The majority of survey respondents agreed or strongly agreed that their Tech Prep program would continue even after state Tech Prep funds were no longer available. This suggests that the majority of the Tech Prep program have become institutionalized, and will continue to be supported by the institutions in which they are located even without Tech Prep funds from the state.

Although the future of many Tech Prep programs appears secure, the phone interviews provide some insight about things which might be jeopardized if state funds were no longer available. These include money to continue having teachers involved in job shadowing, the creation of new programs, money to buy equipment, support for advanced certificate courses, and coordination in support of overall Tech Prep efforts.

Exemplary Components

Using the components of the SPECAP Curriculum Development Model, survey respondents were asked to indicate what components of their curriculum development and evaluation process they considered to be exemplary. Of the nine components of the model, the three most frequently mentioned by respondents as exemplary are: approving/improving the curriculum (39.7%); designing the curriculum (38.4%); and reviewing the curriculum (34.2%) (See Figure 16).

Figure 16. Exemplary Components.



A divison chair in nursing commented that she believes

> the strength of her Tech Prep nursing program comes from the program faculty who are open to ways to work with high school faculty. The community college faculty spent a lot of time working with high school faculty. They gave them competency profiles, and offered college resources to health occupations teachers, including audio-visual materials and computer technology.

A health occupations coordinator involved with a vocational nursing program commented that they were

> the first Tech Prep approved nursing program in Texas. It was a faculty driven process with lots of buy-in. [We] had the luxury of release time to make bridge building in the community possible. The school allowed this out of their own funds. Classroom teachers are often locked into a classroom all day, and need community liaisons to break the "ivory tower" syndrome.

> The diversity of the students in the program is an exemplary component. Many of the students are first generation students from homes without indoor plumbing. Ninty-nine percent are minority from low SES backgrounds. Eighty percent have parents who have not graduated from high school, and where English is not spoken at home.

The Perkins coordinator, in discussing the strength of the same program, mentioned that the program is strong because of the efforts that were made to enhance the curriculum with border health courses.

A community college director of career and technology education added that the relationship between high school and college faculty and administration is outstanding.

> If we see a problem in the curriculum, we immediately correct it without the red tape. This is a good hands on program with plenty of opportunities for students to be in the real world with adults as role models. Students mature, become focused, and their grades go up as they see why they need algebra and speech and writing. They also see what jobs are out there in the hospitals.
>
> Tech Prep has its place and it is an important resource. It helps build linkages and not duplicate efforts. Because of Tech Prep everything is running smoothly.

In discussing the exemplary components of a surgical tech program, a district career counselor mentioned

> job shadowing, where biology and occupational teachers went to a prosthetics firm, and developed units of study based on their visit. And the teacher training, where secondary and postsecondary teachers shared how they taught the medical terminology class, and showed each other how to use computer programs. Also, there are ongoing conversations between high school and community college faculty. Partnerships make the Tech Prep programs work.

The director of the surgical tech program felt the exemplary component had to do with the faculty and administrators involved with the program.

> People are dedicated. The associate dean empowers directors and encourages free thinking. The part-time faculty produce a quality product, where the community is the customer.

A high school coordinator of health science technology added that their exemplary component is dual credit which greatly enhances student participation.

> Students can transfer credit to four-year colleges if students go out of the area. Dual credit gives the medical terminology class status, and the course is moving to the honors program.

A coordinator of hospital staff development found exemplary that

> people are committed to adult education -- flexible and open to new ideas. This openness is a tribute to the faculty.

Exemplary components were also identified by those individuals interviewed in business-related Tech Prep programs.

A high school administrator cited a number of factors which he considered exemplary in their management information technology program.

> Our partners are so valuable to us because that's where we learn what is relevant. The career pathways program is outstanding. It has been presented at numerous schools and conferences. There is good feedback from outside the school that the program is exemplary. They also have published a career pathways booklet that shows graduation plans.

A university professor affiliated with the same program commented that

> the curriculum is exemplary. Tech Prep's networking with business and industry, getting the experts, was exemplary. The Tech Prep director was instrumental in getting people together. She's a master of networking.

A community college curriculum coordinator indicated that positioning the architects was the most exemplary component of the same program.

> There is continuing contact with employers. We have an outstanding department head who is knowledgeable and dedicated. He has been involved in the initial management program 8-10 years ago and he keeps up with developments in the industry.

In referring to a management development program, a high school teacher praised the Tech Prep consortium.

> They keep us all glued in together. The feedback is also excellent because the Tech Prep consortium, the colleges, and the schools all communicate.

In referring to the same program, a community college administrator stated that

> all the components are exemplary. It was started from scratch based on what industry wants. Students are active in the process, reporting their accomplishments and achievements to the college board. Some of the schools have received special grants, and brought Tech Prep programs into their schools. I like the idea of a seamless curriculum, because then the students win, and the schools, industry, and college wins.

An industry representative also cited the collaborative aspect of the management development program as exemplary.

> The program is the result of a collaborative effort. The development was broad-based with input from community sources and resources who took the consortium idea to heart in that it was a collaborative, broad-based, with expertise and wisdom from many areas of the county. People take pride in the program. Collaborative leadership in teams leads to valid courses, and thousands of students who are better prepared.

A high school teacher had high praise for the management development program.

> I think it's a wonderful program. I've seen the positive effects on students who thought they couldn't go to college and did. There is a good relationship between the high school and college. The high school teachers and professors are 'meeting as equals'. I like the program, and think it is one of the better things we've come up with in the last few years when we tried to improve education.

In critiquing a professional secretary program, a college faculty member commented that

> their positioning of the architects and review of the curriculum are particularly exemplary. They are constantly looking forward to ways to make things better. They have 'super' people in business who provide feedback and help in any way they can.

A Tech Prep coordinator at the secondary level added that analyzing curriculum options and designing the curriculum are their most exemplary features, and believes

> Designing the courses around the essential elements was a strength of the curriculum development process.

The interviewees in engineering-related technology programs brought out a number of features that they considered exemplary in their programs.

A technical training foreman in a process technology program felt that the positioning of the stakeholders, the feedback, and the assessment components are most exemplary. He cited a Houston based company that made modifications to an employee training record system to track student mastery of competencies in their Tech Prep programs.

> The key to Tech Prep is partnerships between educators and industry members.

He praised the fact that one of the chemical companies loaned the community college an employee for 18 months at 80% time at the college to help

implement the program. The "loaned" employee's time at the college was gradually phased down to 10% at the college. The salary for the "loaned" employee was paid for by the college with the company supplementing his pay and benefits to equal his regular salary with the chemical company.

> This individual was a key factor, and it would have taken much longer to implement the program without this arrangement with the company.

He also noted that

> students need to be made aware of professional opportunities so that they become motivated. Tech Prep helps to open students' eyes and motivates them, which in turn impacts dropout rates. Educators need to emphasize that individuals need to make a living, and need to connect schooling with where students see themselves going in their lives. Tech Prep does this and that is a step in the right direction.

A supervisor in charge of operations and training affiliated with the same process technology program stated that there were a number of exemplary components to their program. He believes

> industry support and commitment is the key. He has made presentations on the program throughout the U.S. and there are not programs out there like this. All seven petrochemical plants have been supportive, hiring students from the program. The ability to attract female and minority students is another exemplary component, as is the quality of the instructors on their staff. All the classes are taught by adjunct faculty who are current or recently retired industry employees.

Some of these exemplary components were also cited by a training consultant in the same program.

> This is the first time in the history of this city that all major companies came together to create something for all to use. Plants gave people and time.

A plant manager indicated that the success of the same program is

> based on commitment -- an industry driven curriculum. Sometimes individuals from industry worked on the advisory committee full-time at industry's cost as advisors and faculty.

A community college associate dean cited nine features of the process technology program that he believes make it exemplary

- significant industry involvement
- industry providing individuals to work on these projects
- a DACUM based curriculum with specific outcomes
- an annual retreat to evaluate the program
- implementation of a continuous improvement model
- student/faculty input; industry evaluation
- a competency-based transcript
- a project review update sent to industry; and,
- vendor cost breaks on training materials.

In summing up the key to the success of this program, he believes that

> dialogue with industry has been essential. Some institutions are sadly mistaken to think that they can do it alone. Technology moves too quickly.

Similar comments were heard from individuals interviewed in an aerospace program.

An industry training project manager indicated that

> industry was involved in developing two of the courses in this program. That's what makes this program good. And, there was lots of good support from the schools -- working as a team.

A community college dean in the same program felt there were five features that help make their aerospace program unique

- an introductory course written by industry
- a summer industry internship
- a capstone course
- regular consortium meetings; and
- very good industry support.

In analyzing the strength of his graphics and design curriculum, a community college dean indicated that analyzing the curriculum options and designing the curriculum were exemplary components.

> The program was greatly enhanced by the DACUM panel of industry experts who indicated what skills and abilities were to be covered in the Tech Prep program.

The exemplary components of Tech Prep curriculum development efforts center on the benefits of collaboration and its effects on the curriculum. The phone interviews elaborated on some of these positive consequences of collaboration that included: the increased communication between high school and community college faculty, increased communication between representatives of the education and business and industry sectors, the elimination of redundancy in the curriculum, and the improvements in the relevancy, validity, and comprehensiveness of Tech Prep curricula. Clearly, collaboration and partnerships are widely viewed as the essential ingredients in the success of Tech Prep program curricula.

Areas for Improvement

Although a question on areas of curriculum development and evaluation in need of improvement was not asked on either the survey or on the phone interview protocol, a number of comments were made by individuals interviewed that fall into this category. These comments will be highlighted, since they have obvious implications for the recommendations to improve policy and practice to be covered in the final section of this report.

A college faculty involved in teaching in an associate degree nursing program, believes that

> more communication between high school and community college faculty is necessary focusing on the desired student outcomes. We looked at competencies at an administrative level, without a whole lot of communication at the level of the faculty. I feel that more communication would increase the number of high school Tech Prep students that enroll at the community college level.

A health occupations coordinator in a vocational nursing program is concerned that the intake counselors at the community college are not all that familiar with Tech Prep programs, and that there is a problem with turnover among the counselors.

A college faculty member involved with a management development program echoed a similar concern.

> One of the biggest difficulties are the high school counselors. They should be able to identify the students to go into Tech Prep. The counselors need to believe in it and be sold on it and not fight it. School administrators and teachers work well with it -- but not the counselors. They are more concerned about getting students to college -- but many students will not be going.

A Tech Prep coordinator affiliated with a professional secretary program mentioned a similar concern.

> Counselors are not as involved in Tech Prep programs as they should be. Students need to be informed at the seventh and eight grade about their options in Tech Prep.

Finally, a slightly different perspective was expressed by an technical training foreman in the process technology program.

> The associate dean at the college was stretched too far to provide attention to program development. It takes an industry person to spearhead this. Education is spending time and resources on general education. This effort is wasted, because students don't have any direction.

The most frequently mentioned area for improvement in the future development of Tech Prep programs is the involvement and support of high school and community college counselors. Individuals interviewed by phone indicated that there were a number of problems involving counselors, including: the lack of familiarity of community college counselors with Tech Prep programs, high turnover of counseling staff, and a lack of counselor support for Tech Prep options at the high school level. These concerns underscore the pivotal importance of counseling staff in supporting Tech Prep efforts at both the high school and community college levels.

Monograph

The monograph, *The Texas Tech Prep Consortia: Strategies for Advancing Technical Education,* provides an overview of the strategic planning policies and procedures that the state of Texas and its Tech Prep consortia used to develop Tech Prep programs. Currently, Tech Prep practitioners across

the state of Texas and the country need documented examples of strategic planning that have lead to the development of Tech Prep programs that make higher education more affordable and accessible to public school and college students through seamless options and multiple opportunities. The 30 papers in this SPECAP monograph provide documentation of the impact strategic planning has had on the development of the Tech Prep system in Texas. The contributors to the monograph include Tech Prep stakeholders selected from throughout the state, as well as the principal investigators of the SPECAP Research Group.

The SPECAP monograph documents the impact of planning, marketing of programs, and institutionalization on the success of Tech Prep programs within the state. *The Texas Tech Prep Consortia: Strategies for Advancing Technical Education* provides a series of diverse pictures of what has happened to the workforce development system in Texas since the advent of Tech Prep. The monograph recognizes and describes exemplary programs so that their policies and practices can be disseminated to a wider state and national audience.

In addition to disseminating the findings generated by SPECAP researchers, the monograph publishes papers contributed by presenters to the 1996 Texas State Tech Prep Conference. This conference is sponsored each year by the Tech Prep Director's Association of Texas to share ideas about Tech Prep among thousands of Tech Prep stakeholders. At the 1996 Texas Tech Prep State Conference, more than two hundred papers were presented to

several thousand conference participants. In the spring of 1996, SPECAP researchers asked their advisory council to nominate the top papers from this group of 200 that described the best examples of exemplary strategic planning in developing Tech Prep. Fifty-six papers were identified by either the advisory council or by the SPECAP Research Group for possible inclusion in the monograph. The authors of these 56 papers were sent a letter soliciting their paper as a possible chapter in the monograph. The letter sent to the presenters at the 1996 Tech Prep State Conference can be found in Appendix J. Manuscripts were submitted for possible inclusion in the monograph through a peer review process.

Another group of contributors to the monograph included the Tech Prep consortium directors, and others that had a statewide perspective on the development of the Tech Prep system. Letters requesting contributions to the monograph were sent to all 25 Tech Prep consortium directors, as well as to other individuals identified by our advisory council as having a statewide perspective on Tech Prep. The letter sent to these individuals can be found in Appendix K. After a peer review process, eight of the manuscripts were selected for inclusion in the monograph.

All the manuscripts selected for inclusion in the monograph went through a two-step peer review process. Every manuscript submitted for inclusion in the monograph was first read by the SPECAP editorial staff, consisting of four members of the SPECAP research staff. Each of the SPECAP reviewers used a standardized protocol in reviewing each of the manuscripts, and assigned a

point total to each manuscript based on standard criteria. The protocol used in reviewing each manuscript can be found in Appendix L.

After the in-house review, each manuscript was sent at random to two different outside reviewers--individuals who had submitted a manuscript for possible inclusion in the monograph--ensuring that no individual reviewed his/her own manuscript. These outside reviewers used the same protocol used for the in-house review found in Appendix L. After receiving the outside reviews, the SPECAP editorial staff averaged the point totals for all the reviews conducted on each manuscript. The twenty-nine manuscripts receiving the highest average point totals in these reviews were included in the manuscript. The manuscripts that were accepted were formatted and proofed by the editorial staff, and galley proofs were sent to each chapter author for final proofing before they were sent to the printer for printing and binding.

Two copies of the monograph will be sent to each of the twenty-five consortium directors, and state agency staff, and one copy will be sent to each individual who had a manuscript accepted for publication in the monograph. An electronic copy of the monograph will be sent to Tech Lynx, the state clearinghouse for Tech Prep materials, and a copy will be sent to the Eric Clearinghouse on Community Colleges for inclusion in the ERIC system. Remaining copies will be mailed on a first-come-first-serve basis to those individuals who request a copy of the monograph.

Table 1 shows the table of contents, and indicates the scope of coverage of topics included in the monograph.

Table 1. Monograph Table of Contents

8. *Career Preparation Today for Tomorrow*
   Elmore, Geralyn
9. *Making Our Students Marketable*
   Schatz, Gene
10. *Collaboration at its Best*
    Pfeifer, Jeri
11. *Career Pathways: A Holistic Approach*
    Sanford, Patsy
12. *Shadowing Programs for Small Rural Communities*
    Wendt, Charles

IV. Community College and University Advancements

13. *Apprenticeship Training: The Electromechanical Technology and Agricultural Science and Technology Connection*
    Lovelady, Jim
14. *Transfer Planning Guides: A Southwest Texas Approach to Transfer Opportunity*
    De Leon, John E.
15. *Working with Senior State Institutions to Establish Transfer Credits for Various Departments and Majors*
    Springer, Stephen

V. Curriculum Development

16. *SCANning The Curriculum: Teaching Workplace Skills*
    Hull, Pamela
17. *Integration of Academics with Career and Technology Through Development of Community Contacts*
    Duke, Sarah

18. *Epistecybernetics: A New Way of Thinking about Developing, Articulating, and Evaluating Tech Prep Curricula*
Hensley, Oliver & Rivers, Bethany

19. *The Calculus Knowledge Register for Tech Prep*
Sisler, Peter

VI. Government Strategies for Tech Prep Advancement

20. *Creating an Information, Market-Driven Education and Workforce Development System: The Role of Labor Market and Follow-up Information*
Froeschle, Richard

21. *An Analysis of Tech Prep Strategic Planning*
Hensley, Oliver, Opp, Ronald, Cooper, Pamela;
Rivers, Bethany, & Stewart, Gloria

22. *A SWOT Analysis of the Texas Approach to Tech Prep Development*
Opp, Ronald D.

23. *Tech Prep, the English Translation: An American Health Occupations Teacher Visits London to Share Tech Prep Tips*
Sutliff, Lynda

24. *The "Summer Jobs for Youth" Program: An Investment in the Future Well Worth the Price*
Bloomquist, Denise M. & Lackey, Cynthia

VII. Industry & Tech Prep Partnerships

25. *The Importance of Private-Sector Leadership in Tech Prep Academic and Technical Education*
Maldonado, Cesar & Pat Bubb

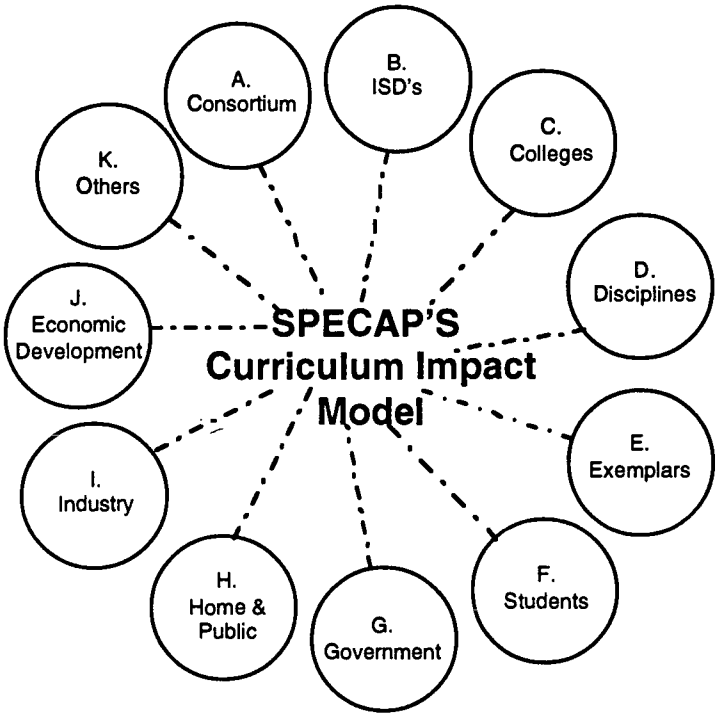
26. *Motorola Career Pathways Program: From School-to-Work to Workforce Development*
Green, Sharon Knotts

Handbook

The purpose of the document collection and analysis process was to create a handbook of sample curricular documents that Tech Prep practitioners could use as models in developing and evaluating their own program curricula. The handbook has been designed to organize and codify the primary curricular documents involved in the curriculum design and evaluation process for Tech Prep programs.

To organize the handbook, a model showing the impacts of the Tech Prep curriculum on different sectors has been used as the conceptual framework. The model used to organize the handbook is illustrated in Figure 17. The Curriculum Impact Model consists of 11 different sectors: consortia, independent school districts, colleges, disciplines, exemplars, students, government, home and public, industry, economic development, and others.

Figure 17. SPECAP Curriculum Impact Model.



Using the classification system created in the document analysis process, each document found in the handbook has been categorized as pertaining primarily to one of these eleven sectors. For example, a document containing minutes from a high school program advisory council meeting has been placed with the documents pertaining to the independent school district sector within the handbook.

The fundamental purpose of the handbook is to provide a comprehensive sampling of the diverse types of curricular documents utilized in designing and evaluating Tech Prep program curricula. The handbook has been designed so that practitioners involved in developing and evaluating Tech Prep curricula within all the major sectors have a ready source of models that

they can adapt in designing and evaluating their own Tech Prep program curricula. Using the Curriculum Impact Model, the handbook has been organized so that individuals in the different sectors involved in Tech Prep curricululm development and evaluation may find curricular documents of relevance to their sector in one location.

A total of ten copies of the handbook will be mailed to each of the Tech Prep consortium directors for dissemination to individuals within their consortia involved with curriculum development and evaluation. Additional copies of the handbook will be mailed to state agency representatives involved in overseeing Tech Prep curricular development in Texas. An electronic copy will be mailed to Tech Lynx, for inclusion in their state clearinghouse on Tech Prep materials, and a hard copy will be mailed to the ERIC Clearinghouse on Community Colleges, for inclusion in the federal ERIC system. Selected information about the handbook will also be placed on the SPECAP Home Page.

Final Report

This final report is designed to describe all the activities of the SPECAP Research Group over the 1995-96 grant year. The final report describes: the conceptual framework upon which this year's grant activities is based, the activities of the SPECAP Advisory Council, and the conduct of the document analysis, site visits, phone interviews, and survey. Also included in the final report are descriptions of the products created by the SPECAP Research Group, including the handbook, monograph, final report, conference presentations, and the creation of the home page. The final report uses the

findings from the data gathered this grant year to draw inferences about implications for policy and practice; and to make recommendations for improving Tech Prep curriculum development and evaluation in Texas.

Five copies of the final report will be distributed to representatives of the Texas Higher Education Coordinating Board to meet the reporting requirements for all Perkins grant recipients. An electronic copy of the final report will be sent to Tech Lynx for inclusion in the clearinghouse on Tech Prep in Texas, and a copy will be sent to the ERIC Clearinghouse on Community Colleges for inclusion in the ERIC system. An overview of the final report will be made available on the SPECAP Home Page to those with access to the Internet, and additional copies of the final report will be made available upon request from the SPECAP Research Group.

Other Means of Dissemination

There were a number of means of disseminating the findings of the SPECAP Research Group other than through publication of the monograph, handbook, and this final report. Other methods of dissemination included making presentations at state and national conferences, and by disseminating information about SPECAP products and activities electronically through the creation of a SPECAP Home Page. The sections that follow will discuss these other methods that the SPECAP researchers used to disseminate information.

Conference Presentations

The SPECAP Research Group presented their findings at two major conferences: the 1996 Texas State Tech Prep Conference in Austin, Texas,

March 27 - 30, 1996, and at the Workforce 2000 Conference in Atlanta, Georgia, January 31 - February 2, 1996. The presentation for both conferences focused on describing exemplary policies and practices in strategic planning used by Tech Prep consortia in Texas, based on findings from last year's grant activities. A Powerpoint slide presentation was prepared for the purposes of these conference presentations. A shorter version was used at the September meeting of the Texas Tech Prep Director's meeting. These presentations helped to disseminate the findings and activities of the SPECAP Research Group to a wider state and national audience. An overview of this presentation has been placed on the SPECAP Home Page that is described in the section that follows, and a copy will be mailed to Tech Lynx, for inclusion in their state clearinghouse on Tech Prep activities. A copy of the Powerpoint presentation on an IBM formatted disk is available upon request from the SPECAP Research Group to individuals or groups interested in using the slide show as part of their own presentations on strategic planning in Texas.

Development of SPECAP Home Page

A SPECAP team member has designed and implemented a SPECAP Home Page describing the activities and displaying the products of the SPECAP Research Group over the last two grant years. The web page includes an introduction, selected portions of the handbooks that have been produced in 1995 and 1996, the table of contents from the SPECAP monograph, an overview of a Powerpoint presentation on strategic planning,

the vitae of the principal investigators in the SPECAP Research Group, along with page links to other web sites describing information related to Tech Prep.

With the insertion of the site address into several databases, several million people have access to the SPECAP Home Page, and an estimated two to three thousand hits a day are expected. The author has linked the SPECAP Home Page to several other education and Tech Prep organizations, and more links are anticipated.

The long-range plan for the SPECAP Home Page is to allow for electronic dissemination of all research and information produced by the SPECAP Research Group, with links provided to governmental organizations such as the Texas Higher Education Coordinating Board, the Texas Department of Commerce, and the Texas Education Agency, as well as links to educational organizations such as community colleges in Texas.

Creating a SPECAP Home Page provides users in other states and around the world a chance to learn more about the Texas approach to Tech Prep strategic planning, curriculum development and evaluation, and performance assessment. The Home Page is seen as a supplement to hard copies of the products that SPECAP researchers create, allowing for cost effective dissemination of products and information to a much wider audience than would be otherwise possible through non-electronic means. The SPECAP Home Page is now operational, and may be accessed at the following web site address:

HTTP://www.ttu.edu/~specap

Conclusions and Recommendations

Tech Prep educational reform has had a significant positive influence on the workforce development system in Texas. The data gathered by the SPECAP Research Group demonstrate that a number of vocational/technical programs have been improved, and others created from scratch, through the impetus of partnerships stimulated by Tech Prep funding. It is axiomatic that educators tend to pay attention when the federal government provides money to develop components of the educational system, and Tech Prep funding through the Perkins Act is no exception to that rule.

Tech Prep funding has captured the attention and the commitment of educators in the secondary and postsecondary levels, who in turn have worked successfully to develop partnerships with the business, industry, labor, and government sectors to improve the workforce development system in Texas. These partnerships have been the catalyst to improve the system, and would not have occurred on such a scale without the availability of Tech Prep funds. There are now new vocational/technical programs not previously available, many new options and improvements to previously existing programs, and new workforce education components that are the direct result of Tech Prep funding and the attention that it has generated on improving vocational/technical education in Texas.

