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## An Evaluation of the Success Factors in Two Utah Secondary Vocational Programs

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AN EVALUATION OF THE SUCCESS FACTORS IN TWO  
UTAH SECONDARY VOCATIONAL PROGRAMS

by

Allan B. Oleole

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Economics

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1975

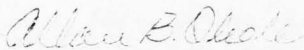
## ACKNOWLEDGEMENTS

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The Utah State Department of Vocational Education and Mr. Walter Ullrich agreed to support this study of the vocational education program in the secondary schools of Utah. This study was under the direction of Mr. G. Warren Gaddis. I would like to express my deep appreciation to Mr. Gaddis for his encouragement and help.

I would also like to thank Dr. Gary B. Hansen of my graduate committee for his critical review of the thesis, his recommendations and his patience with me.

Finally, to my wife, Elissa, for her patience, support and help in fulfilling this assignment, I extend a warm Aloha Nui.



Allan Bowles Oleole

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## ABSTRACT

An Evaluation of the Success Factors In Two

Utah Secondary Vocational Programs

by

Allan B. Oleole, Master of Science

Utah State University, 1975

Major Professor: Gary B. Hansen  
Department: Economics

The purpose of this paper is to formulate an evaluative instrument that can be used to interpret the follow-up data collected by the Utah State Board of Education on the vocational programs in the secondary schools of Utah. Evaluative instruments that were developed by private and state institutions were used as references for formulating the evaluative instrument used in this study. The paper also identifies the factors that can make a vocational program successful. This was accomplished by identifying all Utah high schools that have a consistently high rate of vocational success and then determining if the programs in these schools are unique in some way and thereby contribute to the success of vocational education. To test the evaluative instrument developed and to determine what the success factors are, a two school pilot study was conducted and interpreted.

(62 pages)

## INTRODUCTION

During the late 1960's the American economy faced a major social crisis. There was severe social unrest as a result of a decrease in the availability of jobs for the unskilled, and an increase in the number of youth entering the labor force. The changing structure of employment resulted in a situation where many jobs required highly skilled people with more education and greater mental capacity. Consequently, unemployment began soaring among the unskilled.<sup>1</sup>

The decade of the 1960's experienced a phenomenal growth in the number of young people entering the labor force. When this substantial increase in the number of young people entering the labor force is considered with the growing demand for professional, technical, and skilled workers, it becomes quite evident that the education and training of youth is and will continue to be of great importance if these youth are to be placed on jobs and kept out of the ranks of the unemployed.<sup>2</sup>

The Utah State Department of Employment Security conducts an annual survey of the occupational needs of the State.<sup>3</sup> This survey

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<sup>1</sup>Institute for Research on Human Resources, Pennsylvania State University, The Role of the Secondary Schools in the Preparation of Youth for Employment (Pennsylvania State University, 1967), p. 1.

<sup>2</sup>U.S. Department of Labor, Manpower Report of the President (Washington D.C.: Government Printing Office, 1968), p. 3.

<sup>3</sup>Utah State Board for Vocational-Technical Education, Utah State Plan for the Administration of Vocational Education Under Public

compares the existing and anticipated job opportunities with the expected output of existing training programs. The purpose of such a survey is to determine the demand and supply of manpower in the labor force and achieve a greater equalization of the two. The 1970 occupational needs survey showed a rather large gap between the employment needs of the State and the number of people being trained to fill positions. In some vocational and technical areas the survey showed a greater need for more trained people than was being supplied by the schools and training programs of Utah.

In the state of Utah, vocational education is a prime source of developing the skills of, and training youth. The Utah State Plan for the Administration of Vocational Education (which will be referred to as the State Plan) points out that programs should be "designed to provide training or retraining to insure stability or advancement in employment."<sup>4</sup> Many studies, however, have concluded that this goal has not been achieved.