One observation about the many benefits of Tech Prep educational reform is that they tend to be hidden by the aggregate numbers collected by state agencies responsible for tracking Tech Prep programs. Data is readily

available to indicate how Tech Prep educational reform has resulted in the growth in the number of students enrolled in Tech Prep programs at both the secondary and postsecondary levels. Growth in numbers is viewed by state representatives as a good proxy for the effectiveness of Tech Prep educational reform. The assumption is that if Tech Prep enrollments are steadily increasing, then students and their parents must view Tech Prep efforts as an option worthy of their participation. These student enrollment numbers, along with trends showing the growth in the number of approved programs and approved options to programs, are used to justify continued funding for Tech Prep programs by the state.

Aggregrate data do not indicate many of the benefits of Tech Prep educational reform. Most noticeably with the phone interviews and the site visits, SPECAP researchers learned first hand the more subtle, less easily measurable benefits of Tech Prep educational reform. Tech Prep practitioners informed us of the many improvements that they have made to their vocational/technical programs as a result of Tech Prep funding and the ensuing partnerships that have been created with other sectors, notably business and industry. Other practitioners described how Tech Prep funding served as a catalyst to create new programs that resulted from communication between secondary and postsecondary representatives talking with business and industry about what they needed to help develop the workforce in their regions. The synergy created by partnerships between sectors, that may not have had much communication with one another prior to Tech Prep educational reform, is

a powerful force that is not easily captured in data on student enrollment and growth in programs.

One recommendation that we make is that the state continues efforts to capture these more subtle benefits of Tech Prep educational reform through site visits, phone interviews, and other methods of qualitative data gathering, along with its continuing efforts to document growth in student numbers and approved programs. Without this qualitative data, one does not have a complete picture of the full range of benefits that Texas has enjoyed as a result of Tech Prep educational reform.

A second observation is that Tech Prep programs in Texas have developed in each of the twenty-five consortia with minimal regulation and control by the state. SPECAP researchers were unable to gather data from the Texas Higher Education Coordinating Board, or from any other state agency, regarding the number of students enrolled in Tech Prep programs by career pathway or by program. All data on Tech Prep student enrollments is aggregated by level, and by institution, but is not readily available by program at the postsecondary level, or even by broad career pathway at the secondary level. This makes it difficult to conduct research focusing on particular career pathways, and to track trends in student enrollments and program development within broad career pathways.

Should Texas want to lay claim to having a state system of workforce development, such data would seem to be essential. Without such data, it is difficult to know if there is duplication of effort in program offerings in one region

of the state, or gaps in program offerings in other regions. It also makes it difficult to compare competencies across similar programs in different regions of the state, which will become increasingly necessary if the state is to move to a system of skills standards for measuring program effectiveness. To remedy this deficiency, the SPECAP Research Group recommends that the state begin gathering, and making data available, by program area and career pathway, as well as by institution and level.

A final observation flows from the concerns expressed by a number of individuals interviewed about the pivotal role of counselors in Tech Prep educational reform. From the very outset of the Tech Prep effort, experts argued that high school and community college counselors needed to play a crucial role in providing advice and information to students about the Tech Prep option. As the Tech Prep system has evolved, the role of counselors has become even more pronounced. A number of individuals interviewed noted that counselors needed to spend more time providing information to students in junior high school about the Tech Prep option. Other individuals mentioned that high school counselors were not always as committed to the Tech Prep option as they were about the college prep option. Still others noted that community college counselors were not always aware of the Tech Prep option, and that counseling staff turnover sometimes made it difficult to provide smooth articulation between the secondary and postsecondary levels for students.

These concerns underscore one of the key growing pains of the Tech Prep educational reform effort. Counselors are in a pivotal position to continue

the institutionalization of Tech Prep programs, or to subtly undermine such efforts. The concerns of Tech Prep practitioners that counselors need to be advocates of Tech Prep educational reform is a very real one, and an issue that needs to be addressed if Tech Prep is going to continue to grow and flourish. Based on these findings, the SPECAP Research Group recommends that the state double its efforts to provide money for staff development targeting high school and community college counselors. Dedicating resources to making counselors advocates for the Tech Prep option is an essential element in advancing Tech Prep educational reform in Texas.

APPENDIX A

ADVISORY COUNCIL: LISTING OF ADVISORY COUNCIL MEMBERS

SPECAP Advisory Council Members
1995-96

Ms. Myrna Albin
Vocational Specialist
Ysleta ISD
El Paso

Mr. Robert Franks
Director, Tech Prep at Navarro College
Corsicana

Mr. Luis de la Garza
Director, South Texas Tech Prep
Laredo

Dr. Jim Lovelady
Director, Technical-Vocational Division
Angelina College
Lufkin

Ms. Debra Nicholas
Director, Alamo Tech Prep
San Antonio

Ms. Becky Weber
Educational Program Advisor
Central Power and Light Company
Corpus Christi

Dr. Douglas Pickle
Professor & Division Chair of Industrial Technology
Amarillo College
Amarillo

Ms. D'Arcy Poulson
Director, Concho Valley Tech Prep
San Angelo

Dr. Lee Sloan
Dean, Division of Occupational Education & Technology
Del Mar College, West Campus
Corpus Christi

APPENDIX B

ADVISORY COUNCIL: MINUTES OF ADVISORY COUNCIL MEETINGS

SPECAP
Advisory Council Meeting
San Antonio, Texas
November 15, 1995 9:00 a.m. to 1:00 p.m.

Project Title:

Effective Policies and Practices in Selected Career Fields

Project Number:

66180003

Attendees:

Mr. Robert Franks
Director, Tech Prep at Navarro College
Corsicana, Texas
Phone: (903) 874-6501

Dr. Jim Lovelady
Director, Technical-Vocational Division
Angelina College
Lufkin, Texas
Phone: (409) 633-4299

Ms. Debra Nicholas
Director, Alamo Tech Prep Consortium
San Antonio, Texas
Phone: (210) 733-2093

Dr. Douglas L. Pickle
Professor and Division Chair of Industrial Technology
Amarillo College
Amarillo, Texas
Phone: (806) 371-3000

Ms. D'Arcy Poulson
Director, Concho Valley Tech Prep Consortium
San Angelo, Texas
Phone: (915) 947-9552

Dr. Carrie Brown
Director, Tech Prep/School-to-Work Initiative Management Project
Beaumont, Texas
Phone: (409) 838-5555 Ext. 305

Micah Dial
Houston Community College
Houston, Texas
Phone: (713) 871-9349

Dr. Ronald Opp
Assistant Professor and SPECAP Project Director
Texas Tech University
Lubbock, Texas
Phone: (806) 742-2329

Dr. Oliver D. Hensley
Professor and SPECAP Principal Investigator
Texas Tech University
Lubbock, Texas
Phone: (806) 742-1959

Ms. Bethany Rivers
SPECAP Research Assistant
Texas Tech University
Lubbock, Texas
Phone: (806) 742-2916

Ms. Gloria Stewart
SPECAP Research Assistant
Texas Tech University
Lubbock, Texas
Phone: (806) 742-3124

Absent:

Dr. Lee W. Sloan
Dean, Division of Occupational Education and Technology
Del Mar College
Corpus Christi, Texas
Phone: (512) 886-1200

Ms. Becky North
Educational Program Advisor
Central Power and Light Company
Corpus Christi, Texas
Phone: (512) 881-5496

Ms. Myrna Albin
Vocational Specialist
Ysleta ISD
Phone: (915) 595-5734

Mr. Luis de la Garza, Jr.
Director, South Texas Tech Prep Consortium
Laredo, Texas
Phone: (210) 721-5393

Purpose and Intent of the Meeting

As outlined in the goals and objectives of the grant, this was the first of three meetings of SPECAP Advisory Council. As a continuation of the research on effective Tech Prep policies and practices, the focus of this meeting was obtaining feedback from the advisory council members regarding the conceptual framework, scope, and methodology of this year's research project -- the identification of exemplary curricular activities in the Texas Tech Prep programs of allied health, business, and engineering technology.

Summary of Discussions

Following the introduction of attendees (those present and those absent), a slide presentation introduced the SPECAP staff, the proposed conceptual framework for the research, the 1994-95 project which provides the methodological foundation for this year's project, and a plan for the current project scope, methodology, and products. Agenda and handouts were provided to all attendees. Attendees were requested to complete an evaluation of project implementation elements and meeting format.

Sharing of Resources.

There are several groups and individuals who are looking at various aspects of Tech Prep programs, e.g., SPECAP, Micah Dial, etc. It is important that all are aware of each other's projects and share resources in order to produce the most comprehensive and valuable products to the Tech Prep consortia. For example, Micah Dial suggested sharing one to two members of the advisory group with

SPECAP in order that both boards would be aware of each others' project yet each project would still maintain its individuality.

1994-95 Research Conducted by Kay Hodge.

Kay Hodge, Texas Tech University, completed a research project regarding student satisfaction with Tech Prep programs in Texas. This project has not, perhaps, been given the attention it should have been given. Attempts will be made to get a press release on the findings of the study which indicated a high level of satisfaction with the Tech Prep program by high school students.

Publicity and Presentations.

It was suggested that care be taken in press releases and any presentation material that the terminology not insinuate that Tech Prep programs are geared to students who are "less than college grade material. It should be emphasized that Tech Prep is an option. It provides multiple options as well as multiple exit-entry points throughout the life span. It was suggested that the program be marketed as "The Tech Prep Option." It was suggested that all press releases flow through the Tech Prep Directors' marketing committee. Also, a copy of the press release from Texas Tech should be sent to all Texas Tech Prep directors for release to their local newspapers.

Gaining Advocacy.

There is still much work to be done to get information out to the public and to legislators regarding the availability and successes of the Tech Prep programs. It was suggested that post cards be written to Texas legislators relaying sentiments on the need to continue Tech Prep programs. Efforts also need to be concentrated on public awareness of "The Tech Prep Option."

Conceptual Framework.

It was suggested that the conceptual model which provides the framework for the research be modified to include economic development. Since Tech Prep is a Tri-Agency endeavor, it is important to address the focus/requirements of each agency. It was emphasized that there must be communication between education and business/industry and an understanding of the driving forces of industry. Economic impact data might be secured using the Socrates database.

Tech Prep Curriculum.

There may be some difficulty in the identification of curricular processes and documents because:

1. There are currently no guidelines regarding whether a student is to receive credit for a class at a particular junior college or institution of higher education. This transferability issue is currently being dealt with on a case by case, course by course basis. Most of the decisions are being made by the registrars of each institution. Dr. Brown is currently collecting data regarding the acceptance of credit for courses from high schools by community colleges. She will share her findings when her study is completed.

2. The identification of career areas may be difficult as currently none of the regions cluster in the same way. There are no clear career areas in Texas. Dorothy McNutt may be collecting data regarding articulation and, perhaps, should be contacted regarding her findings. Efforts should be expended toward developing a statewide system of transfer guidelines, perhaps, one of the educational agencies taking the initiative in course coding. It was suggested that rather than standards, "guidelines" would be a more acceptable approach.

3. Perhaps a program to program rather than course to course approach should be used.

4. One of the difficulties is getting the process down to the level of the students. They need to declare a major. There was discussion about five ISDs in the Hill Country that have required all students to declare a career pathway and the benefits they receive.

Document Analysis

The SPECAP group requested Tech Prep directors provide curricular documents for use in the document analysis. Regarding the document analysis:

1. When designing a Tech Prep major, one must look at all the components, e.g., Does it contain the math as needed by industry? How are the SCANS competencies incorporated? It was suggested that further information be gained from phone interviews such as how the curriculum process was started, e.g., By SCANS competencies? Are requirements academic, technical or both? Is there a vertical attack of the problem?

2. In addition to the Texas consortia SPECAP also conducts a nationwide survey of Tech Prep to inquire what else is being done and if there are any curriculum evaluation models in existence. For consortia identified as exemplary, the criteria used in the selection process should be obtained.

Questionnaires and Telephone Protocol.

The Advisory Council was reminded that the focus of the research this year will be solely on curriculum. The questionnaires will seek information regarding how

the curriculum is developed and how the curriculum is being evaluated. The questionnaires will be sent to the Tech Prep directors who can then identify the individuals in their consortium who should respond. Each consortium will be reimbursed for postage. It was suggested that the surveys need to be made very simple. Last year, they were too complicated and too long -- making it difficult for individuals to respond. Council members cautioned the SPECAP group about terminology, e.g., the high schools define developing curriculum as looking at a single course while the community colleges use the same term for designing the whole 72 hour program. SPECAP will send a prototype of the questionnaire to council members for review before sending the instrument to the consortia.

The process for the telephone protocols will be as follows. At the February Tech Prep Directors' Meeting, the directors will be provided a list of consortia with allied health, electronic technology, and business programs. A checklist based on Tech Prep curriculum development guidelines and the SPECAP model for the development process will be distributed to program directors. The directors will then "self-rate" their own programs. The exemplary programs will thus be identified.

Monograph.
SPECAP will be seeking additional moneys to produce a monograph. Those involved in Tech Prep will be asked to submit material for the publication. It was suggested that at least one of the chapters address commonalities.

Future Advisory Council Meetings.
In order to conserve time, the second Advisory Council Meeting will be held in conjunction with but before commencement of the Statewide Tech Prep Directors' Meeting in Houston in February 1996. The Advisory Council will meet from 8:00 a.m. to 12 noon on Tuesday, February 20th. The third meeting will be in Lubbock from 12 noon until 4:00 p.m. on May 1, 1996.

Decisions/Action Items

1. Sharing Resources
Douglas Pickle is serving on both an advisory committee for Micah Dial and on the SPECAP Advisory Council.

2. 1994-95 Research conducted by Kay Hodge
Kay's research project regarding student satisfaction with Tech Prep will be included in presentation, publication, and publicity endeavors.

3. Publicity and Presentations
(a) The press release by TTU will be shared with all Tech Prep directors. They will, in turn, be asked to share this information with their local news media.
(b) The term "Tech Prep Option" shall be used to describe the Tech Prep program.

4. Gaining Advocacy
Post cards will be sent to legislators lauding the efficacy of the Tech Prep Option.

5. Conceptual Framework
The model will be modified to include economic development.

6. Document Analysis
Components of curricular documents will be analyzed. The regulating boards comparable to the Coordinating Board in Texas will be contacted regarding exemplary Tech Prep curriculum development and implementation in their states. Attempts will be made to secure those documents.

7. Questionnaires
Two aspects of primary concern this year in construction of the instrument will be (a) simplification and (b) not as lengthy as last year. A draft of the questionnaire will be sent to Advisory Council Members for review and comment.

8. Monograph
At least one of the chapters in the monograph shall focus on common elements of Tech Prep curricular documents.

9. Future Advisory Council Meetings
The second meeting shall be held in the morning of February 20th.

Project Title: Effective Policies and Practices in Selected Career Fields
Project Number: 66180003
Fiscal Agent: Dr. Ronald Opp
Texas Tech University
Lubbock, Texas 79409-1071

MINUTES
SECOND SPECAP ADVISORY COUNCIL MEETING
Houston, Texas
Wednesday, February 21, 1996
8:00 a.m. to 11:30 a.m.

Attending:

Ms. Becky Colvin, Project Specialist, Gulf Coast Tech Prep Consortia
Phone: 713-591-3531
Mr. Rob Franks, Director, Tech Prep at Navarro College
Phone: 903-874-6501
Luis de la Garza, Director, South Texas Tech Prep
Phone: 210-721-5165
Dr. Oliver Hensley, Principal Investigator, SPECAP
Phone: 806-742-1959
Mr. Steve Krause, Research Assistant, SPECAP
Phone: 806-742-3124
Dr. Ron Opp, Project Director, SPECAP
Phone: 806-742-2329
Dr. Douglas Pickle, Professor/Division Chair of Industrial Technology
Amarillo College; Phone: 806-371-5000
Ms. Bethany Rivers, Research Assistant, SPECAP
Phone: 806-794-2916
Dr. Lee Sloan, Dean Division of Occupational Education and
Technology, Del Mar College, West Campus
Phone: 512-886-1700
Ms. Gloria Stewart, Research Assistant, SPECAP
Phone: 806-742-3124

Absent:

Ms. Myrna Albin, Vocational Specialist, Ysleta ISD
Phone: 915-595-5734
Dr. Jim Lovelady, Director, Technical-Vocational Division,
Angelina College; Phone: 409-633-4299
Ms. Debra Nicholas, Director, Alamo Tech Prep
Phone: 210-733-2093
Ms. Becky North, Educational Program Advisor,
Central Power and Light Company; Phone: 512-881-5496
Ms. D'Arcy Poulson, Director, Concho Valley Tech Prep
Phone: 915-947-9552

SUMMARY OF DISCUSSIONS, DECISIONS, AND AGREEMENTS

I. Welcome and Introductions

Packets containing the agenda, a directory of Advisory Council members, copies of the slides to be viewed during the presentation, a copy of the preliminary telephone protocol, and an evaluation form were distributed to attendees as they arrived.

II. Dissemination Efforts

Members were informed that the Education Connection, a publication of the College of Education at Texas Tech, contained an article concerning Tech Prep and the research project. The magazine has been distributed at workshops and conferences.

Dr. Opp presented findings of the 1994-95 Phase I project -- Effective Policies and Practices -- at the Workforce 2000 conference in Florida. He indicated that participants were eager for more information regarding "best practices" in Texas. Two participants requested additional detailed information -- one attendee requested more information regarding a student tracking system and the other attendee wanted copies of the presentation slides and speaker notes.

Discussion items included: It was suggested that more presentations should be given to groups not already intimately involved with Tech Prep, such as the Texas Business Coalition and the Superintendent's Conference, and greater dissemination of information at national conferences. For example, it could be stressed that Texas is a "leg up" on other states regarding articulation. Also, we need to get into other arenas such as showing Tech Prep's impact on economic development. We need to show that there are "real and positive" things happening, e.g., Texas is a leader in systematic development of Tech Prep programs. Often the Tech Prep directors don't see what they are doing as "exemplary" because they are things that they "do everyday." It was also suggested that all those involved in Tech Prep share the data collected they have collected with those who would be willing to make presentations.

Dr. Hensley reported on the upcoming Abilene Workshop on February 22 that Bill Daugherty had recommended. Workshop participants will include Tech Prep staff, secondary school principals from the region, and Texas Tech administrators. The focus of the workshop is a discussion of the status of articulation among the stakeholders' respective institutions.

Discussion items included: Tech Prep was designed as a "linkage" program and not a "transfer credit" program. The Texas Common Course Technical Manual project, led by Dorothy McNutt, is attempting to develop a working

model that would form the basis of matters such as standardized titles, contact hours, credits, etc.

Dr. Hensley reported that last year, site visits were concentrated in West Texas and this year in Central Texas. Fourteen out of twenty-five consortia have been visited thus far. The site visits have given us the opportunity to gather qualitative data from consortia staff, students, and industry partners regarding "best practices" and programs.

Discussion items included: Amarillo Community College is moving forward in their efforts to develop a "seamless" education and a "new way to think" by establishing a partnership with the local ISD to offer the automotive program at the high school. There is more and more training being conducted at work sites. Carl Perkins required that there were collaborative efforts outside the institutions and this mandate has provided the needed "seed money" that makes Tech Prep successful. Collaboration is the "key." Tech Prep facilitates individuals from the various sectors coming together to talk things out. Tech Prep consortia are "change agents."

III. Document Analysis

Dr. Hensley advised that we have and still are gathering exemplary curricular documents that drive policy and practice. More than 150 documents have been identified and coded in our inventory. The majority of these documents are "program-to-program." Advisory members will be asked to comment on the usefulness and efficacy of the documents. Based on the "Systems Validation Model," we are currently at Stage 5 -- the Prototype Construction. Data collected thus far indicate that there are about ten items on articulation agreements that would constitute what is minimally required in such agreements. Attendees were also advised that the "Impact Model" was modified based on suggestions at the first Advisory Council Meeting.

Discussion items included: Most of the articulation agreements are program-to-program with an emphasis on competencies within specified timeframes. Additionally, programs must be in the CBI format.

IV. Questionnaire Methodology and Telephone Protocol

Dr. Opp indicated that the design of the questionnaire was in progress. Advisory Members had commented that last year's questionnaire was too complicated. Based on this suggestion, this year the questionnaire will focus on the program perspective and be simplified. There will be two or three questions about each of the steps portrayed in the model. The questionnaires will be mailed to the Tech prep Directors who will then forward the questionnaire to faculty in the high school, community college, and work sites.

Using this approach, each consortium will have to be reimbursed mailing costs "after the fact."

Discussion items included: One attendee suggested that, because consortia were inundated with requests for information, the consortia provide SPECAP with their databases and then SPECAP mail the questionnaires directly to the participants. It was noted that this approach was tried last year and very few consortia provided the information and of those that did, much of the data provided did not allow us to identify prospective participants. Another attendee suggested sending the questionnaire only to those teachers immersed in the program and not just teaching a course. Ultimately, because of the unique aspects of each of the consortia, it was decided that it would be better to send the questionnaires to the Tech Prep directors and have them distribute them. Deciding the number of questionnaires to send to each consortium remains a problem. The only true database we have is PIMS but some school districts do not report students as Tech Prep because of their concern on the impact on the vocational formula funding. Since the number of participants will vary by consortia size, it was suggested to send 10 questionnaires and have the directors contact SPECAP for additional questionnaires. The forms should be pre-coded by SPECAP according to consortia. Although the method used to disseminate the questionnaires will cause us to get a varied sample, this does not appear to be a great problem.

Attendees were given a copy of the survey that would be distributed at the Tech Prep Directors' Meeting that afternoon. The survey is divided by consortia, community college partnerships, and programs in allied health, business, and engineering technology. The directors will be asked to identify three exemplary consortia in each of the career fields and their respective exemplary programs.

Discussion items included: Since most curriculum was not pilot tested or field tested (just implemented and revised as needed) when conducting the interviews, the researchers should be careful not to use terms such as prototype, validation, and model infrastructure. Instead, ask about the initial implementation process and changes thereafter. Use simpler language.

V. Handbook

Along with the final report, there will be another handbook published this year. We need to get the information about Tech Prep out to more individuals throughout the country. The handbook is a good vehicle.

VI. Monograph

Ms. Rivers advised that we did not receive the Supplemental Grant that would have assisted with publication costs for the monograph but that we would

continue with our commitment to produce one. Three chapters have been completed and there are eleven other chapters committed.

Discussion items included: Attendees suggested that we could provide each consortium with a disk or paper copy of a photo-ready monograph and let them print their own, and/or ask consortia to contribute to the cost of printing and distribution, and/or put the monograph on the internet using a linkage with the Coordinating Board.

VII. Concluding Discussion

With so few advisory members being able to attend the meeting, suggestions on increasing our attendance were discussed. Though suggested, it was decided that computer conferencing would not be adequate in obtaining feedback from the members. Also, meetings that do not require an overnight stay are preferred. Attendees felt that the next meeting scheduled in Lubbock from noon to 4 p.m. on May 1st would accommodate the majority of the members.

VIII. Closure

Attendees were requested to complete the "Meeting Evaluation" form asking for their feedback regarding our strategies, the agenda, and meeting room accommodations.

MINUTES

Third SPECAP Advisory Council Meeting
May 1, 1996
Lubbock, Texas
12 noon to 4:00 p.m.

Project Title:
Effective Policies and Practices in Selected Career Fields
Project Number:
66180003
Fiscal Agent:
Dr. Ronald D. Opp, Project Director
Texas Tech University
College of Education
Lubbock, Texas 79409-1071

Attendees:

Mr. Ismael Amaya
Student Assistant, SPECAP
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-3124

Ms. Brooke Buskin
Student Assistant, SPECAP
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-2916

Ms. Ariana Cox
SPECAP Support Staff
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-3124

Ms. Jessica Creswell
Student Assistant, SPECAP
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-2916

Mr. Robert Franks
Director, Tech Prep at Navarro College
3200 West 7th Ave.
Corsicana, TX 75110
Phone: 903-874-6501

Dr. Oliver Hensley
Professor and SPECAP Principal Investigator
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-1959

Mr. Steve Krause
Research Assistant
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-3124

Dr. Ronald Opp
Professor and SPECAP Project Director
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-2329

Ms. D'Arcy Poulson
Director, Concho Valley Tech Prep Consortium
3197 Executive Drive
San Angelo, TX 76904
Phone: 915-947-9552

Ms. Bethany Rivers
Research Assistant
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-2916

Dr. Lee Sloan
Dean, Division of Occupational Education & Technology
Del Mar College, West Campus
Corpus Christi, TX 78404-3897
Phone: 512-886-1200

Ms. Tara Standifer
Student Assistant, SPECAP
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-3124

Ms. Gloria Stewart
Research Assistant
Texas Tech University
Lubbock, TX 79409
Phone: 806-742-3124

Not Attending:

Ms. Myrna Albin
Vocational Specialist
Ysleta ISD
El Paso, TX 79925
915-595-5734

Mr. Luis de la Garza, Jr.
Director, South Texas Tech Prep Consortium
Laredo Junior College
West End Washington Street
Lardeo, TX 78040
Phone: 210-721-5165

Dr. Jim Lovelady
Director, Technical-Vocational Division
Angelina College
P.O. Box 1768
Lufkin, TX 75902
Phone: 409-639-4299

Ms. Debra Nicholas
Director, Alamo Tech Prep Consortium
1300 San Pedro
San Antonio, TX 78212
Phone: 210-733-2093

Mrs. Becky Weaver
Educational Program Advisor
Central Power and Light Company
P.O. Box 2121
Corpus Christi, TX 78403
Phone: 512-881-5496

Dr. Douglas Pickle
Professor & Division Chair of Industrial Technology
Amarillo College
P.O. Box 447
Amarillo, TX 79178
Phone: 806-371-5000

Discussion and Action Items

I. Introduction

Attendees introduced themselves.

Dr. Opp thanked advisory council members for all the support and assistance they had provided SPECAP this year and distributed certificates of appreciation to attendees. Certificates will be mailed to those members who were unable to attend.

II. Questionnaires

Attendees were given a copy of the questionnaire and cover letter that had been distributed to the Tech Prep consortia. A draft of the questionnaire had been sent to advisory council members for review and comment. The final product was based on the feedback we had received from our advisory members.

Thursday, April 25th, the 2500 questionnaires were sent to the twenty-five Tech Prep consortia. Each consortium received a proportion equivalent to the number of Tech Prep students in their region. Directors were asked to mail a copy of the questionnaire to those individuals within their consortium who would be considered experts in the curriculum development, implementation, and evaluation process for Tech Prep programs. Directors were advised that SPECAP would reimburse them for cost of labels and mailing of questionnaires. Survey respondents would be able to return the questionnaire to Texas Tech in a pre-paid, pre-addressed enveloped they were provided.

The questionnaires will be scanned and data analyzed. Because of the design of the questionnaire, data for each consortium can be culled and analyzed.

Advisory members had no suggestions for changes needed in to future.

Action Items: None.

III. Telephone Interviews

Dr. Opp described the process that had been used to identify the "best" consortia and programs in the areas of business, engineering technology, and allied health. Tech Prep directors had nominated exemplary consortia and exemplary programs within those consortia. Directors of consortia and programs within those consortia receiving the largest number of votes were contacted. They were asked to provide us with five individuals from each program (a total of nine programs) who we should interview. Those individuals were contacted and a time for a telephone interview scheduled.

About two thirds of the interviews have been completed. The interviews are taking from 15 minutes to over an hour to conduct. The data from the interviews will be analyzed according to themes that emerge.

No suggestions to change the telephone interviews from Advisory Council members.

Action items: None.

IV. Document Analysis/Site Visits

Dr. Hensley advised that 135 documents that Tech Prep directors deal with on a regular basis have been identified. These were listed on the handout labeled "The Classification System for Modeling Tech Prep Curriculum Development Systems in Texas." Dr. Hensley asked members to review this list and recommend modifications, additions, deletions. Advisory members who were unable to attend will also be receiving this listing and asked to review it.

Qualitative data gathered from site visits have been invaluable. An opportunity to speak with Tech Prep staff, students, faculty, and business stakeholders will provide rich descriptions for the handbook and final report.

Action items: Advisory Council members will review "The Classification System for Modeling Tech Prep Curriculum Development Systems in Texas" and provide feedback within two weeks.

V. Handbook and Final Report

The format of the handbook will be driven from the Impact Model while the Systems Model will be the basis of validation of information provided. The handbook will be at least double the length it was last year and will be in a "loose-leaf binder" format. It will contain a listing of documents and if someone

would like to obtain a copy of the document, they can contact us or, if we do not have the complete document, we will refer the person to the consortium to obtain a copy of the document.

The final report will also be expanded from last year. It will provide the details of research findings along with copies of the printouts from quantitative data analysis.

Action Items: None.

VI. Monograph

Articles submitted should be no longer than ten double-spaced pages. Deadline for submission is May 15th. We hope to have the monograph to press by June 15th.

The monograph is anticipated to contain sixteen chapters. Requests for articles were solicited from Tech Prep stakeholders. Dr. Hensley asked advisory members to assist with a peer review of the articles for the monograph and provided the "Peer Review Guidelines for Assessing Articles for Inclusion in the Tech Prep Research Monographs" form to be completed. Each article is to be rated from 0 (No Points) to 10 (Maximum Points). The form will be sent to advisory members who were unable to attend to complete and return.

Action items: Advisory Council members will conduct a peer review of potential monograph articles and return the form within two weeks.

VII. Demonstration of Web Page for SPECAP Tech Prep

Advisory Council members were given a demonstration of the Web Page that has been set up. The address is

http://www.ttu.edu/~specap

Suggestions for linkages, format, and content were solicited. Among the linkages suggested were National Tech Prep, Coordinating Board, and several others. Members were also advised that, among the capabilities of the Web Page was the opportunity to put a survey on the Web Page for them and download the responses to an email address.

Action items: SPECAP staff will refine the Web Page content and format.

Additional discussion items:

SPECAP has submitted a request for third year funding. If approved, the advisory members suggested:

1. the first advisory meeting be held between mid-September and the end of September;
2. the questionnaires be distributed between mid-November through Christmas;
3. conduct telephone interviews the end of January;
4. the best time to solicit assistance from Tech Prep directors is June through July;
5. a focus on the institutionalization of the Tech Prep process asking questions such as "What measures do you have in place?" "Will the components (partnerships) continue to exist?" .

APPENDIX C

QUESTIONNAIRE: 1996 TECH PREP CURRICULUM QUESTIONNAIRE

1996 TECH PREP CURRICULUM QUESTIONNAIRE

Directions: Your observance of these few directions will be most appreciated. Please focus on the curriculum of a single program when answering the questions.

- **Use a blue or black pen to complete this survey.**
- **Make heavy marks that fill the oval.**

Example: Is this a survey on the development and evaluation of Tech Prep program curricula?

[ ] Yes [ ] No

Part I - Demographic Characteristics

1. **Please indicate your consortium affiliation.**

[ ] Alamo
[ ] Brazos Valley
[ ] Capital
[ ] Central Texas
[ ] Coastal Bend
[ ] Concho Valley
[ ] Deep East Texas
[ ] East Texas
[ ] Global Edge
[ ] Golden Crescent
[ ] Gulf Coast
[ ] Heart of Texas
[ ] Lower Rio Grande Valley
[ ] North Central Texas
[ ] North Texas
[ ] Panhandle
[ ] Permian Basin
[ ] Southeast Texas
[ ] South Plains
[ ] South Texas
[ ] Star Tech Prep
[ ] Texoma
[ ] Upper East Texas
[ ] Upper Rio Grande Valley
[ ] West Central Texas

2. **With what Tech Prep career pathway are you presently affiliated?** (Mark one only)

[ ] Business
[ ] Engineering Technology
[ ] Allied Health
[ ] Other (Please specify career pathway below)

_____

Part II - Positioning the Architects

3. **Which stakeholder group do you represent?** (Mark all that apply)

[ ] High school faculty
[ ] High school administrator
[ ] Community college faculty
[ ] Community college administrator
[ ] Business/industry representative
[ ] Labor representative
[ ] Government representative (PIC, QWFPC, etc.)
[ ] Other (Please specify below)

_____

4. **How important were state Tech Prep funds in bringing together individuals to develop your program?** (Mark one only)

[ ] Extremely important
[ ] Somewhat important
[ ] Not important

5. **What was your key role in developing your Tech Prep program curriculum?** (Mark one only)

[ ] Resource acquisition (funding, capital, human resources, etc.)
[ ] Leadership
[ ] Political finesse
[ ] Curriculum development
[ ] Curriculum implementation
[ ] Curriculum evaluation
[ ] Subject matter expertise
[ ] Administration
[ ] Teaching
[ ] Academic Advising
[ ] Other (Please specify below)

_____

Part III - Analyzing the Curriculum Development Options

6. **What distance learning delivery modalities did you consider?** (Mark all that apply)

[ ] Off-campus teaching
[ ] Correspondence courses
[ ] Televised courses
[ ] Videotaped courses
[ ] Interactive network courses
[ ] Internet courses
[ ] Other (Please specify below)

_____

7. **What curriculum development options did you consider?** (Mark all that apply)

[ ] Needs assessment
[ ] Job/task analysis
[ ] DACUM process
[ ] Input from subject matter experts in the field
[ ] Input from curriculum design experts
[ ] Creation of new curriculum
[ ] Modification of pre-existing curriculum
[ ] Merging of two or more pre-existing curricula

Part IV - Designing the Curriculum

8. **Was your Tech Prep program curriculum created from scratch?**

[ ] Yes If yes, please answer questions 9 & 10.
[ ] No If no, please skip to question 11.

9. **How long did it take to design your initial program curriculum?** (Mark one only)

[ ] Less than 3 months
[ ] Three to six months
[ ] Six to nine months
[ ] Nine to twelve months
[ ] Over a year

10. **How frequently did you meet as a group to design the curriculum for your Tech Prep program?** (Mark one only)

[ ] Never (0 times)
[ ] Rarely (1-2 times)
[ ] Occasionally (3-4 times)
[ ] Frequently (5 or more times)

11. **Is your Tech Prep program curriculum a modification of an existing curriculum?**

[ ] Yes If yes, please answer question 12.
[ ] No If no, skip to question 13.

12. **How long did it take to modify your existing program curriculum?** (Mark one only)

[ ] Less than a month
[ ] One to two months
[ ] Three to four months
[ ] Five to six months
[ ] More than six months

13. **Have you previously participated in any of the following curriculum development activities?** (Mark all that apply)

[ ] Completed a curriculum development course
[ ] Attended a professional development workshop on curriculum development
[ ] Served on a curriculum development committee

Part V. Pilot Testing the Curriculum

14. **Did you have others review your Tech Prep program curriculum before implementing it?**

[ ] Yes If yes, please answer question 15 & 16.
[ ] No If no, skip to question 17.

15. **Who was involved in reviewing your program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

16. **How many individuals were involved in the review process for your curriculum?** (Mark one only)

[ ] 1-5
[ ] 6-10
[ ] 11-15
[ ] 16-20
[ ] more than 20

Part VI - Field Testing the Curriculum

17. **Was there a trial run conducted of your Tech Prep program curriculum?**

[ ] Yes If yes, please answer questions 18-20.
[ ] No If no, skip to question 21.

18. **Who was involved in the trial run of your program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

19. **How many courses were offered in the trial run?** (Mark one only)

[ ] One
[ ] Two
[ ] Three
[ ] Four
[ ] Five or more

20. **How many students were involved in the trial run of your curriculum?** (Mark one only)

[ ] 1-25
[ ] 26-50
[ ] 51-75
[ ] 76-100
[ ] more than 100

Part VII - Validating the Curriculum

21. **What groups provided you with feedback for your program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

Part VIII - Adopting and Enhancing the Curriculum

22. **What groups were involved in obtaining state approval of your Tech Prep program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

23. **What groups are currently involved with improving your Tech Prep program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

24. **How often do you review your Tech Prep program curriculum?** (Mark one only)

[ ] As needed
[ ] Every year
[ ] Every two years
[ ] Every three years

Part IX - Internalizing and Institutionalizing the Curriculum

25. What indicates that your program has become a permanent part of your school or college?
(Mark all that apply)

[ ] Inclusion in course catalog
[ ] New staff added
[ ] Additional course offerings
[ ] Increased enrollments
[ ] Adequate/increased funding
[ ] State approval of program
[ ] Accreditation of program
[ ] Approval of licensing agency
[ ] Articulation agreements
[ ] Other (Please specify below)

_____

26. Do you believe that your program would continue if state Tech Prep funds were no longer available?

[ ] Strongly agree that it would continue
[ ] Agree that it would continue
[ ] Disagree that it would continue
[ ] Strongly disagree that it would continue

Part X- Performance Assessment of the Curriculum

27. Have you personally participated in the following curriculum <u>evaluation</u> activities?
(Mark all that apply)

[ ] Completed a course on curriculum evaluation
[ ] Attended a professional development workshop on curriculum evaluation
[ ] Served on a curriculum evaluation committee

28. How do you assess the effectiveness of your Tech Prep program curriculum?
(Mark all that apply)

[ ] Student evaluation of curriculum
[ ] Faculty evaluation of curriculum
[ ] Employer evaluation of curriculum
[ ] Number of high school students participating in program
[ ] Number of community college students participating in program
[ ] Number of articulation agreements with two-year colleges
[ ] Number of articulation agreements with four-year colleges
[ ] Program transfer rate
[ ] Licensure passage rate
[ ] Program job placement rate
[ ] Other (Please specify below)

_____

29. Please indicate the components of your Tech Prep program curriculum development and evaluation process that you consider to be exemplary.
(Mark all that apply)

[ ] Positioning stakeholders
[ ] Analyzing the curriculum development options
[ ] Designing the curriculum
[ ] Reviewing the curriculum
[ ] Trying out the curriculum
[ ] Obtaining feedback on the curriculum
[ ] Approving/improving the curriculum
[ ] Ensuring the continuation of the curriculum
[ ] Assessing the effectiveness of the curriculum

Please return your completed questionnaire in the postage-paid envelope to:

Texas Tech University
Business Reply Center
Box 45017
Lubbock, TX 79409-9989

THANK YOU!

APPENDIX D

PHONE INTERVIEW: PHONE INTERVIEW PROTOCOL

CURRICULUM TELEPHONE PROTOCOL

Part I - Demographic Characteristics

Date:

_____

Full Title of Program:

_____

_____

Your Name is:

_____

Your Job Title is:

_____

Your Telephone Number is:

_____

Your FAX Number is:

_____

The name and address of your organization is:

_____

_____

_____

1. Please indicate your consortium affiliation.

[ ] Alamo
[ ] Brazos Valley
[ ] Capital
[ ] Central Texas
[ ] Coastal Bend
[ ] Concho Valley
[ ] Deep East Texas
[ ] East Texas
[ ] Global Edge
[ ] Golden Crescent
[ ] Gulf Coast
[ ] Heart of TexasValley
[ ] Lower Rio Grande Valley
[ ] North Central Texas
[ ] North Texas
[ ] Panhandle
[ ] Permian Basin
[ ] Southeast Texas
[ ] South Plains
[ ] South Texas
[ ] Star Tech Prep
[ ] Texoma
[ ] Upper East Texas
[ ] Upper Rio Grande
[ ] West Central Texas

2. **With what Tech Prep career pathway are you presently affiliated?** (Mark one only)

[ ] Business
[ ] Engineering Technology
[ ] Allied Health
[ ] Other (Please specify career pathway below)

_____

Part II - Positioning the Architects

3. **Which stakeholder group do you represent?**
(Mark all that apply)

[ ] High school faculty
[ ] High school administrator
[ ] Community college faculty
[ ] Community college administrator
[ ] Business/industry representative
[ ] Labor representative
[ ] Government representative
(PIC, QWFPC, etc.)
[ ] Other (Please specify below)

_____

4. **How important were state Tech Prep funds in bringing together individuals to develop your program?**

[ ] Extremely important
[ ] Somewhat important
[ ] Not important

5. **What was your key role in developing your Tech Prep program curriculum?** (Mark one only)

[ ] Resource acquisition (funding, capital, human resources, etc.)
[ ] Leadership
[ ] Political finesse
[ ] Curriculum development
[ ] Curriculum implementation
[ ] Curriculum evaluation
[ ] Subject matter expertise
[ ] Administration
[ ] Teaching
[ ] Academic Advising
[ ] Other (Please specify below)

_____

Part III - Analyzing the Curriculum Development Options

6. **What distance learning delivery modalities did you consider?** (Mark all that apply)

[ ] Off-campus teaching
[ ] Correspondence courses
[ ] Televised courses
[ ] Videotaped courses
[ ] Interactive network courses
[ ] Internet courses
[ ] Other (Please specify below)

_____

7. **What curriculum development options did you consider?** (Mark all that apply)

[ ] Needs assessment
[ ] Job/task analysis
[ ] DACUM process
[ ] Input from subject matter experts in the field
[ ] Input from curriculum design experts
[ ] Creation of new curriculum
[ ] Modification of pre-existing curriculum
[ ] Merging of two or more pre-existing curricula

Part IV - Designing the Curriculum

8. **Was your Tech Prep program curriculum created from scratch?**

[ ] Yes If yes, please answer questions 9 & 10.
[ ] No If no, please skip to question 11.

9. **How long did it take to design your initial program curriculum?** (Mark one only)

[ ] Less than 3 months
[ ] Three to six months
[ ] Six to nine months
[ ] Nine to twelve months
[ ] Over a year

10. **How frequently did you meet as a group to design the curriculum for your Tech Prep program?** (Mark one only)

[ ] Never (0 times)
[ ] Rarely (1-2 times)
[ ] Occasionally (3-4 times)
[ ] Frequently (5 or more times)

11. Is your Tech Prep program curriculum a modification of an existing curriculum?

[ ] Yes If yes, please answer question 12.
[ ] No If no, skip to question 13.

12. How long did it take to modify your existing program curriculum? (Mark one only)

[ ] Less than a month
[ ] One to two months
[ ] Three to four months
[ ] Five to six months
[ ] More than six months

13. **Have you previously participated in any of the following curriculum <u>development</u> activities?** (Mark all that apply)

[ ] Completed a curriculum development course
[ ] Attended a professional development workshop on curriculum development
[ ] Served on a curriculum development committee

Part V. Pilot Testing the Curriculum

14. **Did you have others review your Tech Prep program curriculum before implementing it?**

[ ] Yes If yes, please answer question 15 & 16.
[ ] No If no, skip to question 17.

15. **Who was involved in reviewing your program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

16. **How many individuals were involved in the review process for your curriculum?** (Mark one only)

[ ] 1-5
[ ] 6-10
[ ] 11-15
[ ] 16-20
[ ] more than 20

Part VI - Field Testing the Curriculum

17. Was there a trial run conducted of your Tech Prep program curriculum?

[ ] Yes If yes, please answer questions 18-20.
[ ] No If no, skip to question 21.

18. Who was involved in the trial run of your program curriculum? (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

19. **How many courses were offered in the trial run?** (Mark one only)

[ ] One
[ ] Two
[ ] Three
[ ] Four
[ ] Five or more

20. **How many students were involved in the trial run of your curriculum?** (Mark one only)

[ ] 1-25
[ ] 26-50
[ ] 51-75
[ ] 76-100
[ ] more than 100

Part VII - Validating the Curriculum

21. What groups provided you with feedback for your program curriculum? (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

Part VIII - Adopting and Enhancing the Curriculum

22. What groups were involved in obtaining state approval of your Tech Prep program curriculum? (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

23. **What groups are currently involved with improving your Tech Prep program curriculum?** (Mark all that apply)

[ ] Program faculty
[ ] Program students
[ ] School/college representatives
[ ] Business/industry representatives
[ ] Labor representatives
[ ] Government representatives
[ ] Outside experts (Please specify below)

_____

24. **How often do you review your Tech Prep program curriculum?** (Mark one only)

[ ] As needed
[ ] Every year
[ ] Every two years
[ ] Every three years

Part IX - Internalizing and Institutionalizing the Curriculum

25. What indicates that your program has become a permanent part of your school or college?
(Mark all that apply)

[ ] Inclusion in course catalog
[ ] New staff added
[ ] Additional course offerings
[ ] Increased enrollments
[ ] Adequate/increased funding
[ ] State approval of program
[ ] Accreditation of program
[ ] Approval of licensing agency
[ ] Articulation agreements
[ ] Other (Please specify below)

_____

26. Do you believe that your program would continue if state Tech Prep funds were no longer available?

[ ] Strongly agree that it would continue
[ ] Agree that it would continue
[ ] Disagree that it would continue
[ ] Strongly disagree that it would continue

Part X- Performance Assessment of the Curriculum

27. Have you personally participated in the following curriculum <u>evaluation</u> activities?
(Mark all that apply)

[ ] Completed a course on curriculum evaluation
[ ] Attended a professional development workshop on curriculum evaluation
[ ] Served on a curriculum evaluation committee

28. How do you assess the effectiveness of your Tech Prep program curriculum?
(Mark all that apply)

[ ] Student evaluation of curriculum
[ ] Faculty evaluation of curriculum
[ ] Employer evaluation of curriculum
[ ] Number of high school students participating in program
[ ] Number of community college students participating in program
[ ] Number of articulation agreements with two-year colleges
[ ] Number of articulation agreements with four-year colleges
[ ] Program transfer rate
[ ] Licensure passage rate
[ ] Program job placement rate
[ ] Other (Please specify below)

29. **Please indicate the components of your Tech Prep program curriculum development and evaluation process that you consider to be exemplary.** (Mark all that apply)

[ ] Positioning stakeholders
[ ] Analyzing the curriculum development options
[ ] Designing the curriculum
[ ] Reviewing the curriculum
[ ] Trying out the curriculum
[ ] Obtaining feedback on the curriculum
[ ] Approving/improving the curriculum
[ ] Ensuring the continuation of the curriculum
[ ] Assessing the effectiveness of the curriculum

APPENDIX E

QUESTIONNAIRE: QUESTIONNAIRE DISTRIBUTION/RETURN TALLY

QUESTIONNAIRE DISTRIBUTION/RETURN TALLY

Consortium Name	Enrollment* Secondary + Post Secondary	Surveys Mailed	Surveys Returned
Alamo	1500	50	1
Brazos	1188	32	0
Capital	7242	190	0
Central Texas	515	15	14
Coastal Bend	5641	150	15
Concho Valley	1617	45	17
Deep East	832	23	10
East Texas	920	25	10
Global Edge	4777	125	1
Golden Cresant	3500	95	0
Gulf Coast	3800	95	2
Heart of Texas	1083	35	11
Lower Rio Grande	1857	48	9
North Central Texas	18426	470	49
North Texas	581	15	29
Panhandle	5481	140	13
Permian Basin	2748	68	14
South Plains	2547	65	4
South Texas	1300	35	15
Southeast Texas	2620	68	15
Star	610	18	5
Texoma	4000	100	0
Upper East	1010	35	14
Upper Rio Grande Valley	11821	453	32
West Central Texas	4863	135	2
No Consortium Identified on Survey			10
Total	90479	2530	292

*1994-95 1st Quarter End Enrollment Figures

APPENDIX F

QUESTIONNAIRE: COVER LETTER TO TECH PREP DIRECTORS

April 5, 1996

Dear {TECH PREP DIRECTOR}:

This letter is to inform you in advance that we will be asking for your help in distributing a questionnaire on curriculum development and evaluation to the experts involved with allied health, engineering technology, and business Tech Prep programs in your consortium. We recognize that you are the expert in your consortium best able to make an informed judgment about the individuals in your consortium that should receive this questionnaire.

The questionnaire is presently at the printer, and we hope to have it mailed to you within the next two weeks. As we did last year, we will reimburse your consortium for all postage costs involved in mailing out these questionnaires. The number of questionnaires you receive for distribution will be proportionally based on the number of high school and community college students your consortium has enrolled in Tech Prep programs. We have greatly simplified this year's questionnaire to make it easier for the respondents in your consortium to answer.

We thank you in advance for your continuing support of our research endeavors to identify and disseminate information on exemplary Tech Prep policies and practices in Texas.

Sincerely,

Dr. Ronald D. Opp
Project Director

Dr. Oliver D. Hensley
Principal Investigator

April 1996

NAME
TITLE
ADDRESS
CITY, STATE ZIP

Dear {TECH PREP DIRECTOR}:

As you may recall from our previous letter, we asked for your assistance in disseminating sealed questionnaires on curriculum development and evaluation of selected career pathways within Tech Prep. Because of your position within your consortium, you are best able to make an informed judgment about individuals (stakeholders) in your consortium that should receive this questionnaire.

Instructions: We have provided you with a proportion of questionnaires to mail or distribute to stakeholders whom you believe are the experts involved in curriculum development and evaluation for programs associated with the career pathways of *allied health, engineering technology, and business* within your Tech Prep consortium. Please distribute the sealed questionnaires as soon as possible to help us expedite dissemination using these few easy instructions:

- Select stakeholders who represent the following career pathways (a) Allied Health, (b) Business, and (c) Engineering Technology (instructions for each participant are included in the sealed envelopes).
- Stakeholders may consist of (a) high school faculty (b) high school administrators, (c) community college faculty, (d) community college administrators, (e) business/industry representatives, (f) labor representatives, (g) government representatives, or (h) other.
- Add addresses of selected stakeholders to the sealed envelopes provided (we will reimburse you for the cost of postage and labels).
- Distribute/mail a single questionnaire to each stakeholder you have identified to particpate in the survey.

Thank you for your continued support of our research on Tech Prep policies and practices in Texas. Your knowledge of the stakeholders who develop and evaluate curriculum within your consortium is an essential ingredient to the success of this survey. Your efforts will make a significant impact on the number of individuals who participate in this study.

Dr. Ronald D. Opp, Ph.D.
Project Director

Dr. Oliver D. Hensley, Ph.D.
Professor

Enclosures: sealed questionnaires

APPENDIX G

PHONE INTERVIEWS: FORM UTILIZED TO IDENTIFY PARTICIPANTS

March 25. 1996

Dear

In continuing our research into the "best" curriculum development, implementation, and evaluation practices and policies, we requested that the Tech Prep Directors identify those consortia and programs they believed were exemplary. Based on the results of our survey, your

were selected.

We would like to interview five (5) individuals who were involved in the curriculum development/implementation/evaluation process for each program and request that you provide us with the name, organizational affiliation, address, and phone number of the persons you believe we should contact to share their expertise and experience with us regarding the process.

We anticipate the telephone interview to take from 20 to 40 minutes. Time permitting, a copy of the interview questions will be mailed to participants in advance.

We request that you enter the information regarding the persons to contact on the attached form and, please, FAX the form to us by Friday, April 5th. Our FAX number is 806-742-2179.

Thank you for your continued assistance and cooperation.

Sincerely,

Dr. Ronald D. Opp

Dr. Oliver D. Hensley

TELEPHONE INTERVIEWS

{Career Pathway}
{Program Name}

{Name TP Consortium}
{Name/Title TP Consortium Director}
{Phone # of TP Consortium} {FAX # of TP Consortium}

1. Name
   Title
   Organization
   Address

   Phone Number

2. Name
   Title
   Organization
   Address

   Phone Number

3. Name
   Title
   Organization
   Address

   Phone Number

4. Name
   Title
   Organization
   Address

   Phone Number

5. Name
   Title
   Organization
   Address

   Phone Number

APPENDIX H

DOCUMENT ANALYSIS: LETTER REQUESTING CURRICULAR MATERIAL

TEXAS TECH UNIVERSITY

SPECAP Box 41071, Lubbock, TX 79409-1071
(Strategic Planning, Curriculum Evaluation, Performance Assessment)
Dr. Ronald Opp, Dr. Oliver Hensley
(806) 742-2329, (806) 742-1959, FAX (806) 742-2179

October 27, 1995

Name
Director, Tech Prep
Consortium
Street
City, TX ZIP

Dear (director):

The SPECAP Research group at Texas Tech has again been awarded a Carl Perkins grant to examine specific components developed in Tech Prep programs in Texas. The overall purpose of the project is to identify, describe, and promote exemplary policies and practices in the consortia around the state. This year's project is focusing on the area of Tech Prep curriculum development and evaluation.