In the spring of 1970 John B. Corey, graduate student at Utah State University, conducted his thesis survey on the subject of Manpower Services and Training in Utah - Employers' Attitudes, Responsibilities and Needs.<sup>5</sup> The survey was conducted among 400 employers and provided some rather interesting conclusions. It was found that most employers considered vocational training inadequate

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Law 90-576 - the Vocational Education Amendments of 1968 (Utah State Board for Vocational-Technical Education, 1970), p. 126.

<sup>4</sup>Ibid., p. 36.

<sup>5</sup>John B. Corey, Manpower Services and Training in Utah - Employers' Attitudes, Responsibilities and Needs (Utah State University, 1970).



to meet the needs of their firms. Retraining, they felt, was needed, although time consuming and very expensive. It is interesting to note that employers felt that the need for retraining was due to poor communication between employers and vocational educators. They felt that establishing better cooperation between employers and educators is the needed factor that would facilitate the effective integration of training.<sup>6</sup>

In July 1967 the Utah Research Coordinating Unit for Vocational and Technical Education determined the need for a follow-up study of those students who have completed a vocational education program. Shortly thereafter Utah Project Follow-Up was initiated. The Follow-Up study was designed to provide, over a five-year period, information concerning the preparedness of the vocational graduate for the world of work and the effectiveness of all vocational programs as a function of the dollars invested in them.<sup>7</sup> The purpose of the Follow-Up study was to provide a basis for determining which programs needed improvement or reorientation, and which programs needed expanding.

The 1970 report of Utah Project Follow-Up provided some rather interesting data for evaluation. Of the 7,223 secondary school graduates who had responded to the survey, only 482 reported to have enrolled for further training in the same or a related area while 559 chose further vocational training but in an unrelated field. Of

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<sup>6</sup>Ibid., p. 60.

<sup>7</sup>Utah State Board of Education, Utah Project "Follow-Up" - Interim Report (Utah State Board of Education, 1969), p. 1.

the graduates who went to work fulltime, 551 reported to be employed in an area related to their training, but 767 were employed in an unrelated field. The most disturbing figures occurred with those graduates who went on to a college or university - 2210 graduates reported to be enrolled in a Baccalaureate program not related to their prior vocational training.<sup>8</sup>

### Problem

If these trends of inadequate training, as implied by Mr. Corey's report, and vocational graduates pursuing jobs or further training in unrelated areas are allowed to continue, this will result in the prohibitive expenditure of public funds for a training program that produces unsuccessful graduates according to the definition of "success" used by the State Board of Education. Mr. Walter Ullrich of the Utah State Board of Education defines a successful vocational graduate as one who pursues further training or education in the same or a related field. If this definition of success is accepted, then information is now needed to provide guidance for the reorientation of existing programs and increase the number of successful vocational graduates.

### Objectives of the Study

The State Plan acknowledges the need for periodic evaluations of vocational programs. The purpose for such studies would be to reduce the gap between labor supply and demand and to modify programs to meet new needs and opportunities.

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<sup>8</sup>Utah State Board of Education, Utah Project "Follow-Up" - Interim Report (Utah State Board of Education, 1970), p. 21.

The objectives of the present study are to:

1. Identify all Utah schools that have a consistently high rate of success (as defined by Ullrich).
2. Determine if the programs in these schools are unique in some way and thereby contribute to the success of vocational education.
3. Provide information that can be used to help reorient the programs of low success schools.
4. Develop a usable evaluation instrument.
5. Examine the usefulness of the data obtained in the Utah Project Follow-Up.

#### Limitations

This study should be considered as a pilot project and, therefore, certain limits have been imposed. First, the number of schools that will be evaluated will be limited. The study will consist of a comparison between a small sample of schools with the highest rates of success and a sample of the lowest rated schools. Second, this study will be limited to the evaluation of the secondary schools in Utah.

It is hoped that the methodology used in the conduct of this pilot study, together with the data gathered in the sample will provide the input necessary to help prepare for the conduct of a much larger statewide study with similar objectives.