In the SPECAP 1995 Final Report, as researchers, we noted that Tech Prep Consortium directors were the architects of the future as they lead planning for the schools, industry and government agencies of their regions. In the same way, we hope that we can demonstrate that the curriculum coordinators are the builders of the 21st century educational process, and our subsequent economic vitality.

We would greatly appreciate your input regarding the development and evaluation of your curricula in all areas. We are committed to analyzing Engineering Technology, Allied Health, and Business curricula. Already, we have copies of your program applications and revisions from the Coordinating Board. Now we are particularly interested in any career cluster descriptions, syllabi/lesson plans, matchbooks, articulation agreements, course descriptions, evaluation of curricula, or other printed materials that you have available. This information will greatly facilitate our research in determining the exemplary Tech Prep curricula of Texas. If you can help us with the initial curriculum planning processes as well, we would be extremely grateful.

The curricula can be mailed to the above address, or, preferably, for your convenience, we will be available at the Tech Prep Director's conference to pick them up from you. If we can answer any questions, please feel free to contact one of the principal investigators, or Bethany or Gloria at 806/742-3124. We intend to promote the Tech Prep programs that you recommend in several publications. Your time and help in letting us know what is exemplary advances the general cause of technical education in the state of Texas, and is greatly appreciated.

Sincerely,

Dr. Ronald Opp
Dr. Oliver Hensley

APPENDIX I

DOCUMENT ANALYSIS: DOCUMENT CLASSIFICATION SCHEME

	Gulf	Gulf	Gulf	Gulf	Southeast	Southeast	South Tex	Southeast	South Tex	South Tex	Heart	Heart	Heart	Heart	Heart-	Permian	Permian	Permian	Permian	Permian	Permian	Texoma	Texoma	Texoma	Texoma	Texoma	Texoma	Texoma	Texoma
	Assoc. Degree Nursir	Emerg. Med. Tech.	Business Admin.	Management/2	Nursing	Office Technology	Med. Off. Assis. AAS	Administrative Assis.	Med. Off. Assis. AAS/	Emerg. Med. Services	Microcomp. Appli./Off	Child Development	Off Admin.:Info. Proc	Med.Secry./Off. Admi	Legal Secry./Off. Adm	Comp. Info. Systems	Electronics Tech.	Child Care & Dev.	Drafting Technology	Stenographic & Gen.	Off. System Tech.	Occup. Therapy Assis	Electronics	Occup. Therapy Assis	Emerg. Med. Services	Paramedicine	ADN Nursing	Management	Office Admin.
	Lee College	Lee College	Lee College	Lee College	Lamar Univ. @ Orang	Lamar Univ. @ Orang	Laredo	Lamar Univ. / Pt. Arth	Laredo	Laredo	McLennan	McLennan	McLennan	McLennan	McLennan	Midland	Midland	Midland	Midland	Midland	Midland	N. Central Texas Coll	Cooke County Colleg	Cooke County Colleg	N. Central Texas Coll	N. Central Texas Coll	N. Central Texas Coll	N. Central Texas Coll	N. Central Texas Coll
TYPE OF PROG:A,B,C	A	A	B	B	A	B	A	B	A	A	B	A	B	B	B	C	C	A	C	B	B	A	C	A	A	A	A	B	B
Application form	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Prog. revision/justification	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Course revisions	X	X			X	X						X						X		X		X	X					X	X
Course descriptions	XP	X			XP	XP		X	XP	XP		X	XP				XCP	XP	XP		XP	XP	XP	XP	XP	X	XP	XCP	XCP
Current curriculum	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Proposed curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Advisory Board minutes	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Addresses of AB	X	X	X	X																									
Course goals	X	X																											
Course objectives	X	X							X	X	X	X	X	X	X	X			X			X	X	X					
Course competencies	X	X							X	X						X		X	X									X	X
Articulation agreements	X	X	X	X		X		X					X			X	X	X	X		X			X		X			
Workforce surveys									X	X																			
Schematics																X		X	X										
SCANS																													
Internship agreement																													
Course inventory																													
Admission requirements																													
Teacher requirements																													
Timelines																													
Admission application																													

TYPE OF PROG:A,B,C	?	C	?	B	B	?	?	A	B	B	B	B	B	?	?	B	A	C	C	C	?	C	A	A	A	C
	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174
Application form																													
Prog. revision/justification	X				X	X										X	X		X	X	X	X	X	X	X	X	X	X
Course revisions	X															X			X				X		X			
Course descriptions	XCP					XP										X			XP						XP	XP	XP	
Current curriculum	X				X	X										X			X	X	X	X			X	X	X	X
Proposed curriculum	X				X	X										X		X	X	X	X	X			X	X	X	X
Advisory Board minutes	X				X	X										X			X			X		X				
Addresses of AB	X																											
Course goals																												
Course objectives					X	X																						
Course competencies						X													X									
Articulation agreements					X	X																	X					
Workforce surveys																												
Schematics																												
SCANS						X													X									
Internship agreement																												
Course inventory																												
Admission requirements																												
Teacher requirements																												
Timelines																												
Admission application																												

Comp. Science Tech.	Electronics Tech.	Comp. Maintenance T	Info. Mgt. Tech.	Office Systems	Comp. Aided Graphic	Microcomp. Tech.	AAS Nursing	Off. Admin. Secretaria	Off. Admin. Bookkeep	Off. Admin. Bus. & Ac	Drafting Technology	Off. Systems Tech-Ac	Business Mgt.	Off. Systems Tech-Of	Comp. Info. Systems/	Comp. Info. Systems/	Office Technology	Nursing	Electronics Broadcast	Electronics Engin. Te	General Electronics T	Environmental Health	Electronics, Commerc	Comp.-Assisted Draft	AAS Nursing	Dental Hygiene	Paramedicine Tech.	Electromechanical Te
TSTC-Sweetwater	TSTC-Sweetwater	TSTC-Sweetwater	TSTC-Sweetwater	Western Texas	Vernon	Western Tech	Wharton	Wharton	Wharton	Wharton	Wharton	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Vernon	Vernon	Amarillo	Amarillo	Amarillo	Amarillo	Amarillo	Amarillo	Amarillo	Amarillo	Amarillo	Amarillo
Panhandle	Panhandle	Panhandle	Panhandle	West	North Texa	Gulf Coast	Gulf	Gulf	Gulf	Gulf	Gulf	North Cent	North Cent	North Cent	North Cent	North Cent	North Texa	North Texa	Panhandle	Panhandle	Panhandle	Panhandle	Panhandle	Panhandle	Panhandle	Panhandle	Panhandle	Panhandle

	Gulf	Gulf	Upper Eas	Permian	Alamo	Upper Eas	Upper Eas	West	Alamo	Alamo	Gulf	Gulf	Gulf	Gulf
	Drafting Technology	Office Administration	Professional Secry./3	Off. Systems Tech.	Off. Systems Tech./2	Nursing	Professional Secry./2	Microcomputer App.	Electronics	Off. Systems Speciali	Comp. Info. Systems	Electronics Tech.	Instrumentation Tech	Electrical Technology
	N. Harris Montgomery	N. Harris Montgomery	NE Texas	Odessa	Palo Alto	Paris	Paris	Ranger	San Antonio	San Antonio	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-No
TYPE OF PROG:A,B,C	C	B	B	B	B	A	B	B	C	B	B	C	C	C
Application form	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Prog. revision/justification	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Course revisions			X	X			X	X	X		X		X	X
Course descriptions	XP	X	X	XP	X	XP	XP	XP	X	XP			XP	XP
Current curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Proposed curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Advisory Board minutes	X	X	X	X	X		X	X		X	X	X	X	X
Addresses of AB					X						X	X	X	X
Course goals														
Course objectives	X	X			X				X			X		
Course competencies		X		X	X				X	X	X			
Articulation agreements				X	X	X	X	X		X			X	X
Workforce surveys	X	X						X				X		
Schematics														
SCANS				X	X				X	X	X		X	X
Internship agreement												X		
Course inventory														
Admission requirements														
Teacher requirements														
Timelines														
Admission application														

	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	West	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf
	Management Dev.(Re	Off. Admin.(Med. Off.	Office Admin.(Legal S	Off. Admin.(Exec. Se	Off. Admin.(Bilingual S	Off. Admin.(Info. Pro	Respiratory Therapist	Secretarial/Office Occ	Process Technology	Electronicss Tech.	Engin.Drafting Tech.	Management Dev.(Ma	Accounting	Management Dev.(Re	Off. Admin.(Med. Off.
	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	Ranger	San Jacinto-Cntrl	San Jacinto-No	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-Cntrl	San Jacinto-No	San Jacinto-No
TYPE OF PROG:A,B,C	B	AB	B	B	B	B	A	B	?	C	C	B	B	B	AB
Application form	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
Prog. revision/justification							X		X		X	X	X		
Course revisions							X				X	X	X		
Course descriptions							XP		XP		XP		XP		
Current curriculum							X		X		X	X	X		
Proposed curriculum							X		X		X	X	X		
Advisory Board minutes							X		X		X	X	X		
Addresses of AB							X		X			X	X		
Course goals															
Course objectives											X				
Course competencies							X					X	X		
Articulation agreements							X		X				X		
Workforce surveys															
Schematics															
SCANS												X	X		
Internship agreement															
Course inventory															
Admission requirements															
Teacher requirements															
Timelines															
Admission application															

	Deep East	Panhandle	Deep East	Capital	Capital	Capital	Capital	Capital	Coastal	Coastal	Coastal	Coastal	Coastal	Brazos	Brazos	Brazos	Brazos	Gulf	Gulf	West	Gulf	Gulf	Central	Central	Global	Global	Central	Central	North Cent
	Child & Family Dev.	Commercial Service T	Management Dev.	Electronic Tech.	Engin. Design Graphi	Printing & Desktop Pu	Marketing	Off. Systems Tech./2	Child Development	Drafting & Design Te	Accounting	Off.System Tech./Off.	General Bus. Tech.	Child Development	Accounting/2	Off. Tech.-Med./2	Med. Off. Mgt.	Engin. Graphics & De	Office Mgt. Tech.	Office & Comp. Tech.	Emerg. Med. Services	Office Administration	Early Childhood Profe	Office Management	Comp. Aided Drafting	Management Dev.	Word Processing Spe	Admin. Secretarial	Child Development
	Angelina	Amarillo	Angelina	Austin CC	Austin CC	Austin CC	Austin CC	Austin CC	Bee County	Bee County	Bee County	Bee County	Bee County	Blinn	Blinn	Blinn	Blinn	Brazosport	Brazosport	Cisco JC	College of the Mainla	College of the Mainla	Central Texas	Central Texas	Collin County	Collin County	Central Texas	Central Texas	DCCCD-Brookhaven
TYPE OF PROG:A,B,C	A?	?	B	C	C	?	B	B	A?	C	B	?	B	A	B	AB	AB	C	B	A	C	B	?	B	C?	B	B	B	A?
Application form	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203
Prog. revision/justification		X	X			X	X		X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X
Course revisions				X		X	X	X				X	X	X	X	X		X		X		X		X	X			X	X
Course descriptions				XCP	X	XP	XP	X	XP	XP		XP	XP	X	XP	X		XCP	XP		X	X	XP	XP		XCP	XP	X	X
Current curriculum		X	X	X		X	X	X	X	X	X					X							X	X	X	X	X	X	
Proposed curriculum		X	X	X	X	X	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X
Advisory Board minutes	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X
Addresses of AB																	X	X		X									X
Course goals								X																					
Course objectives		X	X		X			X					X	X	X			X			X		X			X			X
Course competencies	X																					X							X
Articulation agreements	X	X		X	X		X	X				X		X	X			X	X		X	X		X		X	X	X	
Workforce surveys									X							X		X	X										
Schematics																		X	X		X								X
SCANS				X	X																								
Internship agreement																													
Course inventory									X																				
Admission requirements																					X					X			
Teacher requirements																										X			
Timelines																													
Admission application																													

	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	South Plai	South Plai	South Plai	South Plai	South Plai	South Plai	South Plai	South Plai	South Plai	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	Gulf	Star	Star	Star	Panhandle	Panhandle
	Off. Admin.(Legal Se	Off. Admin.(Legal Se	Off. Admin.(Info. Proc	Accounting	Management Dev.(M	Engin. Drafting Tech.	Microcomputing	Drafting Technology	Health Info. Services	Med. Info. Assis./2	Legal Secretary	Administrative Secry.	Accounting Associate	Respiratory Care	Radiologic Technolog	Management Dev.(Re	Off. Admin.(Med. Off.	Off. Admin.(Legal Se	Off. Admin.(Exec. Se	Off. Admin.(Info. Proc	Accounting	Management Dev.(M	Engin. Drafting Tech.	Electronics Tech.	Management	Office Systems Tech.	Bus. Off. Occupations	Comp. Science Tech.	Electronics Tech.
	San Jacinto-No	San Jacinto-No	San Jacinto-No	San Jacinto-No	San Jacinto-No	San Jacinto-No	South Plains	South Plains	South Plains	South Plains	South Plains	South Plains	South Plains	South Plains	South Plains	San Jacinto-So	San Jacinto-So	San Jacinto-So	San Jacinto-So	San Jacinto-So	San Jacinto-So	San Jacinto-So	San Jacinto-So	San Jacinto-So	SW Texas	SW Texas	SW Texas	TSTC-Amarillo	TSTC-Amarillo
TYPE OF PROG:A,B,C	B	B	B	B	B	C	B	C	A	A	B	B	B	A	A	B	AB	B	B	B	B	B	C	C	B	B	B	C	C
Application form	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87
Prog. revision/justification						X	X	X	X																X	X	X	X	X
Course revisions						X	X		X																X	X	X		
Course descriptions						XP		X	XP																		X	X	X
Current curriculum						X	X	X	X																		X		
Proposed curriculum						X	X	X	X																X	X	X	X	X
Advisory Board minutes						X	X	X	X																		X	X	X
Addresses of AB						X	X		X																		X		
Course goals																											X		
Course objectives								X	X																		X	X	
Course competencies																											X		
Articulation agreements						X		X																			X	X	X
Workforce surveys																													
Schematics						X																							
SCANS						X		X																					
Internship agreement																													
Course inventory																													
Admission requirements																													
Teacher requirements																													
Timelines																													
Admission application																													
138																													

TYPE OF PROG:A,B,C	DCCCD-Brookhaven	Central Texas	DCCCD-Brookhaven	DCCCD-Cedar Valley	DCCCD-Cedar Valley	DCCCD-Eastfield	DCCCD-Eastfield	DCCCD-Eastfield	DCCCD-El Centro	DCCCD-El Centro	DCCCD-Mountain Vie	DCCCD-El Centro	DCCCD-Mountain Vie	DCCCD-North Lake	DCCCD-Richland	Del Mar	Del Mar	Del Mar	Del Mar	Del Mar	Del Mar	Del Mar	Del Mar	Del Mar	Frank Phillips
	B	B	B	B	B	C?	A?	B	A	A	C	B	B	B	B	?	C	B	B	B	AB	?	C	A	B	B
	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232
Application form									XP							XP													
Prog. revision/justification	X	X		X	X	X	X	X	X	X	X	X		X		X	X	X		X	X		X		X	X	X	X	X
Course revisions																								X	X	X	X	X	
Course descriptions		XP	X		X				XP	X	X					XP	X		X		XP			X	X	X	XP	XP
Current curriculum	X	X	X	X	X	X	X	X	X	X	X	X					X							X	X	X	X	X	X
Proposed curriculum	X	X	X	X	X	X	X	X	X	X		X				X	X	X	X	X	X			X	X	X	X	X	X
Advisory Board minutes	X		X	X	X			X	X	X		X				X	X		X	X	X			X	X	X		X	X
Addresses of AB			X		X												X		X	X	X					X		X	X
Course goals																													
Course objectives	X			X		X		X	X	X	X	X		X			X		X	X	X				X	X	X	X	
Course competencies	X		X	X	X			X		X	X	X				X					X				X				
Articulation agreements		X								X						X			X	X	X		X		X	X			
Workforce surveys						*				X										X									
Schematics	X		X	X	X	X		X	X	X	X	X																	
SCANS	X			X				X	X			X					X												
Internship agreement																													
Course inventory																													
Admission requirements										X																			
Teacher requirements																													
Timelines										X																			
Admission application										X																			

TYPE OF PROG:A,B,C	DCCCD-Brookhaven	Mgt. & Marketing	Marketing Careers/3	Off. Tech.: Admin. As	Marketing Careers/3	Electronic/Comp. Tec	Child Development	Off. Tech.: Admin. As	Surgical Tech. Option	Assoc. Degree Nursin	Electronics Tech.	Off. Tech.:Admin. Ass	Office Technology: Ad	Off. Tech.:Admin. Ass	Off. Tech.:Admin. Ass	Computer Tech.	Electronics/Instrumen	Electronics/Process T	Drafting Technology	Accounting/2	Professional Secry.	General Office/2	Professional Med. Se	Comp. Info. Systems	Drafting & Design Tec	Nursing AAS	Vocational Nursing C	Office Administration	Acct. Concentration
	B	B	B	B	B	C?	A?	B	A	A	C	B	B	B	B	?	C	C	C	B	B	B	AB	?	C	A	A	B	B
	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232
Application form									XP							XP													
Prog. revision/justification	X	X		X		X	X	X	X	X	X	X		X		X	X	X		X	X		X		X	X	X	X	X
Course revisions									X	X	X						X		X	X	X			X	X	X	X	X	
Course descriptions		XP	X		X				XP	X	X					XP	X		X		XP			X	X	X	XP	XP
Current curriculum	X	X	X	X	X	X		X	X	X	X	X					X							X	X	X	X	X	X
Proposed curriculum	X	X	X	X	X	X		X	X	X		X				X	X	X	X	X	X			X	X	X	X	X	X
Advisory Board minutes	X		X	X	X			X	X	X		X				X	X		X	X	X			X	X	X		X	X
Addresses of AB			X		X												X		X	X	X					X		X	X
Course goals																													
Course objectives	X			X		X		X	X	X	X	X		X			X		X	X	X				X	X	X	X	
Course competencies	X		X	X	X			X		X	X	X				X					X				X				
Articulation agreements		X								X						X			X	X	X		X		X	X			
Workforce surveys						*				X										X									
Schematics	X		X	X	X	X		X	X	X	X	X																	
SCANS	X			X				X	X			X					X												
Internship agreement																													
Course inventory																													
Admission requirements										X																			
Teacher requirements																													
Timelines										X																			
Admission application										X																			

TYPE OF PROG:A,B,C	C	C	C	C	C	C	B	?	A	A	A	A	A	A?	B	C	C	?	A	?C	C	C	B?	C	C	?
Application form	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116
Prog. revision/justification					X		X	X	X	X							X	X							X	X		X	X
Course revisions					X		X																			X			
Course descriptions					X		X										X	X						X	X	X			
Current curriculum							X											X							X		X	X	X
Proposed curriculum					X		X	X	X	X							X	X						X	X	X	X	X	X
Advisory Board minutes					X		X	X	X	X							X							X			X		X
Addresses of AB																													
Course goals							X																						
Course objectives							X										X							X					
Course competencies																								X					
Articulation agreements					X			X	X	X							X							X		X	X		
Workforce surveys																	X									X			
Schematics																										X			
SCANS																								X					
Internship agreement																													
Course inventory																													
Admission requirements																													
Teacher requirements																													
Timelines																													
Admission application																													
TSTC-Amarillo	Chemical Technology	TSTC-Amarillo	Laser Electro-Optics	TSTC Amarillo	Metrology Tech.	TSTC-Amarillo	Instrumentation Tech	TSTC-Amarillo	Drafting & Design Tec	TSTC-Amarillo	Machining Tech.	TSTC-Amarillo	Automated Off. Tech.	Tarrant-NE	Computer Science	Tarrant-NE	Dental Hygiene	Tarrant-NE	Business	Tarrant-NE	Med. Laboratory Tech	Tarrant-NE	Respiratory Therapy	Tarrant-NE	Radiologic Tech.	Tarrant-NE	Emerg. Med. Tech.	Tarrant-NE	Phy. Therapist Assis.	Tarrant-NE	Med. Record Tech.	TSTC-Harlingen	Info. Management Te	TSTC-Harlingen	Electronic Tech.	TSTC-Harlingen	Instrumentation Tech	TSTC-Harlingen	Automated Manufacti	TSTC-Harlingen	Comp. Maintenance T	TSTC-Harlingen	Biomed. Equip. Tech.	TSTC-Harlingen	Chem. Tech.	TSTC-Harlingen	Building Const. Tech.	TSTC-Harlingen	Drafting & Design Tec	TSTC-Harlingen	Automated Off. Tech.	Texarkana	Applied Science/Draft	Temple	Comp. Info. Systems	Temple	Comp. Info. Systems
Panhandle		Panhandle		Panhandle		Panhandle		Panhandle		Panhandle		Panhandle		North Cent		North Cent		North Cent		North Cent		North Cent		North Cent		North Cent		North Cent		North Cent		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Lower Rio		Central		Central

List of papers from the Coordinating Board 10/18/95

Brooke - cbdoc.xls

	Gulf	Texoma	Texoma	Texoma	Heart	Heart	Gulf	Gulf	Gulf	Gulf	Permian/C	Permian/C	Permian/C	Permian/C	East Texas	East Texas	East Texas	East Texas	East Texas	Gulf	Gulf								
	Nursing/2	Med. Lab. Tech.	Paramedicine/1	Asso. Degree Nursing	Drafting & Design Tec	Info. Processing	Comp. Sciences Tech	Electronic Engin. Tec	Drafting & Design Tec	Physical Therapist	Comp. Info. Systems	Health Info. AAS/2(M	Mgt. Dev. AAS	Secretarial Science A	Child Development	Drafting Design Tech.	Accounting	Office Administration	Computer Science	Criminal Justice/Corr	Aerospace								
	Galveston	Grayson County	Grayson county	Grayson County	Hill	Hill	Houston	Houston	Houston	Houston	Howard	Howard	Howard	Howard	Kilgore	Kilgore	Kilgore	Kilgore	Kilgore	Alvin	Alvin								
TYPE OF PROG:A,B,C	A	A	A	A	C	?	?	C	C	A	?	A	B	B?	A?	C	B	B	?	?	?C								
Application form	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261
Prog. revision/justification		X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X										
Course revisions		X			X			X	X	X	X	X	X	X	X	X			X										
Course descriptions	X	XCP		XCP		X	X	X	X	X	X	X	XP	XP	X	X			X	X	X								
Current curriculum	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X		X								
Proposed curriculum	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X								
Advisory Board minutes		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Addresses of AB					X		X								X					X									
Course goals	X														X														
Course objectives	X					X							X	X	X														
Course competencies					X	X	X	X	X	X	X	X	X		X					X									
Articulation agreements								X	X	X	X	X	X	X	Xp				X	X									
Workforce surveys							X*				X									X									
Schematics												X	X	X															
SCANS							X	X	X	X		X								X									
Internship agreement																													
Course inventory																													
Admission requirements																													
Teacher requirements																													
Timelines																													
Admission application																													

TYPE OF PROG:A,B,C	B	B	B	?	AB	A	C	C	?	C	?	B?	A	C	C	?	C	?C	B	B	?	C	?	C	C	C	C	?
	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145
Application form																													
Prog. revision/justification										X					X	X													
Course revisions										X					X													
Course descriptions										XP					X	XP													
Current curriculum										X					X	X													
Proposed curriculum										X					X	X													
Advisory Board minutes										X					X	X													
Addresses of AB															X	X													
Course goals																													
Course objectives										X					X	X													
Course competencies															X	X													
Articulation agreements															X														
Workforce surveys															X														
Schematics																													
SCANS																													
Internship agreement																													
Course inventory																													
Admission requirements																													
Teacher requirements																													
Timelines																													
Admission application																													

Temple	Off. Info. Systems	Central
Temple	General Off. Tech.	Central
Tarrant-NW	Business	North Cent
Tarrant-NW	Computer Science	North Cent
Temple	Med. Off. Info. Systen	Central
Temple	Med. Lab. Tech.	Central
Temple	Drafting & Design Gra	Central
Temple	Manufacturing Tech.	Central
Temple	Comp. Info. Systems(	Central
Vernon	Electronics	North Texa
Victoria	Microcomp. Tech.	Golden
Victoria	Off. Systems Tech.	Golden
Victoria	Asso. Degree Nursing	Golden
Victoria	Drafting Tech.	Golden
Victoria	Electronics/Instrumen	Golden
Victoria	Comp. Prog. Tech.	Golden
TSTC-Waco	Diesel Mechanics	Heart
TSTC-Waco	Instrumentation Tech	Heart
TSTC-Waco	Meat Proc. & Bus. Mg	Heart
Tarrant-SO	Marketing	North Cent
Tarrant-SO	Business Mgt	North Cent
Tarrant-SO	Automated Systems	North Cent
Tarrant-SO	Electronics Tech.	North Cent
TSTC-Sweetwater	Automated Off. Tech.	West
TSTC-Sweetwater	Drafting & Design Tec	West
TSTC-Sweetwater	Manufacturing Engin.	West
TSTC-Sweetwater	Air Cond. & Refrig. Te	West
TSTC-Sweetwater	Automation/Robotics	West
TSTC-Sweetwater	Telecommunications	West

List of papers from the Coordinating Board 10/18/95

Brooke - cbdoc.xls

APPENDIX J

MONOGRAPH: LETTER TO CONFERENCE PRESENTERS

May 30, 1996

Budde Rule
Tivy High School
1607 Sidney Baker
Kerrville, TX 78028

Dear Mr. Rule,

According to our Advisory Board, and our own observations, your presentation at the State Tech Prep conference was very well done. Congratulations on your hard work! We would like to invite you to put your presentation into an article-length paper, and submit it to us for possible publication in our 1996 SPECAP Monograph. We are looking for an article about 8-10 pages, double-spaced. We will be happy to retype or edit any submissions; we ask for a disk and a hard copy if possible.Otherwise, let us know what we can do to help.

The catch for this is that the article should be completed before the second week in June. We apologize for the rush, but hope that it does not dissuade your interest.

Sincerely,

Dr. Oliver Hensley

APPENDIX K

MONOGRAPH: LETTER TO CONSORTIA DIRECTORS

January 25, 1996

Mr. Gene Schatz
Whitney High School
Box 518
Whitney, TX 76692

Dear Mr. Schatz:

The Strategic Planning, Evaluation of Curriculum, and Assessment of Performance (SPECAP) Research Group at Texas Tech has noted that Tech Prep consortium directors in Texas are the architects of the future as they lead planning with schools and colleges, business and industry, and government agencies in their regions. To publicize this fact nationally, we would like to publish a monograph highlighting Tech Prep efforts in Texas.

In order to publish such a monograph promoting Tech Prep in Texas nationally, we need your help. As a major player in the Texas Tech Prep program, we believe that your expertise needs to be shared with others involved with Tech Prep programs around the country. We would like you to consider contributing an 8-10 page article (double-spaced) for this monograph detailing what you consider to be the most significant policies and practices that have contributed to your success.

We are prepared to provide you with typing, transcribing, and editing support in helping you to prepare your article describing your significant policies and practices. We have enclosed a form that we ask you to complete indicating your interest in contributing a article to the monograph, and a self-addressed envelope for your convenience in returning the form. Since we are under a tight timeline in publishing this monograph, we ask that you mail the form back to us no later than **February 5th**. Your article contribution for inclusion in the monograph will need to be sent to us no later than **February 23th** in order to meet our publishing deadline. If we can answer any questions about the monograph or our request for your participation, please feel free to contact us at the number above, or Ms. Bethany Rivers, the SPECAP staff member responsible for monograph preparation, at (806) 742-3124. We thank you for your continuing support of our efforts to promote your Tech Prep efforts in Texas.

Sincerely,

Dr. Ronald D. Opp
enclosures: (3)

Dr. Oliver D. Hensley

monltr.doc/c:\bcr - oh hddrv 8/5/96

I am Mr. Gene Schatz from Whitney High School, and I am responding to your request for an article about Tech Prep.

_____Yes, I will be able to help you by writing a article about _____
_____. Please keep in touch, and I will let you know if I have questions.

_____This is a great idea, but at the present moment, I feel that I cannot offer my services to you. I do however know of some people that might be able to contribute a chapter. Try contacting

_____ (name) OR	_____ (name)
_____ (position/co.)	_____ (position/co.)
_____ (street)	_____ (street)
_____ (city, zip)	_____ (city, zip)
( )_____ (phone)	( )_____ (phone)

Please return this by January 24th in the enclosed envelope, or to Dr. Oliver Hensley

College of Education
Texas Tech University
Box 41071
Lubbock, TX 79409-1071

Formatting information:

8-10 pages, double spaced, 12 point Times New Roman, with one-inch margins.

Please send your article in both hard copy and disk form, if possible.
The monograph will be done in a WORD 6.0 format, either IBM or Macintosh, so if possible, save your article as Word, or as an ASCII/all text file.

However, if needed, we would be happy to retype and/or edit any submissions.
If you have any questions, or if we can help in any way, please call Bethany Rivers 806/742-2916.

Please mail the final article by February 23rd, with disk, to :

Dr. Oliver Hensley
College of Education
Texas Tech University
Box 41071
Lubbock, TX 79409-1071

APPENDIX L

MONOGRAPH: ARTICLE REVIEW PROTOCOL

TEXAS TECH UNIVERSITY

SPECAP Box 41071, Lubbock, TX 79409-1071
(Strategic Planning, Curriculum Evaluation, Performance Assessment)
Dr. Ronald Opp, Dr. Oliver Hensley
(806) 742-2329, (806) 742-1959, FAX (806) 742-2179

May 15, 1996

Romona Vaughan
Director, North Texas Tech Prep
4105 Maplewood
Wichita Falls, TX 76308

Dear Romona,

Thank you very much for your submission to the 1996 SPECAP Monograph. We truly appreciate your time and effort. We would, however, like to ask you one more favor. Enclosed are two other articles submitted for publication. Can you take some time and evaluate them using our peer review checklist? We value your input, and believe this review process will strengthen the quality of the monograph. Thank you very much, and as always, if you have questions, please feel free to call Bethany at (806) 742-2916.

Sincerely,

Oliver D. Hensley

Dr. Oliver Hensley

PEER REVIEW GUIDELINES FOR ASSESSING ARTICLES FOR INCLUSION IN THE TECH PREP RESEARCH MONOGRAPHS

Author: _____

Title: _____

Consortium: _____

Author's Affiliation: Consortium Business/Industry Secondary Post Secondary Government Other:_____

☐ 1. To what extent does the article advance the Tech Prep philosophy?

☐ 2. To what extent does the article allow the reader to use the information to implement in their own program?

☐ 3. To what extent does the article include supporting data, documentation, or testimonials?

☐ 4. Is the article comprehensivein its description of the Tech Prep processes and activities?

☐ 5. Does the article make a substantial contribution to Tech Prep?

☐ 6. Is the article valuable to practitioners?

☐ 7. Does the article contribute the literature on Tech Prep?

☐ 8. Does the article effectively show what is happening in Texas?

☐ 9. To what extent does the article show organization and clarity of purpose?

☐ 10. Overall, should this article be included?

☐ Total Points (Not to exceed 100)
0----------10
No Points Maximum Points

Comments to support your ratings for inclusion or noninclusion of the article.

_____ Reviewer

July 23, 1996

Dear author:

At last! Enclosed is a galley proof of your article, as we have it ready for publication. It has been edited and peer reviewed, as you are aware, and possibly, multiple changes have been made. Please review your article carefully, to make sure that content has not been altered, and that you agree with those changes. In addition, we have enclosed an additional sheet of reviewer's comments and questions. Please look this over, and respond accordingly. When this has been done, Please mark the appropriate box and fax or mail this top sheet **within the next five days.** If you have made any corrections, please mark your article and return it as well.

☐ Yes, this article has my approval to be published in the SPECAP 1996 monograph as is.

☐ Yes, this article has my approval to be published in the SPECAP 1996 monograph, with changes as marked. (My galley proof has been returned to you to make corrections.)

If we do not receive this sheet back, we cannot publish your article.

With your permission, we reserve the right to make any minor editorial changes we deem necessary. Also, though we reserve the right to make additional copies to send out on request, you, as author, retain the copyright to publish, and distribute your article as you see fit. Please pay special attention to the address we have listed for you. It will be published in this format, so that if there are interested readers, they can contact you individually for further information. If there are any questions, please feel free to call Bethany at (806)742-1959.

This article will be published in a monograph entitled The Texas Tech Prep Consortia: Strategies for Advancing Technical Education, and distributed to the Texas Higher Education Coordinating Board, and each Texas Tech Prep consortium. In addition, each author will receive a copy, around September of this year. We have really enjoyed working with you. We thank you very much for all of your help producing this, and hope it is beyond your expectations.

Sincerely yours,

Oliver D. Hensley

APPENDIX M

QUESTIONNAIRE: DATA ANALYSIS

For IBM 9121-521 License Number 1272
This software is functional through August 31, 1996.

Try the new SPSS Release 4 features:

```
* LOGISTIC REGRESSION procedure          * CATEGORIES Option:
* EXAMINE procedure to explore data      *   conjoint analysis
* FLIP to transpose data files           *   correspondence analysis
* MATRIX Transformations Language        * New LISREL and PRELIS Options
* GRAPH interface to SPSS Graphics       *
```

See the new SPSS documentation for more information on these new features.

```
    1  0  FILE HANDLE TP96.DAT
    2  0  DATA LIST FILE=FILE1     RECORDS=2
    3  0    /1 RECID 1-4 CONSORT 5-6  CAREER 7-7  HSFAC 8-8 HSADMIN 9-9
    4  0    CCFAC 10-10  CCADMIN 11-11  BUSREP 12-12 LABORREP 13-13 GOVTREP 14-14
    5  0    OTHERREP 15-15  FUNDSTAK 16-16   YOURROLE 17-18   OFFCAMP 19-19
    6  0    CORRESP 20-20   TV 21-21   VIDEO 22-22   NETWORK 23-23
    7  0    INTERNET 24-24   OTHERMOD 25-25   NEEDS 26-26   JOBTASK 27-27
    8  0    DACUM 28-28   SUBJEXPT 29-29   CURREXPT 30-30   NEWCURR 31-31
    9  0    MODCURR 32-32   MERGE 33-33   CREATE 34-34   DESGN  35-35
   10  0    GRPMEET 36-36   EXISTING 37-37   HOWLONG 38-38   CURRDEV 39-39
   11  0    CURRWSHP 40-40   CURRCOMM 41-41 REVIEW 42-42 FACREV 43
   12  0    STDSREV 44   HSCREV 45   INDUSREV 46
   13  0    LABRREV 47   GOVTREV  48     OTHERREV 49
   14  0    NOREVIEW 50     TRIALRUN 51     FACTRIAL 52     STDTRIL  53
   15  0    CCTRIAL 54     BUSTRIAL 55     LBRTRIAL 56     GOVTRIAL 57
   16  0    EXPTRIAL 58      CLSTRIAL 59     STDTRIAL 60     FACINPUT 61
   17  0    STDINPUT 62     HSCINPUT 63    BUSINPUT 64    LBRINPUT 65
   18  0    GVTINPUT 66     OTHINPUT 67     FACAPPRL 68     STDAPPRL 69
   19  0    HSCAPPRL 70
   20  0    /2              BUSAPPRL 1      LBRAPPRL 2      GVTAPPRL 3
   21  0    OTHAPPRL 4      FACIMPRV 5      STDIMPRV 6      HSCIMPRV 7
   22  0    BUSIMPRV 8      LBRIMPRV 9      GVTIMPRV 10     OTHIMPRV 11
   23  0    CURRREV 12     CATALOG 13     NEWSTAFF 14     ADDCLASS 15
   24  0    ENROLLMT 16     FUNDS 17     STATEOK 18     ACCREDIT 19
   25  0    LICAPPRL 20    ARTICULA 21     OTHPERM 22     TPCONTIN 23
   26  0    EVALDEV 24     EVALWSHP 25     EVALCOMM 26     STOEVAL 27
   27  0    FACEVAL 28     EREVAL 29     HSSTDS 30     CCSTDS 31
   28  0    ARTICCC 32     ARTICUN 33     TRANSFR 34     LICRATE 35
   29  0    PLACEMT 36    OTHREFF 37    STAKHLDR 38    ANALYZNG 39
   30  0    DESIGN 40    REVIEWNG 41    TRYOUT  42    FEEDBACK 43
   31  0    IMPROVNG 44     CONTIUNG  45     ASSESSNG 46
   32  0  COMMENT COMPUTES AND RECODES GO HERE
```

This command will read 2 records from 'WYL.CR.RDO.TP96.DAT'

Variable	Rec	Start	End	Format
RECID	1	1	4	F4.0
CONSORT	1	5	6	F2.0
CAREER	1	7	7	F1.0
HSFAC	1	8	8	F1.0
HSADMIN	1	9	9	F1.0
CCFAC	1	10	10	F1.0
CCADMIN	1	11	11	F1.0
BUSREP	1	12	12	F1.0
LABORREP	1	13	13	F1.0
GOVTREP	1	14	14	F1.0
OTHERREP	1	15	15	F1.0
FUNDSTAK	1	16	16	F1.0
YOURROLE	1	17	18	F2.0
OFFCAMP	1	19	19	F1.0
CORRESP	1	20	20	F1.0
TV	1	21	21	F1.0
VIDEO	1	22	22	F1.0
NETWORK	1	23	23	F1.0
INTERNET	1	24	24	F1.0
OTHERMOD	1	25	25	F1.0
NEEDS	1	26	26	F1.0
JOBTASK	1	27	27	F1.0
DACUM	1	28	28	F1.0
SUBJEXPT	1	29	29	F1.0
CURREXPT	1	30	30	F1.0
NEWCURR	1	31	31	F1.0
MODCURR	1	32	32	F1.0
MERGE	1	33	33	F1.0
CREATE	1	34	34	F1.0
DESGN	1	35	35	F1.0
GRPMEET	1	36	36	F1.0
EXISTING	1	37	37	F1.0
HOWLONG	1	38	38	F1.0
CURRDEV	1	39	39	F1.0
CURRWSHP	1	40	40	F1.0
CURRCOMM	1	41	41	F1.0
REVIEW	1	42	42	F1.0
FACREV	1	43	43	F1.0
STDSREV	1	44	44	F1.0
HSCREV	1	45	45	F1.0
INDUSREV	1	46	46	F1.0
LABRREV	1	47	47	F1.0
GOVTREV	1	48	48	F1.0
OTHERREV	1	49	49	F1.0
NOREVIEW	1	50	50	F1.0
TRIALRUN	1	51	51	F1.0
FACTRIAL	1	52	52	F1.0
STDTRIL	1	53	53	F1.0
CCTRIAL	1	54	54	F1.0

BUSTRIAL	1	55	55	F1.0
LBRTRIAL	1	56	56	F1.0
GOVTRIAL	1	57	57	F1.0
EXPTRIAL	1	58	58	F1.0
CLSTRIAL	1	59	59	F1.0
STDTRIAL	1	60	60	F1.0
FACINPUT	1	61	61	F1.0
STDINPUT	1	62	62	F1.0
HSCINPUT	1	63	63	F1.0
BUSINPUT	1	64	64	F1.0
LBRINPUT	1	65	65	F1.0
GVTINPUT	1	66	66	F1.0
OTHINPUT	1	67	67	F1.0
FACAPPRL	1	68	68	F1.0
STDAPPRL	1	69	69	F1.0
HSCAPPRL	1	70	70	F1.0
BUSAPPRL	2	1	1	F1.0
LBRAPPRL	2	2	2	F1.0
GVTAPPRL	2	3	3	F1.0
OTHAPPRL	2	4	4	F1.0
FACIMPRV	2	5	5	F1.0
STDIMPRV	2	6	6	F1.0
HSCIMPRV	2	7	7	F1.0
BUSIMPRV	2	8	8	F1.0
LBRIMPRV	2	9	9	F1.0
GVTIMPRV	2	10	10	F1.0
OTHIMPRV	2	11	11	F1.0
CURRREV	2	12	12	F1.0
CATALOG	2	13	13	F1.0
NEWSTAFF	2	14	14	F1.0
ADDCLASS	2	15	15	F1.0
ENROLLMT	2	16	16	F1.0
FUNDS	2	17	17	F1.0
STATEOK	2	18	18	F1.0
ACCREDIT	2	19	19	F1.0
LICAPPRL	2	20	20	F1.0
ARTICULA	2	21	21	F1.0
OTHPERM	2	22	22	F1.0
TPCONTIN	2	23	23	F1.0
EVALDEV	2	24	24	F1.0
EVALWSHP	2	25	25	F1.0
EVALCOMM	2	26	26	F1.0
STDEVAL	2	27	27	F1.0
FACEVAL	2	28	28	F1.0
EREVAL	2	29	29	F1.0
HSSTDS	2	30	30	F1.0
CCSTDS	2	31	31	F1.0
ARTICCC	2	32	32	F1.0
ARTICUN	2	33	33	F1.0
TRANSFR	2	34	34	F1.0
LICRATE	2	35	35	F1.0
PLACEMT	2	36	36	F1.0
OTHREFF	2	37	37	F1.0
STAKHLDR	2	38	38	F1.0

```
ANALYZNG    2      39      39      F1.0
DESIGN      2      40      40      F1.0
REVIEWNG    2      41      41      F1.0
TRYOUT      2      42      42      F1.0
FEEDBACK    2      43      43      F1.0
IMPROVNG    2      44      44      F1.0
CONTIUNG    2      45      45      F1.0
ASSESSNG    2      46      46      F1.0

  33  0 VARIABLE LABELS
  34  0      RECID        'RECORD ID'
  35  0      CONSORT      'CONSORTIUM AFFILIATION'
  36  0      CAREER       'CAREER PATHWAY AFFILIATION'
  37  0      HSFAC        'HIGH SCHOOL FACULTY STAKEHLDR'
  38  0      HSADMIN      'HIGH SCHOOL ADMIN STAKEHLDR'
  39  0      CCFAC        'CC FACULTY STAKEHLDR'
  40  0      CCADMIN      'CC ADMIN STAKEHLDR'
  41  0      BUSREP       'BUSINESS/INDUSTRY REP STAKEHLDR'
  42  0      LABORREP     'LABOR REP STAKEHLDR'
  43  0      GOVTREP      'GOVERNMENT REP STAKEHLDR'
  44  0      OTHERREP     'OTHER REP STAKEHLDR'
  45  0      FUNDSTAK     'IMPORT FUNDS BRING STAKEHLDR TOGETHER'
  46  0      YOURROLE     'YOUR KEY ROLE IN DEV THE CURRIC'
  47  0      OFFCAMP      'OFF CAMPUS TEACH MODALITY'
  48  0      CORRESP      'CORRESPONDENCE MODALITY'
  49  0      TV           'TELEVISED COURSES MODALITY'
  50  0      VIDEO        'VIDEOTAPED COURSES MODALITY'
  51  0      NETWORK      'INTERACTIVE NETWORK COURSES MODALITY'
  52  0      INTERNET     'INTERNET COURSES MODALITY'
  53  0      OTHERMOD     'OTHER MODALITIES CONSIDERED'
  54  0      NEEDS        'NEEDS ASSESSMENT OPTION'
  55  0      JOBTASK      'JOB/TASK ANALYSIS OPTION'
  56  0      DACUM        'DACUM PROCESS OPTION'
  57  0      SUBJEXPT     'SUBJECT MATTER EXPERT OPTION'
  58  0      CURREXPT     'CURRIC DESIGN EXPERT OPTION'
  59  0      NEWCURR      'CREATION NEW CURRIC OPTION'
  60  0      MODCURR      'MOD OF EXISTING CURRIC OPTION'
  61  0      MERGE        'MERGING 2 OR MORE EXIST CURRIC OPTION'
  62  0      CREATE       'CREATED FROM SCRATCH?'
  63  0      DESGN        'HOW LONG TO DESIGN NEW CURRIC?'
  64  0      GRPMEET      'HOW OFT MEET AS GRP TO DESIGN CURRIC?'
  65  0      EXISTING     'IS THIS COPY OF EXISTING CURRIC?'
  66  0      HOWLONG      'HOW LONG TO MODIFY CURRIC?'
  67  0      CURRDEV      'COMPLETE COURSE ON CURR DEV'
  68  0      CURRWSHP     'ATTEND SRKSHP ON CURR DEV'
  69  0      CURRCOMM     'SERVE ON COMMITTEE FOR CURR DEV'
  70  0      REVIEW       'WAS CURR REVIEWED BEFORE IMPLEMENT?'
  71  0      FACREV       'PRG FACULTY REVIEW CURRIC'
  72  0      STDSREV      'PRG STUDENTS REVIEW CURRIC'
  73  0      HSCREV       'SCHOOL/COLLEGE REPS REVIEW CURRIC'
  74  0      INDUSREV     'BUSINESS/INDUSTRY REPS REVIEW CURRIC'
  75  0      LABRREV      'LABOR REPS REVIEW CURRIC'
  76  0      GOVTREV      'GOVERNMENTS REPS REVIEW CURRIC'
  77  0      OTHERREV     'OTHER EXPERTS REVIEW CURRIC'
```

78	0	NOREVIEW	'NUMBER INDIVID INVOLVED CURRIC REVIEW?'
79	0	TRIALRUN	'WAS THERE A TRIAL RUN?'
80	0	FACTRIAL	'PRG FACULTY WK ON TRIAL RUN'
81	0	STDTRIL	'PRG STDS WK ON TRIAL RUN'
82	0	CCTRIAL	'HS AND CC WK ON TRIAL RUN'
83	0	BUSTRIAL	'BUSINESS/INDUSTRY WK ON TRAIL RUN'
84	0	LBRTRIAL	'LABOR REPS WK ON TRIAL RUN'
85	0	GOVTRIAL	'GOVT REPS WK ON TRAIL RUN'
86	0	EXPTRIAL	'EXPERTS WK ON TRAIL RUN'
87	0	CLSTRIAL	'NUM COURSES IN TRIAL RUN'
88	0	STDTRIAL	'NUM STUDENTS IN TRIAL RUN'
89	0	FACINPUT	'PRG FAC PROVIDE FEEDBACK'
90	0	STDINPUT	'PRG STD PROVIDE FEEDBACK'
91	0	HSCINPUT	'SCHOOL/COLLEGE PROVIDE FEEDBACK'
92	0	BUSINPUT	'BUSINESS/INDUSTRY PROVIDE FEEDBACK'
93	0	LBRINPUT	'LABOR REPS PROVIDE INPUT'
94	0	GVTINPUT	'GOVT REPS PROVIDE FEEDBACK'
95	0	OTHINPUT	'EXPERTS PROVIDE FEEDBACK'
96	0	FACAPPRL	'PRG FAC HELP W APPROVAL'
97	0	STDAPPRL	'PRG STD HELP W APPROVAL'
98	0	HSCAPPRL	'SCHOOL/COLLEGE HELP W APPROVAL'
99	0	BUSAPPRL	'BUSINESS/INDUSTRY HELP W APPROVAL'
100	0	LBRAPPRL	'LABOR REPS HELP W APPROVAL'
101	0	GVTAPPRL	'GOVT REPS HELP W APPROVAL'
102	0	OTHAPPRL	'EXPERTS HELP W APPROVAL'
103	0	FACIMPRV	'PRG FAC HELP W IMPROVE'
104	0	STDIMPRV	'PRG STD HELP W IMPROVE'
105	0	HSCIMPRV	'SCHOOL/COLLEGE HELP W IMPROVE'
106	0	BUSIMPRV	'BUSINESS/INDUSTRY HELP W IMPROVE'
107	0	LBRIMPRV	'LABOR REPS HELP W IMPROVE'
108	0	GVTIMPRV	'GOVT REPS HELP W IMPROVE'
109	0	OTHIMPRV	'EXPERTS HELP W IMPROVE'
110	0	CURRREV	'HOW OFT REVIEW CURRIC?'
111	0	CATALOG	'INCLUSION IN COURSE CATALOG'
112	0	NEWSTAFF	'NEW STAFF ADDED'
113	0	ADDCLASS	'ADDITIONAL COURSE OFFERINGS'
114	0	ENROLLMT	'INCREASED ENROLLMENT'
115	0	FUNDS	'ADEQUATE/INCREASED FUNDING'
116	0	STATEOK	'STATE APPROVAL OF PROGRAM'
117	0	ACCREDIT	'ACCREDITATION OF PROGRAM'
118	0	LICAPPRL	'APPROVAL OF LICENSING AGENCY'
119	0	ARTICULA	'ARTICULATION AGREEMENTS'
120	0	OTHPERM	'OTHER INDICATORS PERMANENT'
121	0	TPCONTIN	'WLD PRG CONTINUE IF TP FUNDS GONE?'
122	0	EVALDEV	'COMPLETED CURRIC EVAL COURSE'
123	0	EVALWSHP	'ATTENDED PROF DEV WRKSHP FOR EVAL'
124	0	EVALCOMM	'SERVED ON CURR EVAL COMMITTEE'
125	0	STDEVAL	'STUDENT EVAL EFFECTIVENESS'
126	0	FACEVAL	'FACULTY EVAL EFFECTIVENESS'
127	0	EREVAL	'EMPLOYER EVAL EFFECTIVENESS'
128	0	HSSTDS	'HS STDS PARTICPATING FOR EFFECTIVENESS'
129	0	CCSTDS	'CC STDS PARTICPATING FOR EFFECTIVENESS'
130	0	ARTICCC	'ARTIC AGREE W CC SHOW EFFECTIVENESS'
131	0	ARTICUN	'ARTIC AGREE W UNI SHOW EFFECTIVENESS'

```
  132  0       TRANSFR        'PRG TRANSFER RATE SHOW EFFECTIVENESS'
  133  0       LICRATE        'LICENSURE RATE SHOW EFFECTIVENESS'
  134  0       PLACEMT        'JOB PLACEMENT RATE SHOW EFFECTIVENESS'
  135  0       OTHREFF        'OTHER SHOW EFFECTIVENESS'
  136  0       STAKHLDR       'POSITIONING THE STAKEHOLDERS'
  137  0       ANALYZNG       'ANALYZING CURRIC DEV OPTIONS'
  138  0       DESIGN         'DESIGNING THE CURRIC'
  139  0       REVIEWNG       'REVIEWING THE CURRIC'
  140  0       TRYOUT         'TRYING OUT THE CURRIC'
  141  0       FEEDBACK       'OBTAINING FEEDBACK ON THE CURRIC'
  142  0       IMPROVNG       'APPROVAL/IMPROVING THE CURRIC'
  143  0       CONTIUNG       'ENSURING CONTINUATION OF CURRIC'
  144  0       ASSESSNG       'ASSESSING THE EFFECTIVENESS OF CURRIC'
  145  0   VALUE LABELS
  146  0       CONSORT
  147  0         00 'NOT MARKED'  01 'ALAMO'  02 'BRAZOS VALLEY'
  148  0         03 'CAPITAL'  04 'CENTRAL TEXAS'  05 'COASTAL BEND'
  149  0         06 'CONCHO VALLEY'  07 'DEEP EAST TX' 08 'EAST TX'
  150  0         09 'GLOBAL EDGE'  10 'GOLDEN CRESCENT'  11 'GULF COAST'
  151  0         12 'HEART OF TX'  13 'LOWER RIO GRANDE'  14 'N CENTRAL TX'
  152  0         15 'NORTH TX'  16 'PANHANDLE'  17 'PERMIAN BASIN'
  153  0         18 'SOUTHEAST TX'  19 'SOUTH PLAINS'  20 'SOUTH TX'
  154  0         21 'STAR'  22 'TEXOMA'  23 'UPPER EAST TX'
  155  0         24 'UPPER RIO GRANDE'  25 'WEST CENTRAL TX'/
  156  0       CAREER
  157  0         0 'NOT MARKED FOR CAREER PATH AFFILIATION'
  158  0         1 'BUSINESS CAREER PATH AFFILIATION'
  159  0         2 'ENGINEERING TECH CAREER PATH AFFILIATION'
  160  0         3 'ALLIED HEALTH CAREER PATH AFFILIATION'
  161  0         4 'OTHER CAREER PATH AFFILIATION'/
  162  0       HSFAC TO OTHERREP
  163  0         0 'NOT MARKED STAKEHLDR GRP'
  164  0         1 'MARKED STAKEHLDR GRP'/
  165  0       FUNDSTAK
  166  0         0 'NOT MARKED FUNDS GET GRP TOGETHER'
  167  0         1 'EXTREMELY IMPORT FUNDS GET GRP TOGETHER'
  168  0         2 'SOMEWHAT IMPORT FUNDS GET GRP TOGETHER'
  169  0         3 'NOT IMPORT FUNDS TO GET GRP TOGETHER'/
  170  0       YOURROLE
  171  0         00 'NOT MARKED FOR YOUR KEY ROLE'
  172  0         01 'RESOURCE ACQUISTION AS KEY ROLE'
  173  0         02 'LEADERSHIP AS KEY ROLE'
  174  0         03 'POLITICAL FINESSE AS KEY ROLE'
  175  0         04 'CURRIC DEV AS KEY ROLE'
  176  0         05 'CURRIC IMPLEMENTATION AS KEY ROLE'
  177  0         06 'CURRIC EVAL AS KEY ROLE'
  178  0         07 'SUBJECT MATTER EXPERTISE AS KEY ROLE'
  179  0         08 'ADMINISTRATION AS KEY ROLE'
  180  0         09 'TEACHING AS KEY ROLE'
  181  0         10 'ACADEMIC ADVISING AS KEY ROLE'
  182  0         11 'OTHER AS KEY ROLE'/
  183  0       OFFCAMP TO OTHERMOD
  184  0         0 'NOT MARKED FOR MODALITY CONSIDERED'
  185  0         1 'MARKED FOR MODALITY CONSIDERED'/
```

```
  186  0      NEEDS TO MERGE
  187  0        0 'NOT MARKED AS OPTION CONSIDERED'
  188  0        1 'MARKED AS OPTION CONSIDERED'/
  189  0      CREATE
  190  0        0 'NOT MARKED AS CREATED FROM SCRATCH'
  191  0        1 'CREATED FROM SCRATCH(TO DESIGN AND GRPMEET)'
  192  0        2 'NOT CREATED FROM SCRATCH(TO EXISTING)'/
  193  0      DESGN
  194  0        0 'NOT MARKED FOR HOW LONG TO DESIGN'
  195  0        1 'LESS THAN 3 MONTHS TO DESIGN'
  196  0        2 '4 TO 6 MONTHS TO DESIGN'
  197  0        3 '7 TO 9 MONTHS TO DESIGN'
  198  0        4 '10 TO 12 MONTHS TO DESIGN'
  199  0        5 'OVER A YEAR TO DESIGN'/
  200  0      GRPMEET
  201  0        0 'NOT MARKED FOR HOW OFT GRP MEET TO DESIGN'
  202  0        1 'NEVER/0 GRP MEET TO DESIGN'
  203  0        2 'RARELY/1 TO 2 GRP MEET TO DESIGN'
  204  0        3 'OCCASIONALLY/3 TO 4 GRP MEET TO DESIGN'
  205  0        4 'FREQUENTLY/5 OR MORE GRP MEET TO DESIGN'/
  206  0      EXISTING
  207  0        0 'NOT MARKED IF EXISTING CURRIC'
  208  0        1 'YES EXISTING CURRIC (TO HOWLONG)'
  209  0        2 'NOT EXISTING CURRIC (TO CURRDEV THRU CURRCOMM)'/
  210  0      HOWLONG
  211  0        0 'NOT MARKED FOR HOW LONG TO MODIFY CURRIC'
  212  0        1 'LESS THAN 1 MONTH TO MODIFY CURRIC'
  213  0        2 '1 TO 2 MONTHS TO MODIFY CURRIC'
  214  0        3 '3 TO 4 MONTHS TO MODIFY CURRIC'
  215  0        4 '5 TO 6 MONTHS TO MODIFY CURRIC'
  216  0        5 'MORE THAN 6 MONTHS TO MODIFY CURRIC'/
  217  0      CURRDEV TO CURRCOMM
  218  0        0 'NOT MARKED FOR CURR DEV ACTIVITY'
  219  0        1 'MARKED FOR CURR DEV ACTIVITY'/
  220  0      REVIEW
  221  0        0 'NOT MARKED FOR REVIEW BEFORE IMPLEMENT'
  222  0        1 'YES REVIEWED BEFORE IMPLEMENT'
  223  0        2 'NOT REVIEWED BEFORE IMPLEMENT'/
  224  0      FACREV TO OTHERREV
  225  0        0 'NOT MARKED FOR INDIVID INVOLVED IN REVIEW'
  226  0        1 'MARKED FOR INDIVID INVOLVED IN REVIEW'/
  227  0      NOREVIEW
  228  0        0 'NOT MARKED NUM INDIVID DOING CURRIC REVIEW'
  229  0        1 '1 TO 5 IN GRP REVIEWING'
  230  0        2 '6 TO 10 IN GRP REVIEWING'
  231  0        3 '11 TO 15 IN GRP REVIEWING'
  232  0        4 '16 TO 20 IN GRP REVIEWING'
  233  0        5 'MORE THAN 20 IN GRP REVIEWING'/
  234  0      TRIALRUN
  235  0        0 'NOT MARKED FOR TRIAL RUN'
  236  0        1 'YES TRIAL RUN (TO FACTRIAL THRU STOTRIAL)'
  237  0        2 'NO TRIAL RUN (TO FACINPUT THRU OTHINPUT)'/
  238  0      FACTRIAL TO EXPTRIAL
  239  0        0 'NOT MARKED FOR WHO WORK ON TRIAL RUN'
```

```
  240  0        1 'MARKED FOR WHO WORK ON TRIAL RUN'/
  241  0      CLSTRIAL
  242  0        0 'NOT MARKED FOR NUM COURSES TRIAL RUN'
  243  0        1 '1 COURSE IN TRIAL RUN'
  244  0        2 '2 COURSES IN TRIAL RUN'
  245  0        3 '3 COURSES IN TRIAL RUN'
  246  0        4 '4 COURSES IN TRIAL RUN'
  247  0        5 '5 OR MORE COURSES IN TRIAL RUN'/
  248  0      STDTRIAL
  249  0        0 'NOT MARKED FOR NUM STD IN TRIAL RUN'
  250  0        1 '1 TO 25 STDS IN TRIAL RUN'
  251  0        2 '26 TO 50 STDS IN TRIAL RUN'
  252  0        3 '51 TO 75 STDS IN TRIAL RUN'
  253  0        4 '76 TO 100 STDS IN TRIAL RUN'
  254  0        5 'MORE THAN 100 STDS IN TRIAL RUN'/
  255  0      FACINPUT TO OTHINPUT
  256  0        0 'NOT MARKED FOR PROVIDE FEEDBACK'
  257  0        1 'MARKED THAT PROVIDED FEEDBACK'/
  258  0      FACAPPRL TO HSCAPPRL
  259  0        0 'NOT MARKED FOR HELP W APPROVAL'
  260  0        1 'MARKED FOR HELP W APPROVAL'/
  261  0      BUSAPPRL TO OTHAPPRL
  262  0        0 'NOT MARKED FOR HELP W APPROVAL'
  263  0        1 'MARKED FOR HELP W APPROVAL'/
  264  0      FACIMPRV TO OTHIMPRV
  265  0        0 'NOT MARKED FOR HELP W IMPROVEMENT'
  266  0        1 'MARKED FOR HELP W IMPROVEMENT'/
  267  0      CURRREV
  268  0        0 'NOT MARKED REVIEW CURRIC'
  269  0        1 'AS NEEDED REVIEW CURRIC'
  270  0        2 'EVERY YR REVIEW CURRIC'
  271  0        3 'EVERY 2 YR REVIEW CURRIC'
  272  0        4 'EVERY 3 YR REVIEW CURRIC'/
  273  0      CATALOG TO OTHPERM
  274  0        0 'NOT MARKED AS INDICATOR INSTLIZE'
  275  0        1 'MARKED AS INDICATOR INSTLIZE'/
  276  0      TPCONTIN
  277  0        0 'NOT MARKED PRG CONT W/O FUNDS'
  278  0        1 'STRONGLY AGREE WLD CONT IF FUNDS GONE'
  279  0        2 'AGREE WLD CONT IF FUNDS GONE'
  280  0        3 'DISAGREE WLD CONT IF FUNDS GONE'
  281  0        4 'STRONGLY DISAGREE WLD CONT IF FUNDS GONE'/
  282  0      EVALDEV TO EVALCOMM
  283  0        0 'NOT MARKED PARTIC IN CURR EVAL ACTIVITY'
  284  0        1 'MARKED PARTIC IN CURR EVAL ACTIVITY'/
  285  0      STDEVAL TO OTHREFF
  286  0        0 'NOT MARKED THAT ASSESSOR OF EFFECTIVENESS'
  287  0        1 'MARKED THAT ASSESSOR OF EFFECTIVENESS'/
  288  0      STAKHLDR TO ASSESSNG
  289  0        0 'NOT MARKED THAT THIS IS EXEMPLARY'
  290  0        1 'MARKED THAT THIS IS EXEMPLARY'/
  291  0  MISSING VALUES CONSORT  CAREER  FUNDSTAK  YOURROLE  CREATE
  292  0                DESGN  GRPMEET  EXISTING  HOWLONG  REVIEW
  293  0                NOREVIEW  TRIALRUN  CLSTRIAL  STDTRIAL
```

```
  294  0                CURRREV  TPCONTIN  (0)
  295  0  FREQUENCIES VARIABLES=ALL
  296  0    /STATISTICS=ALL
There are 2,057,080 bytes of memory available.
The largest contiguous area has 2,047,368 bytes.

Memory allows a total of 32,767 values accumulated across all variables.
There may be up to 8,192 value labels for each variable.
```

RECID RECORD ID

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	.3	.3	.3
	2	1	.3	.3	.7
	3	1	.3	.3	1.0
	4	1	.3	.3	1.4
	5	1	.3	.3	1.7
	6	1	.3	.3	2.1
	7	1	.3	.3	2.4
	8	1	.3	.3	2.7
	9	1	.3	.3	3.1
	10	1	.3	.3	3.4
	11	1	.3	.3	3.8
	12	1	.3	.3	4.1
	13	1	.3	.3	4.5
	14	1	.3	.3	4.8
	15	1	.3	.3	5.1
	16	1	.3	.3	5.5
	17	1	.3	.3	5.8
	18	1	.3	.3	6.2
	19	1	.3	.3	6.5
	20	1	.3	.3	6.8
	21	1	.3	.3	7.2
	22	1	.3	.3	7.5
	23	1	.3	.3	7.9
	24	1	.3	.3	8.2
	25	1	.3	.3	8.6
	26	1	.3	.3	8.9
	27	1	.3	.3	9.2
	28	1	.3	.3	9.6
	29	1	.3	.3	9.9
	30	1	.3	.3	10.3
	31	1	.3	.3	10.6
	32	1	.3	.3	11.0
	33	1	.3	.3	11.3
	34	1	.3	.3	11.6
	35	1	.3	.3	12.0
	36	1	.3	.3	12.3
	37	1	.3	.3	12.7
	38	1	.3	.3	13.0
	39	1	.3	.3	13.4
	40	1	.3	.3	13.7
	41	1	.3	.3	14.0
	42	1	.3	.3	14.4
	43	1	.3	.3	14.7
	44	1	.3	.3	15.1
	45	1	.3	.3	15.4
	46	1	.3	.3	15.8
	47	1	.3	.3	16.1

RECID	RECORD ID				
	48	1	.3	.3	16.4
	49	1	.3	.3	16.8
	50	1	.3	.3	17.1
	51	1	.3	.3	17.5
	52	1	.3	.3	17.8
	53	1	.3	.3	18.2
	54	1	.3	.3	18.5
	55	1	.3	.3	18.8
	56	1	.3	.3	19.2
	57	1	.3	.3	19.5
	58	1	.3	.3	19.9
	59	1	.3	.3	20.2
	60	1	.3	.3	20.5
	61	1	.3	.3	20.9
	62	1	.3	.3	21.2
	63	1	.3	.3	21.6
	64	1	.3	.3	21.9
	65	1	.3	.3	22.3
	66	1	.3	.3	22.6
	67	1	.3	.3	22.9
	68	1	.3	.3	23.3
	69	1	.3	.3	23.6
	70	1	.3	.3	24.0
	71	1	.3	.3	24.3
	72	1	.3	.3	24.7
	73	1	.3	.3	25.0
	74	1	.3	.3	25.3
	75	1	.3	.3	25.7
	76	1	.3	.3	26.0
	77	1	.3	.3	26.4
	78	1	.3	.3	26.7
	79	1	.3	.3	27.1
	80	1	.3	.3	27.4
	81	1	.3	.3	27.7
	82	1	.3	.3	28.1
	83	1	.3	.3	28.4
	84	1	.3	.3	28.8
	85	1	.3	.3	29.1
	86	1	.3	.3	29.5
	87	1	.3	.3	29.8
	88	1	.3	.3	30.1
	89	1	.3	.3	30.5
	90	1	.3	.3	30.8
	91	1	.3	.3	31.2
	92	1	.3	.3	31.5
	93	1	.3	.3	31.8
	94	1	.3	.3	32.2
	95	1	.3	.3	32.5
	96	1	.3	.3	32.9
	97	1	.3	.3	33.2
	98	1	.3	.3	33.6
	99	1	.3	.3	33.9
	100	1	.3	.3	34.2

RECID	RECORD ID				
	101	1	.3	.3	34.6
	102	1	.3	.3	34.9
	103	1	.3	.3	35.3
	104	1	.3	.3	35.6
	105	1	.3	.3	36.0
	106	1	.3	.3	36.3
	107	1	.3	.3	36.6
	108	1	.3	.3	37.0
	109	1	.3	.3	37.3
	110	1	.3	.3	37.7
	111	1	.3	.3	38.0
	112	1	.3	.3	38.4
	113	1	.3	.3	38.7
	114	1	.3	.3	39.0
	115	1	.3	.3	39.4
	116	1	.3	.3	39.7
	117	1	.3	.3	40.1
	118	1	.3	.3	40.4
	119	1	.3	.3	40.8
	120	1	.3	.3	41.1
	121	1	.3	.3	41.4
	122	1	.3	.3	41.8
	123	1	.3	.3	42.1
	124	1	.3	.3	42.5
	125	1	.3	.3	42.8
	126	1	.3	.3	43.2
	127	1	.3	.3	43.5
	128	1	.3	.3	43.8
	129	1	.3	.3	44.2
	130	1	.3	.3	44.5
	131	1	.3	.3	44.9
	132	1	.3	.3	45.2
	133	1	.3	.3	45.5
	134	1	.3	.3	45.9
	135	1	.3	.3	46.2
	136	1	.3	.3	46.6
	137	1	.3	.3	46.9
	138	1	.3	.3	47.3
	139	1	.3	.3	47.6
	140	1	.3	.3	47.9
	141	1	.3	.3	48.3
	142	1	.3	.3	48.6
	143	1	.3	.3	49.0
	144	1	.3	.3	49.3
	145	1	.3	.3	49.7
	146	1	.3	.3	50.0
	147	1	.3	.3	50.3
	148	1	.3	.3	50.7
	149	1	.3	.3	51.0
	150	1	.3	.3	51.4
	151	1	.3	.3	51.7
	152	1	.3	.3	52.1
	153	1	.3	.3	52.4

RECID	RECORD ID				
	154	1	.3	.3	52.7
	155	1	.3	.3	53.1
	156	1	.3	.3	53.4
	157	1	.3	.3	53.8
	158	1	.3	.3	54.1
	159	1	.3	.3	54.5
	160	1	.3	.3	54.8
	161	1	.3	.3	55.1
	162	1	.3	.3	55.5
	163	1	.3	.3	55.8
	164	1	.3	.3	56.2
	165	1	.3	.3	56.5
	166	1	.3	.3	56.8
	167	1	.3	.3	57.2
	168	1	.3	.3	57.5
	169	1	.3	.3	57.9
	170	1	.3	.3	58.2
	171	1	.3	.3	58.6
	172	1	.3	.3	58.9
	173	1	.3	.3	59.2
	174	1	.3	.3	59.6
	175	1	.3	.3	59.9
	176	1	.3	.3	60.3
	177	1	.3	.3	60.6
	178	1	.3	.3	61.0
	179	1	.3	.3	61.3
	180	1	.3	.3	61.6
	181	1	.3	.3	62.0
	182	1	.3	.3	62.3
	183	1	.3	.3	62.7
	184	1	.3	.3	63.0
	185	1	.3	.3	63.4
	186	1	.3	.3	63.7
	187	1	.3	.3	64.0
	188	1	.3	.3	64.4
	189	1	.3	.3	64.7
	190	1	.3	.3	65.1
	191	1	.3	.3	65.4
	192	1	.3	.3	65.8
	193	1	.3	.3	66.1
	194	1	.3	.3	66.4
	195	1	.3	.3	66.8
	196	1	.3	.3	67.1
	197	1	.3	.3	67.5
	198	1	.3	.3	67.8
	199	1	.3	.3	68.2
	200	1	.3	.3	68.5
	201	1	.3	.3	68.8
	202	1	.3	.3	69.2
	203	1	.3	.3	69.5
	204	1	.3	.3	69.9
	205	1	.3	.3	70.2
	206	1	.3	.3	70.5

RECID	RECORD ID				
	207	1	.3	.3	70.9
	208	1	.3	.3	71.2
	209	1	.3	.3	71.6
	210	1	.3	.3	71.9
	211	1	.3	.3	72.3
	212	1	.3	.3	72.6
	213	1	.3	.3	72.9
	214	1	.3	.3	73.3
	215	1	.3	.3	73.6
	216	1	.3	.3	74.0
	217	1	.3	.3	74.3
	218	1	.3	.3	74.7
	219	1	.3	.3	75.0
	220	1	.3	.3	75.3
	221	1	.3	.3	75.7
	222	1	.3	.3	76.0
	223	1	.3	.3	76.4
	224	1	.3	.3	76.7
	225	1	.3	.3	77.1
	226	1	.3	.3	77.4
	227	1	.3	.3	77.7
	228	1	.3	.3	78.1
	229	1	.3	.3	78.4
	230	1	.3	.3	78.8
	231	1	.3	.3	79.1
	232	1	.3	.3	79.5
	233	1	.3	.3	79.8
	234	1	.3	.3	80.1
	235	1	.3	.3	80.5
	236	1	.3	.3	80.8
	237	1	.3	.3	81.2
	238	1	.3	.3	81.5
	239	1	.3	.3	81.8
	240	1	.3	.3	82.2
	241	1	.3	.3	82.5
	242	1	.3	.3	82.9
	243	1	.3	.3	83.2
	244	1	.3	.3	83.6
	245	1	.3	.3	83.9
	246	1	.3	.3	84.2
	247	1	.3	.3	84.6
	248	1	.3	.3	84.9
	249	1	.3	.3	85.3
	250	1	.3	.3	85.6
	251	1	.3	.3	86.0
	252	1	.3	.3	86.3
	253	1	.3	.3	86.6
	254	1	.3	.3	87.0
	255	1	.3	.3	87.3
	256	1	.3	.3	87.7
	257	1	.3	.3	88.0
	258	1	.3	.3	88.4
	259	1	.3	.3	88.7

RECID RECORD ID

260	1	.3	.3	89.0
261	1	.3	.3	89.4
262	1	.3	.3	89.7
263	1	.3	.3	90.1
264	1	.3	.3	90.4
265	1	.3	.3	90.8
266	1	.3	.3	91.1
267	1	.3	.3	91.4
268	1	.3	.3	91.8
269	1	.3	.3	92.1
270	1	.3	.3	92.5
271	1	.3	.3	92.8
272	1	.3	.3	93.2
273	1	.3	.3	93.5
274	1	.3	.3	93.8
275	1	.3	.3	94.2
276	1	.3	.3	94.5
277	1	.3	.3	94.9
278	1	.3	.3	95.2
279	1	.3	.3	95.5
280	1	.3	.3	95.9
281	1	.3	.3	96.2
282	1	.3	.3	96.6
283	1	.3	.3	96.9
284	1	.3	.3	97.3
285	1	.3	.3	97.6
286	1	.3	.3	97.9
287	1	.3	.3	98.3
288	1	.3	.3	98.6
289	1	.3	.3	99.0
290	1	.3	.3	99.3
291	1	.3	.3	99.7
292	1	.3	.3	100.0
Total	292	100.0	100.0	

Mean	146.500	Std err	4.941	Median	146.500
Mode	1.000	Std dev	84.437	Variance	7129.667
Kurtosis	-1.200	S E Kurt	.284	Skewness	.000
S E Skew	.143	Range	291.000	Minimum	1.000
Maximum	292.000	Sum	42778.000		

Valid cases 292 Missing cases 0

CONSORT CONSORTIUM AFFILIATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ALAMO	1	1	.3	.4	.4
CENTRAL TEXAS	4	14	4.8	5.0	5.3
COASTAL BEND	5	15	5.1	5.3	10.6
CONCHO VALLEY	6	17	5.8	6.0	16.7
DEEP EAST TX	7	10	3.4	3.5	20.2
EAST TX	8	10	3.4	3.5	23.8
GLOBAL EDGE	9	1	.3	.4	24.1
GULF COAST	11	2	.7	.7	24.8
HEART OF TX	12	11	3.8	3.9	28.7
LOWER RIO GRANDE	13	9	3.1	3.2	31.9
N CENTRAL TX	14	49	16.8	17.4	49.3
NORTH TX	15	29	9.9	10.3	59.6
PANHANDLE	16	13	4.5	4.6	64.2
PERMIAN BASIN	17	14	4.8	5.0	69.1
SOUTHEAST TX	18	15	5.1	5.3	74.5
SOUTH PLAINS	19	4	1.4	1.4	75.9
SOUTH TX	20	15	5.1	5.3	81.2
STAR	21	5	1.7	1.8	83.0
UPPER EAST TX	23	14	4.8	5.0	87.9
UPPER RIO GRANDE	24	32	11.0	11.3	99.3
WEST CENTRAL TX	25	2	.7	.7	100.0
NOT MARKED	0	10	3.4	Missing	
	Total	292	100.0	100.0	

Mean	14.617	Std err	.366	Median	15.000
Mode	14.000	Std dev	6.147	Variance	37.789
Kurtosis	-.857	S E Kurt	.289	Skewness	-.149
S E Skew	.145	Range	24.000	Minimum	1.000
Maximum	25.000	Sum	4122.000		

Valid cases 282 Missing cases 10

CAREER CAREER PATHWAY AFFILIATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BUSINESS CAREER PATH	1	109	37.3	44.7	44.7
ENGINEERING TECH CAR	2	29	9.9	11.9	56.6
ALLIED HEALTH CAREER	3	55	18.8	22.5	79.1
OTHER CAREER PATH AF	4	51	17.5	20.9	100.0
NOT MARKED FOR CAREE	0	48	16.4	Missing	
	Total	292	100.0	100.0	

Mean	2.197	Std err	.078	Median	2.000
Mode	1.000	Std dev	1.215	Variance	1.476
Kurtosis	-1.515	S E Kurt	.310	Skewness	.325
S E Skew	.156	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	536.000		

Valid cases 244 Missing cases 48

- -

HSFAC HIGH SCHOOL FACULTY STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	201	68.8	68.8	68.8
MARKED STAKEHLDR GRP	1	91	31.2	31.2	100.0
	Total	292	100.0	100.0	

Mean	.312	Std err	.027	Median	.000
Mode	.000	Std dev	.464	Variance	.215
Kurtosis	-1.341	S E Kurt	.284	Skewness	.818
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	91.000		

Valid cases 292 Missing cases 0

HSADMIN HIGH SCHOOL ADMIN STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	201	68.8	68.8	68.8
MARKED STAKEHLDR GRP	1	91	31.2	31.2	100.0
	Total	292	100.0	100.0	

Mean	.312	Std err	.027	Median	.000
Mode	.000	Std dev	.464	Variance	.215
Kurtosis	-1.341	S E Kurt	.284	Skewness	.818
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	91.000		

Valid cases 292 Missing cases 0

- -

CCFAC CC FACULTY STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	235	80.5	80.5	80.5
MARKED STAKEHLDR GRP	1	57	19.5	19.5	100.0
	Total	292	100.0	100.0	

Mean	.195	Std err	.023	Median	.000
Mode	.000	Std dev	.397	Variance	.158
Kurtosis	.393	S E Kurt	.284	Skewness	1.546
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	57.000		

Valid cases 292 Missing cases 0

CCADMIN CC ADMIN STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	246	84.2	84.2	84.2
MARKED STAKEHLDR GRP	1	46	15.8	15.8	100.0
	Total	292	100.0	100.0	

Mean	.158	Std err	.021	Median	.000
Mode	.000	Std dev	.365	Variance	.133
Kurtosis	1.582	S E Kurt	.284	Skewness	1.890
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	46.000		

Valid cases 292 Missing cases 0

- -

BUSREP 8USINESS/INDUSTRY REP STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	271	92.8	92.8	92.8
MARKED STAKEHLDR GRP	1	21	7.2	7.2	100.0
	Total	292	100.0	100.0	

Mean	.072	Std err	.015	Median	.000
Mode	.000	Std dev	.259	Variance	.067
Kurtosis	9.159	S E Kurt	.284	Skewness	3.331
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	21.000		

Valid cases 292 Missing cases 0

LABORREP LABOR REP STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	289	99.0	99.0	99.0
MARKED STAKEHLDR GRP	1	3	1.0	1.0	100.0
	Total	292	100.0	100.0	

Mean	.010	Std err	.006	Median	.000
Mode	.000	Std dev	.101	Variance	.010
Kurtosis	93.965	S E Kurt	.284	Skewness	9.763
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	3.000		

Valid cases 292 Missing cases 0

- -

GOVTREP GOVERNMENT REP STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	285	97.6	97.6	97.6
MARKED STAKEHLDR GRP	1	7	2.4	2.4	100.0
	Total	292	100.0	100.0	

Mean	.024	Std err	.009	Median	.000
Mode	.000	Std dev	.153	Variance	.023
Kurtosis	37.397	S E Kurt	.284	Skewness	6.256
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	7.000		

Valid cases 292 Missing cases 0

OTHERREP OTHER REP STAKEHLDR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED STAKEHLDR	0	266	91.1	91.1	91.1
MARKED STAKEHLDR GRP	1	26	8.9	8.9	100.0
	Total	292	100.0	100.0	

Mean	.089	Std err	.017	Median	.000
Mode	.000	Std dev	.285	Variance	.081
Kurtosis	6.459	S E Kurt	.284	Skewness	2.901
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	26.000		

Valid cases 292 Missing cases 0

- -

FUNDSTAK IMPORT FUNDS BRING STAKEHLOR TOGETHER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
EXTREMELY IMPORT FUN	1	179	61.3	63.0	63.0
SOMEWHAT IMPORT FUND	2	76	26.0	26.8	89.8
NOT IMPORT FUNDS TO	3	29	9.9	10.2	100.0
NOT MARKED FUNDS GET	0	8	2.7	Missing	
	Total	292	100.0	100.0	

Mean	1.472	Std err	.040	Median	1.000
Mode	1.000	Std dev	.675	Variance	.455
Kurtosis	-.017	S E Kurt	.288	Skewness	1.112
S E Skew	.145	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	418.000		

Valid cases 284 Missing cases 8

YOURROLE YOUR KEY ROLE IN DEV THE CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
RESOURCE ACQUISTION	1	18	6.2	6.7	6.7
LEADERSHIP AS KEY RO	2	65	22.3	24.3	31.1
CURRIC DEV AS KEY RO	4	49	16.8	18.4	49.4
CURRIC IMPLEMENTATIO	5	15	5.1	5.6	55.1
CURRIC EVAL AS KEY R	6	5	1.7	1.9	56.9
SUBJECT MATTER EXPER	7	20	6.8	7.5	64.4
ADMINISTRATION AS KE	8	45	15.4	16.9	81.3
TEACHING AS KEY ROLE	9	33	11.3	12.4	93.6
ACADEMIC ADVISING AS	10	14	4.8	5.2	98.9
OTHER AS KEY ROLE	11	3	1.0	1.1	100.0
NOT MARKED FOR YOUR	0	25	8.6	Missing	
	Total	292	100.0	100.0	

Mean	5.315	Std err	.183	Median	5.000
Mode	2.000	Std dev	2.986	Variance	8.916
Kurtosis	-1.452	S E Kurt	.297	Skewness	.098
S E Skew	.149	Range	10.000	Minimum	1.000
Maximum	11.000	Sum	1419.000		

Valid cases 267 Missing cases 25

OFFCAMP OFF CAMPUS TEACH MODALITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	152	52.1	52.1	52.1
MARKED FOR MODALITY	1	140	47.9	47.9	100.0
	Total	292	100.0	100.0	

Mean	.479	Std err	.029	Median	.000
Mode	.000	Std dev	.500	Variance	.250
Kurtosis	-2.007	S E Kurt	.284	Skewness	.083
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	140.000		

Valid cases 292 Missing cases 0

CORRESP CORRESPONDENCE MODALITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	261	89.4	89.4	89.4
MARKED FOR MODALITY	1	31	10.6	10.6	100.0
	Total	292	100.0	100.0	

Mean	.106	Std err	.018	Median	.000
Mode	.000	Std dev	.309	Variance	.095
Kurtosis	4.638	S E Kurt	.284	Skewness	2.570
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	31.000		

Valid cases 292 Missing cases 0

- -

TV TELEVISED COURSES MODALITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	224	76.7	76.7	76.7
MARKED FOR MODALITY	1	68	23.3	23.3	100.0
	Total	292	100.0	100.0	

Mean	.233	Std err	.025	Median	.000
Mode	.000	Std dev	.423	Variance	.179
Kurtosis	-.388	S E Kurt	.284	Skewness	1.271
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	68.000		

Valid cases 292 Missing cases 0

VIDEO VIDEOTAPED COURSES MODALITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	234	80.1	80.1	80.1
MARKED FOR MODALITY	1	58	19.9	19.9	100.0
	Total	292	100.0	100.0	

Mean	.199	Std err	.023	Median	.000
Mode	.000	Std dev	.400	Variance	.160
Kurtosis	.308	S E Kurt	.284	Skewness	1.519
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	58.000		

Valid cases 292 Missing cases 0

- -

NETWORK INTERACTIVE NETWORK COURSES MODALITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	234	80.1	80.1	80.1
MARKED FOR MODALITY	1	58	19.9	19.9	100.0
	Total	292	100.0	100.0	

Mean	.199	Std err	.023	Median	.000
Mode	.000	Std dev	.400	Variance	.160
Kurtosis	.308	S E Kurt	.284	Skewness	1.519
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	58.000		

Valid cases 292 Missing cases 0

INTERNET INTERNET COURSES MODALITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	257	88.0	88.0	88.0
MARKED FOR MODALITY	1	35	12.0	12.0	100.0
	Total	292	100.0	100.0	

Mean	.120	Std err	.019	Median	.000
Mode	.000	Std dev	.325	Variance	.106
Kurtosis	3.560	S E Kurt	.284	Skewness	2.353
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	35.000		

Valid cases 292 Missing cases 0

- -

OTHERMOD OTHER MODALITIES CONSIDERED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR MODAL	0	272	93.2	93.2	93.2
MARKED FOR MODALITY	1	20	6.8	6.8	100.0
	Total	292	100.0	100.0	

Mean	.068	Std err	.015	Median	.000
Mode	.000	Std dev	.253	Variance	.064
Kurtosis	9.862	S E Kurt	.284	Skewness	3.434
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	20.000		

Valid cases 292 Missing cases 0

NEEDS NEEDS ASSESSMENT OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	137	46.9	46.9	46.9
MARKED AS OPTION CON	1	155	53.1	53.1	100.0
	Total	292	100.0	100.0	

Mean	.531	Std err	.029	Median	1.000
Mode	1.000	Std dev	.500	Variance	.250
Kurtosis	-1.998	S E Kurt	.284	Skewness	-.124
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	155.000		

Valid cases 292 Missing cases 0

- -

JOBTASK JOB/TASK ANALYSIS OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	176	60.3	60.3	60.3
MARKED AS OPTION CON	1	116	39.7	39.7	100.0
	Total	292	100.0	100.0	

Mean	.397	Std err	.029	Median	.000
Mode	.000	Std dev	.490	Variance	.240
Kurtosis	-1.834	S E Kurt	.284	Skewness	.422
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	116.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

OACUM OACUM PROCESS OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	232	79.5	79.5	79.5
MARKED AS OPTION CON	1	60	20.5	20.5	100.0
	Total	292	100.0	100.0	

Mean	.205	Std err	.024	Median	.000
Mode	.000	Std dev	.405	Variance	.164
Kurtosis	.148	S E Kurt	.284	Skewness	1.465
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	60.000		

Valid cases 292 Missing cases 0

- -

SUBJEXPT SUBJECT MATTER EXPERT OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	142	48.6	48.6	48.6
MARKED AS OPTION CON	1	150	51.4	51.4	100.0
	Total	292	100.0	100.0	

Mean	.514	Std err	.029	Median	1.000
Mode	1.000	Std dev	.501	Variance	.251
Kurtosis	-2.011	S E Kurt	.284	Skewness	-.055
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	150.000		

Valid cases 292 Missing cases 0

CURREXPT CURRIC DESIGN EXPERT OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	239	81.8	81.8	81.8
MARKED AS OPTION CON	1	53	18.2	18.2	100.0
	Total	292	100.0	100.0	

Mean	.182	Std err	.023	Median	.000
Mode	.000	Std dev	.386	Variance	.149
Kurtosis	.765	S E Kurt	.284	Skewness	1.661
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	53.000		

Valid cases 292 Missing cases 0

- -

NEWCURR CREATION NEW CURRIC OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	205	70.2	70.2	70.2
MARKED AS OPTION CON	1	87	29.8	29.8	100.0
	Total	292	100.0	100.0	

Mean	.298	Std err	.027	Median	.000
Mode	.000	Std dev	.458	Variance	.210
Kurtosis	-1.220	S E Kurt	.284	Skewness	.888
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	87.000		

Valid cases 292 Missing cases 0

MODCURR MOD OF EXISTING CURRIC OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	91	31.2	31.2	31.2
MARKED AS OPTION CON	1	201	68.8	68.8	100.0
	Total	292	100.0	100.0	

Mean	.688	Std err	.027	Median	1.000
Mode	1.000	Std dev	.464	Variance	.215
Kurtosis	-1.341	S E Kurt	.284	Skewness	-.818
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	201.000		

Valid cases 292 Missing cases 0

- -

MERGE MERGING 2 OR MORE EXIST CURRIC OPTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS OPTION	0	215	73.6	73.6	73.6
MARKED AS OPTION CON	1	77	26.4	26.4	100.0
	Total	292	100.0	100.0	

Mean	.264	Std err	.026	Median	.000
Mode	.000	Std dev	.441	Variance	.195
Kurtosis	-.844	S E Kurt	.284	Skewness	1.078
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	77.000		

Valid cases 292 Missing cases 0

CREATE CREATED FROM SCRATCH?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
CREATED FROM SCRATCH	1	98	33.6	35.1	35.1
NOT CREATED FROM SCR	2	181	62.0	64.9	100.0
NOT MARKED AS CREATE	0	13	4.5	Missing	
	Total	292	100.0	100.0	

Mean	1.649	Std err	.029	Median	2.000
Mode	2.000	Std dev	.478	Variance	.229
Kurtosis	-1.619	S E Kurt	.291	Skewness	-.627
S E Skew	.146	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	460.000		

Valid cases 279 Missing cases 13

- -

DESGN HOW LONG TO DESIGN NEW CURRIC?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LESS THAN 3 MONTHS T	1	23	7.9	18.9	18.9
4 TO 6 MONTHS TO DES	2	32	11.0	26.2	45.1
7 TO 9 MONTHS TO DES	3	14	4.8	11.5	56.6
10 TO 12 MONTHS TO D	4	19	6.5	15.6	72.1
OVER A YEAR TO DESIG	5	34	11.6	27.9	100.0
NOT MARKED FOR HOW L	0	170	58.2	Missing	
	Total	292	100.0	100.0	

Mean	3.074	Std err	.137	Median	3.000
Mode	5.000	Std dev	1.517	Variance	2.300
Kurtosis	-1.517	S E Kurt	.435	Skewness	.032
S E Skew	.219	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	375.000		

Valid cases 122 Missing cases 170

GRPMEET HOW OFT MEET AS GRP TO DESIGN CURRIC?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEVER/0 GRP MEET TO	1	11	3.8	8.7	8.7
RARELY/1 TO 2 GRP ME	2	21	7.2	16.7	25.4
OCCASIONALLY/3 TO 4	3	53	18.2	42.1	67.5
FREQUENTLY/5 OR MORE	4	41	14.0	32.5	100.0
NOT MARKED FOR HOW O	0	166	56.8	Missing	
	Total	292	100.0	100.0	

Mean	2.984	Std err	.082	Median	3.000
Mode	3.000	Std dev	.921	Variance	.848
Kurtosis	-.342	S E Kurt	.428	Skewness	-.656
S E Skew	.216	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	376.000		

Valid cases 126 Missing cases 166

- -

EXISTING IS THIS COPY OF EXISTING CURRIC?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES EXISTING CURRIC	1	210	71.9	77.8	77.8
NOT EXISTING CURRIC	2	60	20.5	22.2	100.0
NOT MARKED IF EXISTI	0	22	7.5	Missing	
	Total	292	100.0	100.0	

Mean	1.222	Std err	.025	Median	1.000
Mode	1.000	Std dev	.417	Variance	.173
Kurtosis	-.196	S E Kurt	.295	Skewness	1.344
S E Skew	.148	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	330.000		

Valid cases 270 Missing cases 22

HOWLONG HOW LONG TO MODIFY CURRIC?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LESS THAN 1 MONTH TO	1	30	10.3	14.3	14.3
1 TO 2 MONTHS TO MOD	2	27	9.2	12.9	27.1
3 TO 4 MONTHS TO MOD	3	49	16.8	23.3	50.5
5 TO 6 MONTHS TO MOD	4	35	12.0	16.7	67.1
MORE THAN 6 MONTHS T	5	69	23.6	32.9	100.0
NOT MARKED FOR HOW L	0	82	28.1	Missing	
	Total	292	100.0	100.0	

Mean	3.410	Std err	.098	Median	3.000
Mode	5.000	Std dev	1.422	Variance	2.023
Kurtosis	-1.160	S E Kurt	.334	Skewness	-.359
S E Skew	.168	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	716.000		

Valid cases 210 Missing cases 82

- -

CURRDEV COMPLETE COURSE ON CURR DEV

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR CURR	0	186	63.7	63.7	63.7
MARKED FOR CURR DEV	1	106	36.3	36.3	100.0
	Total	292	100.0	100.0	

Mean	.363	Std err	.028	Median	.000
Mode	.000	Std dev	.482	Variance	.232
Kurtosis	-1.684	S E Kurt	.284	Skewness	.573
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	106.000		

Valid cases 292 Missing cases 0

CURRWSHP ATTEND SRKSHP ON CURR DEV

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR CURR	0	111	38.0	38.0	38.0
MARKED FOR CURR DEV	1	181	62.0	62.0	100.0
	Total	292	100.0	100.0	

Mean	.620	Std err	.028	Median	1.000
Mode	1.000	Std dev	.486	Variance	.236
Kurtosis	-1.766	S E Kurt	.284	Skewness	-.496
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	181.000		

Valid cases 292 Missing cases 0

- -

CURRCOMM SERVE ON COMMITTEE FOR CURR DEV

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR CURR	0	134	45.9	45.9	45.9
MARKED FOR CURR DEV	1	158	54.1	54.1	100.0
	Total	292	100.0	100.0	

Mean	.541	Std err	.029	Median	1.000
Mode	1.000	Std dev	.499	Variance	.249
Kurtosis	-1.986	S E Kurt	.284	Skewness	-.166
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	158.000		

Valid cases 292 Missing cases 0

REVIEW WAS CURR REVIEWED BEFORE IMPLEMENT?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES REVIEWED BEFORE	1	197	67.5	72.2	72.2
NOT REVIEWED BEFORE	2	76	26.0	27.8	100.0
NOT MARKED FOR REVIE	0	19	6.5	Missing	
	Total	292	100.0	100.0	

Mean	1.278	Std err	.027	Median	1.000
Mode	1.000	Std dev	.449	Variance	.202
Kurtosis	-1.019	S E Kurt	.294	Skewness	.994
S E Skew	.147	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	349.000		

Valid cases 273 Missing cases 19

- -

FACREV PRG FACULTY REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	122	41.8	41.8	41.8
MARKED FOR INDIVID I	1	170	58.2	58.2	100.0
	Total	292	100.0	100.0	

Mean	.582	Std err	.029	Median	1.000
Mode	1.000	Std dev	.494	Variance	.244
Kurtosis	-1.901	S E Kurt	.284	Skewness	-.335
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	170.000		

Valid cases 292 Missing cases 0

STOSREV PRG STUDENTS REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	272	93.2	93.2	93.2
MARKED FOR INDIVIO I	1	20	6.8	6.8	100.0
	Total	292	100.0	100.0	

Mean	.068	Std err	.015	Median	.000
Mode	.000	Std dev	.253	Variance	.064
Kurtosis	9.862	S E Kurt	.284	Skewness	3.434
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	20.000		

Valid cases 292 Missing cases 0

- -

HSCREV SCHOOL/COLLEGE REPS REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	128	43.8	43.8	43.8
MARKED FOR INDIVIO I	1	164	56.2	56.2	100.0
	Total	292	100.0	100.0	

Mean	.562	Std err	.029	Median	1.000
Mode	1.000	Std dev	.497	Variance	.247
Kurtosis	-1.951	S E Kurt	.284	Skewness	-.250
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	164.000		

Valid cases 292 Missing cases 0

INDUSREV BUSINESS/INDUSTRY REPS REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	162	55.5	55.5	55.5
MARKED FOR INDIVID I	1	130	44.5	44.5	100.0
	Total	292	100.0	100.0	

Mean	.445	Std err	.029	Median	.000
Mode	.000	Std dev	.498	Variance	.248
Kurtosis	-1.964	S E Kurt	.284	Skewness	.222
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	130.000		

Valid cases 292 Missing cases 0

- -

LABRREV LABOR REPS REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	275	94.2	94.2	94.2
MARKED FOR INDIVID I	1	17	5.8	5.8	100.0
	Total	292	100.0	100.0	

Mean	.058	Std err	.014	Median	.000
Mode	.000	Std dev	.235	Variance	.055
Kurtosis	12.471	S E Kurt	.284	Skewness	3.793
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	17.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

GOVTREV GOVERNMENTS REPS REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	265	90.8	90.8	90.8
MARKED FOR INDIVID I	1	27	9.2	9.2	100.0
	Total	292	100.0	100.0	

Mean	.092	Std err	.017	Median	.000
Mode	.000	Std dev	.290	Variance	.084
Kurtosis	6.040	S E Kurt	.284	Skewness	2.828
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	27.000		

Valid cases 292 Missing cases 0

- -

OTHERREV OTHER EXPERTS REVIEW CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR INDIV	0	275	94.2	94.2	94.2
MARKED FOR INDIVID I	1	17	5.8	5.8	100.0
	Total	292	100.0	100.0	

Mean	.058	Std err	.014	Median	.000
Mode	.000	Std dev	.235	Variance	.055
Kurtosis	12.471	S E Kurt	.284	Skewness	3.793
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	17.000		

Valid cases 292 Missing cases 0

NOREVIEW NUMBER INDIVID INVOLVED CURRIC REVIEW?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1 TO 5 IN GRP REVIEW	1	72	24.7	34.4	34.4
6 TO 10 IN GRP REVIE	2	48	16.4	23.0	57.4
11 TO 15 IN GRP REVI	3	38	13.0	18.2	75.6
16 TO 20 IN GRP REVI	4	23	7.9	11.0	86.6
MORE THAN 20 IN GRP	5	28	9.6	13.4	100.0
NOT MARKED NUM INDIV	0	83	28.4	Missing	
	Total	292	100.0	100.0	

Mean	2.459	Std err	.097	Median	2.000
Mode	1.000	Std dev	1.404	Variance	1.971
Kurtosis	-.969	S E Kurt	.335	Skewness	.563
S E Skew	.168	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	514.000		

Valid cases 209 Missing cases 83

- -

TRIALRUN WAS THERE A TRIAL RUN?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES TRIAL RUN (TO FA	1	29	9.9	10.7	10.7
NO TRIAL RUN (TO FAC	2	243	83.2	89.3	100.0
NOT MARKED FOR TRIAL	0	20	6.8	Missing	
	Total	292	100.0	100.0	

Mean	1.893	Std err	.019	Median	2.000
Mode	2.000	Std dev	.309	Variance	.096
Kurtosis	4.605	S E Kurt	.294	Skewness	-2.563
S E Skew	.148	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	515.000		

Valid cases 272 Missing cases 20

FACTRIAL PRG FACULTY WK ON TRIAL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	260	89.0	89.0	89.0
MARKED FOR WHO WORK	1	32	11.0	11.0	100.0
	Total	292	100.0	100.0	

Mean	.110	Std err	.018	Median	.000
Mode	.000	Std dev	.313	Variance	.098
Kurtosis	4.343	S E Kurt	.284	Skewness	2.513
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	32.000		

Valid cases 292 Missing cases 0

- -

STDTRIL PRG STDS WK ON TRIAL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	269	92.1	92.1	92.1
MARKED FOR WHO WORK	1	23	7.9	7.9	100.0
	Total	292	100.0	100.0	

Mean	.079	Std err	.016	Median	.000
Mode	.000	Std dev	.270	Variance	.073
Kurtosis	7.937	S E Kurt	.284	Skewness	3.144
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	23.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

CCTRIAL HS AND CC WK ON TRIAL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	276	94.5	94.5	94.5
MARKED FOR WHO WORK	1	16	5.5	5.5	100.0
	Total	292	100.0	100.0	

Mean	.055	Std err	.013	Median	.000
Mode	.000	Std dev	.228	Variance	.052
Kurtosis	13.560	S E Kurt	.284	Skewness	3.933
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	16.000		

Valid cases 292 Missing cases 0

- -

BUSTRIAL BUSINESS/INDUSTRY WK ON TRAIL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	282	96.6	96.6	96.6
MARKED FOR WHO WORK	1	10	3.4	3.4	100.0
	Total	292	100.0	100.0	

Mean	.034	Std err	.011	Median	.000
Mode	.000	Std dev	.182	Variance	.033
Kurtosis	24.676	S E Kurt	.284	Skewness	5.149
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	10.000		

Valid cases 292 Missing cases 0

LBRTRIAL LABOR REPS WK ON TRIAL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	285	97.6	97.6	97.6
MARKED FOR WHO WORK	1	7	2.4	2.4	100.0
	Total	292	100.0	100.0	

Mean	.024	Std err	.009	Median	.000
Mode	.000	Std dev	.153	Variance	.023
Kurtosis	37.397	S E Kurt	.284	Skewness	6.256
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	7.000		

Valid cases 292 Missing cases 0

- -

GOVTRIAL GOVT REPS WK ON TRAIL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	291	99.7	99.7	99.7
MARKED FOR WHO WORK	1	1	.3	.3	100.0
	Total	292	100.0	100.0	

Mean	.003	Std err	.003	Median	.000
Mode	.000	Std dev	.059	Variance	.003
Kurtosis	292.000	S E Kurt	.284	Skewness	17.088
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	1.000		

Valid cases 292 Missing cases 0

EXPTRIAL EXPERTS WK ON TRAIL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR WHO W	0	292	100.0	100.0	100.0
	Total	292	100.0	100.0	

Mean	.000	Std err	.000	Median	.000
Mode	.000	Std dev	.000	Variance	.000
Range	.000	Minimum	.000	Maximum	.000
Sum	.000				

Valid cases 292 Missing cases 0

- -

CLSTRIAL NUM COURSES IN TRIAL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1 COURSE IN TRIAL RU	1	16	5.5	39.0	39.0
2 COURSES IN TRIAL R	2	6	2.1	14.6	53.7
3 COURSES IN TRIAL R	3	9	3.1	22.0	75.6
4 COURSES IN TRIAL R	4	5	1.7	12.2	87.8
5 OR MORE COURSES IN	5	5	1.7	12.2	100.0
NOT MARKED FOR NUM C	0	251	86.0	Missing	
	Total	292	100.0	100.0	

Mean	2.439	Std err	.224	Median	2.000
Mode	1.000	Std dev	1.433	Variance	2.052
Kurtosis	-1.070	S E Kurt	.724	Skewness	.504
S E Skew	.369	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	100.000		

Valid cases 41 Missing cases 251

STOTRIAL NUM STUDENTS IN TRIAL RUN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1 TO 25 STDS IN TRIA	1	25	8.6	56.8	56.8
26 TO 50 STDS IN TRI	2	10	3.4	22.7	79.5
51 TO 75 STDS IN TRI	3	3	1.0	6.8	86.4
76 TO 100 STDS IN TR	4	1	.3	2.3	88.6
MORE THAN 100 STDS I	5	5	1.7	11.4	100.0
NOT MARKED FOR NUM S	0	248	84.9	Missing	
	Total	292	100.0	100.0	

Mean	1.886	Std err	.201	Median	1.000
Mode	1.000	Std dev	1.333	Variance	1.777
Kurtosis	1.095	S E Kurt	.702	Skewness	1.513
S E Skew	.357	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	83.000		

Valid cases 44 Missing cases 248

- -

FACINPUT PRG FAC PROVIDE FEEDBACK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	74	25.3	25.3	25.3
MARKED THAT PROVIDED	1	218	74.7	74.7	100.0
	Total	292	100.0	100.0	

Mean	.747	Std err	.025	Median	1.000
Mode	1.000	Std dev	.436	Variance	.190
Kurtosis	-.706	S E Kurt	.284	Skewness	-1.140
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	218.000		

Valid cases 292 Missing cases 0

STOINPUT PRG STO PROVIDE FEEDBACK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	157	53.8	53.8	53.8
MARKED THAT PROVIDED	1	135	46.2	46.2	100.0
	Total	292	100.0	100.0	

Mean	.462	Std err	.029	Median	.000
Mode	.000	Std dev	.499	Variance	.249
Kurtosis	-1.991	S E Kurt	.284	Skewness	.152
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	135.000		

Valid cases 292 Missing cases 0

- -

HSCINPUT SCHOOL/COLLEGE PROVIDE FEEDBACK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	98	33.6	33.6	33.6
MARKED THAT PROVIDED	1	194	66.4	66.4	100.0
	Total	292	100.0	100.0	

Mean	.664	Std err	.028	Median	1.000
Mode	1.000	Std dev	.473	Variance	.224
Kurtosis	-1.521	S E Kurt	.284	Skewness	-.700
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	194.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

BUSINPUT BUSINESS/INDUSTRY PROVIDE FEEDBACK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	160	54.8	54.8	54.8
MARKED THAT PROVIDED	1	132	45.2	45.2	100.0
	Total	292	100.0	100.0	

Mean	.452	Std err	.029	Median	.000
Mode	.000	Std dev	.499	Variance	.249
Kurtosis	-1.976	S E Kurt	.284	Skewness	.194
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	132.000		

Valid cases 292 Missing cases 0

- -

LBRINPUT LABOR REPS PROVIDE INPUT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	275	94.2	94.2	94.2
MARKED THAT PROVIDED	1	17	5.8	5.8	100.0
	Total	292	100.0	100.0	

Mean	.058	Std err	.014	Median	.000
Mode	.000	Std dev	.235	Variance	.055
Kurtosis	12.471	S E Kurt	.284	Skewness	3.793
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	17.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

GVTINPUT GOVT REPS PROVIDE FEEDBACK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	265	90.8	90.8	90.8
MARKED THAT PROVIDED	1	27	9.2	9.2	100.0
	Total	292	100.0	100.0	

Mean	.092	Std err	.017	Median	.000
Mode	.000	Std dev	.290	Variance	.084
Kurtosis	6.040	S E Kurt	.284	Skewness	2.828
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	27.000		

Valid cases 292 Missing cases 0

- -

OTHINPUT EXPERTS PROVIOE FEEDBACK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR PROVI	0	273	93.5	93.5	93.5
MARKED THAT PROVIDED	1	19	6.5	6.5	100.0
	Total	292	100.0	100.0	

Mean	.065	Std err	.014	Median	.000
Mode	.000	Std dev	.247	Variance	.061
Kurtosis	10.640	S E Kurt	.284	Skewness	3.545
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	19.000		

Valid cases 292 Missing cases 0

FACAPPRL PRG FAC HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	127	43.5	43.5	43.5
MARKED FOR HELP W AP	1	165	56.5	56.5	100.0
	Total	292	100.0	100.0	

Mean	.565	Std err	.029	Median	1.000
Mode	1.000	Std dev	.497	Variance	.247
Kurtosis	-1.944	S E Kurt	.284	Skewness	-.264
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	165.000		

Valid cases 292 Missing cases 0

- -

STDAPPRL PRG STD HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	277	94.9	94.9	94.9
MARKED FOR HELP W AP	1	15	5.1	5.1	100.0
	Total	292	100.0	100.0	

Mean	.051	Std err	.013	Median	.000
Mode	.000	Std dev	.221	Variance	.049
Kurtosis	14.793	S E Kurt	.284	Skewness	4.086
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	15.000		

Valid cases 292 Missing cases 0

HSCAPPRL SCHOOL/COLLEGE HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	67	22.9	22.9	22.9
MARKED FOR HELP W AP	1	225	77.1	77.1	100.0
	Total	292	100.0	100.0	

Mean	.771	Std err	.025	Median	1.000
Mode	1.000	Std dev	.421	Variance	.177
Kurtosis	-.329	S E Kurt	.284	Skewness	-1.294
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	225.000		

Valid cases 292 Missing cases 0

- -

BUSAPPRL BUSINESS/INDUSTRY HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	209	71.6	71.6	71.6
MARKED FOR HELP W AP	1	83	28.4	28.4	100.0
	Total	292	100.0	100.0	

Mean	.284	Std err	.026	Median	.000
Mode	.000	Std dev	.452	Variance	.204
Kurtosis	-1.083	S E Kurt	.284	Skewness	.962
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	83.000		

Valid cases 292 Missing cases 0

LBRAPPRL LABOR REPS HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	275	94.2	94.2	94.2
MARKED FOR HELP W AP	1	17	5.8	5.8	100.0
	Total	292	100.0	100.0	

Mean	.058	Std err	.014	Median	.000
Mode	.000	Std dev	.235	Variance	.055
Kurtosis	12.471	S E Kurt	.284	Skewness	3.793
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	17.000		

Valid cases 292 Missing cases 0

- -

GVTAPPRL GOVT REPS HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	259	88.7	88.7	88.7
MARKED FOR HELP W AP	1	33	11.3	11.3	100.0
	Total	292	100.0	100.0	

Mean	.113	Std err	.019	Median	.000
Mode	.000	Std dev	.317	Variance	.101
Kurtosis	4.066	S E Kurt	.284	Skewness	2.457
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	33.000		

Valid cases 292 Missing cases 0

OTHAPPRL EXPERTS HELP W APPROVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	269	92.1	92.1	92.1
MARKED FOR HELP W AP	1	23	7.9	7.9	100.0
	Total	292	100.0	100.0	

Mean	.079	Std err	.016	Median	.000
Mode	.000	Std dev	.270	Variance	.073
Kurtosis	7.937	S E Kurt	.284	Skewness	3.144
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	23.000		

Valid cases 292 Missing cases 0

- -

FACIMPRV PRG FAC HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	60	20.5	20.5	20.5
MARKED FOR HELP W IM	1	232	79.5	79.5	100.0
	Total	292	100.0	100.0	

Mean	.795	Std err	.024	Median	1.000
Mode	1.000	Std dev	.405	Variance	.164
Kurtosis	.148	S E Kurt	.284	Skewness	-1.465
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	232.000		

Valid cases 292 Missing cases 0

STDIMPRV PRG STD HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	187	64.0	64.0	64.0
MARKED FOR HELP W IM	1	105	36.0	36.0	100.0
	Total	292	100.0	100.0	

Mean	.360	Std err	.028	Median	.000
Mode	.000	Std dev	.481	Variance	.231
Kurtosis	-1.665	S E Kurt	.284	Skewness	.588
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	105.000		

Valid cases 292 Missing cases 0

- -

HSCIMPRV SCHOOL/COLLEGE HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	68	23.3	23.3	23.3
MARKED FOR HELP W IM	1	224	76.7	76.7	100.0
	Total	292	100.0	100.0	

Mean	.767	Std err	.025	Median	1.000
Mode	1.000	Std dev	.423	Variance	.179
Kurtosis	-.388	S E Kurt	.284	Skewness	-1.271
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	224.000		

Valid cases 292 Missing cases 0

BUSIMPRV BUSINESS/INDUSTRY HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	139	47.6	47.6	47.6
MARKED FOR HELP W IM	1	153	52.4	52.4	100.0
	Total	292	100.0	100.0	

Mean	.524	Std err	.029	Median	1.000
Mode	1.000	Std dev	.500	Variance	.250
Kurtosis	-2.004	S E Kurt	.284	Skewness	-.096
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	153.000		

Valid cases 292 Missing cases 0

- -

LBRIMPRV LABOR REPS HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	259	88.7	88.7	88.7
MARKED FOR HELP W IM	1	33	11.3	11.3	100.0
	Total	292	100.0	100.0	

Mean	.113	Std err	.019	Median	.000
Mode	.000	Std dev	.317	Variance	.101
Kurtosis	4.066	S E Kurt	.284	Skewness	2.457
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	33.000		

Valid cases 292 Missing cases 0

GVTIMPRV GOVT REPS HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	256	87.7	87.7	87.7
MARKED FOR HELP W IM	1	36	12.3	12.3	100.0
	Total	292	100.0	100.0	

Mean	.123	Std err	.019	Median	.000
Mode	.000	Std dev	.329	Variance	.108
Kurtosis	3.329	S E Kurt	.284	Skewness	2.304
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	36.000		

Valid cases 292 Missing cases 0

- -

OTHIMPRV EXPERTS HELP W IMPROVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED FOR HELP	0	282	96.6	96.6	96.6
MARKED FOR HELP W IM	1	9	3.1	3.1	99.7
	2	1	.3	.3	100.0
	Total	292	100.0	100.0	

Mean	.038	Std err	.012	Median	.000
Mode	.000	Std dev	.208	Variance	.043
Kurtosis	39.254	S E Kurt	.284	Skewness	5.987
S E Skew	.143	Range	2.000	Minimum	.000
Maximum	2.000	Sum	11.000		

Valid cases 292 Missing cases 0

CURRREV HOW OFT REVIEW CURRIC?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
AS NEEDED REVIEW CUR	1	167	57.2	61.6	61.6
EVERY YR REVIEW CURR	2	96	32.9	35.4	97.0
EVERY 2 YR REVIEW CU	3	5	1.7	1.8	98.9
EVERY 3 YR REVIEW CU	4	3	1.0	1.1	100.0
NOT MARKED REVIEW CU	0	21	7.2	Missing	
	Total	292	100.0	100.0	

Mean	1.424	Std err	.036	Median	1.000
Mode	1.000	Std dev	.591	Variance	.349
Kurtosis	2.529	S E Kurt	.295	Skewness	1.383
S E Skew	.148	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	386.000		

Valid cases 271 Missing cases 21

- -

CATALOG INCLUSION IN COURSE CATALOG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	120	41.1	41.1	41.1
MARKED AS INDICATOR	1	172	58.9	58.9	100.0
	Total	292	100.0	100.0	

Mean	.589	Std err	.029	Median	1.000
Mode	1.000	Std dev	.493	Variance	.243
Kurtosis	-1.881	S E Kurt	.284	Skewness	-.364
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	172.000		

Valid cases 292 Missing cases 0

NEWSTAFF NEW STAFF ADDED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	240	82.2	82.2	82.2
MARKED AS INDICATOR	1	52	17.8	17.8	100.0
	Total	292	100.0	100.0	

Mean	.178	Std err	.022	Median	.000
Mode	.000	Std dev	.383	Variance	.147
Kurtosis	.867	S E Kurt	.284	Skewness	1.692
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	52.000		

Valid cases 292 Missing cases 0

- -

ADDCLASS ADDITIONAL COURSE OFFERINGS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	169	57.9	57.9	57.9
MARKED AS INDICATOR	1	123	42.1	42.1	100.0
	Total	292	100.0	100.0	

Mean	.421	Std err	.029	Median	.000
Mode	.000	Std dev	.495	Variance	.245
Kurtosis	-1.910	S E Kurt	.284	Skewness	.321
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	123.000		

Valid cases 292 Missing cases 0

ENROLLMT INCREASED ENROLLMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	173	59.2	59.2	59.2
MARKED AS INDICATOR	1	119	40.8	40.8	100.0
	Total	292	100.0	100.0	

Mean	.408	Std err	.029	Median	.000
Mode	.000	Std dev	.492	Variance	.242
Kurtosis	-1.870	S E Kurt	.284	Skewness	.378
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	119.000		

Valid cases 292 Missing cases 0

- -

FUNDS ADEQUATE/INCREASED FUNDING

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	248	84.9	84.9	84.9
MARKED AS INDICATOR	1	44	15.1	15.1	100.0
	Total	292	100.0	100.0	

Mean	.151	Std err	.021	Median	.000
Mode	.000	Std dev	.358	Variance	.128
Kurtosis	1.866	S E Kurt	.284	Skewness	1.963
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	44.000		

Valid cases 292 Missing cases 0

STATEOK STATE APPROVAL OF PROGRAM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	139	47.6	47.6	47.6
MARKED AS INDICATOR	1	153	52.4	52.4	100.0
	Total	292	100.0	100.0	

Mean	.524	Std err	.029	Median	1.000
Mode	1.000	Std dev	.500	Variance	.250
Kurtosis	-2.004	S E Kurt	.284	Skewness	-.096
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	153.000		

Valid cases 292 Missing cases 0

- -

ACCREDIT ACCREDITATION OF PROGRAM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	232	79.5	79.5	79.5
MARKED AS INDICATOR	1	60	20.5	20.5	100.0
	Total	292	100.0	100.0	

Mean	.205	Std err	.024	Median	.000
Mode	.000	Std dev	.405	Variance	.164
Kurtosis	.148	S E Kurt	.284	Skewness	1.465
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	60.000		

Valid cases 292 Missing cases 0

LICAPPRL APPROVAL OF LICENSING AGENCY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	265	90.8	90.8	90.8
MARKED AS INDICATOR	1	27	9.2	9.2	100.0
	Total	292	100.0	100.0	

Mean	.092	Std err	.017	Median	.000
Mode	.000	Std dev	.290	Variance	.084
Kurtosis	6.040	S E Kurt	.284	Skewness	2.828
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	27.000		

Valid cases 292 Missing cases 0

- -

ARTICULA ARTICULATION AGREEMENTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	95	32.5	32.5	32.5
MARKED AS INDICATOR	1	197	67.5	67.5	100.0
	Total	292	100.0	100.0	

Mean	.675	Std err	.027	Median	1.000
Mode	1.000	Std dev	.469	Variance	.220
Kurtosis	-1.448	S E Kurt	.284	Skewness	-.749
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	197.000		

Valid cases 292 Missing cases 0

OTHPERM OTHER INDICATORS PERMANENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED AS INDICA	0	281	96.2	96.2	96.2
MARKED AS INDICATOR	1	9	3.1	3.1	99.3
	2	1	.3	.3	99.7
	3	1	.3	.3	100.0
	Total	292	100.0	100.0	

Mean	.048	Std err	.016	Median	.000
Mode	.000	Std dev	.271	Variance	.073
Kurtosis	60.872	S E Kurt	.284	Skewness	7.132
S E Skew	.143	Range	3.000	Minimum	.000
Maximum	3.000	Sum	14.000		

Valid cases 292 Missing cases 0

- -

TPCONTIN WLD PRG CONTINUE IF TP FUNDS GONE?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY AGREE WLD C	1	67	22.9	24.8	24.8
AGREE WLD CONT IF FU	2	125	42.8	46.3	71.1
OISAGREE WLO CONT IF	3	59	20.2	21.9	93.0
STRONGLY OISAGREE WL	4	19	6.5	7.0	100.0
NOT MARKED PRG CONT	0	22	7.5	Missing	
	Total	292	100.0	100.0	

Mean	2.111	Std err	.052	Median	2.000
Mode	2.000	Std dev	.859	Variance	.739
Kurtosis	-.380	S E Kurt	.295	Skewness	.457
S E Skew	.148	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	570.000		

Valid cases 270 Missing cases 22

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

EVALDEV COMPLETED CURRIC EVAL COURSE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED PARTIC IN	0	197	67.5	67.5	67.5
MARKED PARTIC IN CUR	1	95	32.5	32.5	100.0
	Total	292	100.0	100.0	

Mean	.325	Std err	.027	Median	.000
Mode	.000	Std dev	.469	Variance	.220
Kurtosis	-1.448	S E Kurt	.284	Skewness	.749
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	95.000		

Valid cases 292 Missing cases 0

- -

EVALWSHP ATTENDED PROF DEV WRKSHP FOR EVAL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED PARTIC IN	0	128	43.8	43.8	43.8
MARKED PARTIC IN CUR	1	164	56.2	56.2	100.0
	Total	292	100.0	100.0	

Mean	.562	Std err	.029	Median	1.000
Mode	1.000	Std dev	.497	Variance	.247
Kurtosis	-1.951	S E Kurt	.284	Skewness	-.250
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	164.000		

Valid cases 292 Missing cases 0

FACEVAL FACULTY EVAL EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	126	43.2	43.2	43.2
MARKED THAT ASSESSOR	1	166	56.8	56.8	100.0
	Total	292	100.0	100.0	

Mean	.568	Std err	.029	Median	1.000
Mode	1.000	Std dev	.496	Variance	.246
Kurtosis	-1.936	S E Kurt	.284	Skewness	-.278
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	166.000		

Valid cases 292 Missing cases 0

- -

EREVAL EMPLOYER EVAL EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	174	59.6	59.6	59.6
MARKED THAT ASSESSOR	1	118	40.4	40.4	100.0
	Total	292	100.0	100.0	

Mean	.404	Std err	.029	Median	.000
Mode	.000	Std dev	.492	Variance	.242
Kurtosis	-1.858	S E Kurt	.284	Skewness	.393
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	118.000		

Valid cases 292 Missing cases 0

FACEVAL FACULTY EVAL EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	126	43.2	43.2	43.2
MARKED THAT ASSESSOR	1	166	56.8	56.8	100.0
	Total	292	100.0	100.0	

Mean	.568	Std err	.029	Median	1.000
Mode	1.000	Std dev	.496	Variance	.246
Kurtosis	-1.936	S E Kurt	.284	Skewness	-.278
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	166.000		

Valid cases 292 Missing cases 0

- -

EREVAL EMPLOYER EVAL EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	174	59.6	59.6	59.6
MARKED THAT ASSESSOR	1	118	40.4	40.4	100.0
	Total	292	100.0	100.0	

Mean	.404	Std err	.029	Median	.000
Mode	.000	Std dev	.492	Variance	.242
Kurtosis	-1.858	S E Kurt	.284	Skewness	.393
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	118.000		

Valid cases 292 Missing cases 0

HSSTOS HS STDS PARTICPATING FOR EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	117	40.1	40.1	40.1
MARKED THAT ASSESSOR	1	175	59.9	59.9	100.0
	Total	292	100.0	100.0	

Mean	.599	Std err	.029	Median	1.000
Mode	1.000	Std dev	.491	Variance	.241
Kurtosis	-1.847	S E Kurt	.284	Skewness	-.407
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	175.000		

Valid cases 292 Missing cases 0

- -

CCSTOS CC STDS PARTICPATING FOR EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	196	67.1	67.1	67.1
MARKED THAT ASSESSOR	1	96	32.9	32.9	100.0
	Total	292	100.0	100.0	

Mean	.329	Std err	.028	Median	.000
Mode	.000	Std dev	.471	Variance	.221
Kurtosis	-1.473	S E Kurt	.284	Skewness	.733
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	96.000		

Valid cases 292 Missing cases 0

ARTICCC ARTIC AGREE W CC SHOW EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	151	51.7	51.7	51.7
MARKED THAT ASSESSOR	1	141	48.3	48.3	100.0
	Total	292	100.0	100.0	

Mean	.483	Std err	.029	Median	.000
Mode	.000	Std dev	.501	Variance	.251
Kurtosis	-2.009	S E Kurt	.284	Skewness	.069
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	141.000		

Valid cases 292 Missing cases 0

- -

ARTICUN ARTIC AGREE W UNI SHOW EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	256	87.7	87.7	87.7
MARKED THAT ASSESSOR	1	36	12.3	12.3	100.0
	Total	292	100.0	100.0	

Mean	.123	Std err	.019	Median	.000
Mode	.000	Std dev	.329	Variance	.108
Kurtosis	3.329	S E Kurt	.284	Skewness	2.304
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	36.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

TRANSFR PRG TRANSFER RATE SHOW EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	251	86.0	86.0	86.0
MARKED THAT ASSESSOR	1	41	14.0	14.0	100.0
	Total	292	100.0	100.0	

Mean	.140	Std err	.020	Median	.000
Mode	.000	Std dev	.348	Variance	.121
Kurtosis	2.346	S E Kurt	.284	Skewness	2.081
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	41.000		

Valid cases 292 Missing cases 0

- -

LICRATE LICENSURE RATE SHOW EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	259	88.7	88.7	88.7
MARKED THAT ASSESSOR	1	33	11.3	11.3	100.0
	Total	292	100.0	100.0	

Mean	.113	Std err	.019	Median	.000
Mode	.000	Std dev	.317	Variance	.101
Kurtosis	4.066	S E Kurt	.284	Skewness	2.457
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	33.000		

Valid cases 292 Missing cases 0

PLACEMT JOB PLACEMENT RATE SHOW EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	200	68.5	68.5	68.5
MARKED THAT ASSESSOR	1	92	31.5	31.5	100.0
	Total	292	100.0	100.0	

Mean	.315	Std err	.027	Median	.000
Mode	.000	Std dev	.465	Variance	.217
Kurtosis	-1.369	S E Kurt	.284	Skewness	.800
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	92.000		

Valid cases 292 Missing cases 0

- -

OTHREFF OTHER SHOW EFFECTIVENESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT ASSE	0	282	96.6	96.6	96.6
MARKED THAT ASSESSOR	1	10	3.4	3.4	100.0
	Total	292	100.0	100.0	

Mean	.034	Std err	.011	Median	.000
Mode	.000	Std dev	.182	Variance	.033
Kurtosis	24.676	S E Kurt	.284	Skewness	5.149
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	10.000		

Valid cases 292 Missing cases 0

STAKHLDR POSITIONING THE STAKEHOLDERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	244	83.6	83.6	83.6
MARKED THAT THIS IS	1	48	16.4	16.4	100.0
	Total	292	100.0	100.0	

Mean	.164	Std err	.022	Median	.000
Mode	.000	Std dev	.371	Variance	.138
Kurtosis	1.323	S E Kurt	.284	Skewness	1.820
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	48.000		

Valid cases 292 Missing cases 0

- -

ANALYZNG ANALYZING CURRIC DEV OPTIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	230	78.8	78.8	78.8
MARKED THAT THIS IS	1	62	21.2	21.2	100.0
	Total	292	100.0	100.0	

Mean	.212	Std err	.024	Median	.000
Mode	.000	Std dev	.410	Variance	.168
Kurtosis	.000	S E Kurt	.284	Skewness	1.414
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	62.000		

Valid cases 292 Missing cases 0

DESIGN DESIGNING THE CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	180	61.6	61.6	61.6
MARKED THAT THIS IS	1	112	38.4	38.4	100.0
	Total	292	100.0	100.0	

Mean	.384	Std err	.029	Median	.000
Mode	.000	Std dev	.487	Variance	.237
Kurtosis	-1.780	S E Kurt	.284	Skewness	.481
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	112.000		

Valid cases 292 Missing cases 0

- -

REVIEWNG REVIEWING THE CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	192	65.8	65.8	65.8
MARKED THAT THIS IS	1	100	34.2	34.2	100.0
	Total	292	100.0	100.0	

Mean	.342	Std err	.028	Median	.000
Mode	.000	Std dev	.475	Variance	.226
Kurtosis	-1.565	S E Kurt	.284	Skewness	.667
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	100.000		

Valid cases 292 Missing cases 0

TRYOUT TRYING OUT THE CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	215	73.6	73.6	73.6
MARKED THAT THIS IS	1	77	26.4	26.4	100.0
	Total	292	100.0	100.0	

Mean	.264	Std err	.026	Median	.000
Mode	.000	Std dev	.441	Variance	.195
Kurtosis	-.844	S E Kurt	.284	Skewness	1.078
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	77.000		

Valid cases 292 Missing cases 0

- -

FEEDBACK OBTAINING FEEDBACK ON THE CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	204	69.9	69.9	69.9
MARKED THAT THIS IS	1	88	30.1	30.1	100.0
	Total	292	100.0	100.0	

Mean	.301	Std err	.027	Median	.000
Mode	.000	Std dev	.460	Variance	.211
Kurtosis	-1.251	S E Kurt	.284	Skewness	.870
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	88.000		

Valid cases 292 Missing cases 0

IMPROVNG APPROVAL/IMPROVING THE CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	176	60.3	60.3	60.3
MARKED THAT THIS IS	1	116	39.7	39.7	100.0
	Total	292	100.0	100.0	

Mean	.397	Std err	.029	Median	.000
Mode	.000	Std dev	.490	Variance	.240
Kurtosis	-1.834	S E Kurt	.284	Skewness	.422
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	116.000		

Valid cases 292 Missing cases 0

- -

CONTIUNG ENSURING CONTINUATION OF CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	214	73.3	73.3	73.3
MARKED THAT THIS IS	1	78	26.7	26.7	100.0
	Total	292	100.0	100.0	

Mean	.267	Std err	.026	Median	.000
Mode	.000	Std dev	.443	Variance	.196
Kurtosis	-.887	S E Kurt	.284	Skewness	1.058
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	78.000		

Valid cases 292 Missing cases 0

25-Jul-96 SPSS RELEASE 4.1 FOR IBM OS/MVS
14:16:57 IBM 9121-521

ASSESSNG ASSESSING THE EFFECTIVENESS OF CURRIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT MARKED THAT THIS	0	203	69.5	69.8	69.8
MARKED THAT THIS IS	1	88	30.1	30.2	100.0
	.	1	.3	Missing	
	Total	292	100.0	100.0	

Mean	.302	Std err	.027	Median	.000
Mode	.000	Std dev	.460	Variance	.212
Kurtosis	-1.261	S E Kurt	.285	Skewness	.865
S E Skew	.143	Range	1.000	Minimum	.000
Maximum	1.000	Sum	88.000		

Valid cases 291 Missing cases 1

```
25-Jul-96   SPSS RELEASE 4.1 FOR IBM OS/MVS                    IBM 9121-521
14:16:57

Preceding task required .28 seconds CPU time;  .85 seconds elapsed.

 297  0  FINISH

    297 command lines read.
      0 errors detected.
      0 warnings issued.
      1 seconds CPU time.
      3 seconds elapsed time.
        End of job.
```

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Final Report on Effective Policies and Practices in Selected Career Fields	
Author(s): Eds: Ronald D. Opp,Oliver D. Hensley,Gloria Stewart,Bethany Rivers	
Corporate Source: Texas Tech University ,SPECAP Research Group Lubbock, TX	**Publication Date:** August 15, 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all **Level 1** documents

The sample sticker shown below will be affixed to all **Level 2** documents

[X]

Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) *and* paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

[ ]

Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at **Level 1.**

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here→ please

Signature:

Printed Name/Position/Title:
Dr. Ronald D. Opp,Prjt. Dir.

Organization/Address:
Texas Tech University (COE)
SPECAP Research Group
Box 41071
Lubbock, TX 79409-1071

Telephone: 806-742-2329
FAX: 806-742-2179

E-Mail Address: ceopp@ttacs.ttu.edu
Date: 11/6/96

CE073099

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090