## PROCEDURES FOR THE STUDY

Determining success rates

To determine the high success schools in Utah, the success rates of all the Utah schools had to be determined. The means of computing the success rates of the schools was determined by G. Warren Gaddis and Walter Ullrich of the Research Division of the Utah State Board of Education. According to these researchers the success rate is computed by dividing the number of successful graduates by the number of vocational program completers. A completer is defined as a graduate who has successfully concluded a scheduled vocational education program.

Each school's "success rate" (as defined by Ullrich) was calculated over a three year period - 1968, 1969, and 1970. A computer was used to determine the number of completers versus the number of successful graduates for each school for each of these years. The success rates of the schools were then determined by the above mentioned method provided there were at least ten completers in the program responding. If there were less than ten respondents, then the success rates were not computed. As there were nine different curriculum programs in each school, nine different computations had to be done for each school. Table I is one school's computed figures.

Once the success rates of the schools were determined, it was found that only one of the nine areas produced significant and usable data - the area of office occupations. The data in

the other eight areas was insufficient to produce meaningful computations and information. (See Table I.) Therefore it was determined that the area of office occupations would be used to rank the schools.

Table I. Davis High School - Completers versus successful graduates

Group**		Year 1968	Rate %	Year 1969	Rate %	Year 1970	Rate %
1	comp succ	11 05	45.4	07 02	ID*	11 04	36.3
2	comp succ	00 00	ID	12 03	25.0	00 00	ID
3	comp succ	00 00	ID	00 00	ID	00 00	ID
4	comp succ	00 00	ID	00 00	ID	00 00	ID
5	comp succ	43 14	32.5	41 13	31.6	82 23	28.0
6	comp succ	00 00	ID	00 00	ID	00 00	ID
7	comp succ	02 01	ID	15 06	40.0	19 01	5.5
8	comp succ	00 00	ID	00 00	ID	00 00	ID
9	comp succ	00 00	ID	00 00	ID	00 00	ID

\*Insufficient Data

\*\*Group

1 - Agriculture  
2 - Distributive Education  
3 - Health Occupations  
4 - Home Economics  
5 - Office Occupations

6 - Building Construction  
7 - Auto Mechanics  
8 - Electronics  
9 - Drafting

The schools were ranked from highest to lowest in each of the three years. The highest one-fourth and the lowest one-fourth of the schools was then taken for each year. A school was successful if it was in the highest one-fourth for any two of the three years; a school was unsuccessful if it was in the lowest one-fourth for any two of the three years. Tables II, III, and IV will give a clearer picture of this.

#### Evaluation instrument

The concern for the evaluation of vocational programs was given increased stimulus by the passage of Public Law 88-210, commonly referred to as the Vocational Education Act of 1963. According to the Law...

...a state's allotment under section 3 may be used for any or all of the following purposes: ...including periodic evaluation of State and Local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.<sup>9</sup>

In developing the criteria that would be used to guide the evaluation, an exhaustive review of related literature was made. The following proved to be most helpful: Evaluative Criteria for Vocational and Technical Programs...1967 by the Pennsylvania Department of Public Instruction; Program Analysis Questionnaire for Vocational and Technical Education by the Rhode Island Department of Education.

With the help of Walter Ullrich and G. Warren Gaddis, of the Utah State Board for Vocational Education, the following criteria

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<sup>9</sup>Pennsylvania State Department of Public Instruction, Evaluative Criteria for Vocational and Technical Programs (Pennsylvania Department of Public Instruction, 1967), Preface.

Table II. Ranking of secondary schools according to success rates  
with cut-off points indicated

Year	Rate	Year	Rate
1968	%	1969	%
Bear River	70	South	51.7
Tooele	50	Lehi	50
Granger	50	Kearns	50
Roy	47.6	Hillcrest	48.7
Hillcrest	46.7	Bountiful	46.1
Skyview	45.1	Viewmont	45.4
Granite	43.4	Carbon	43.8
Lehi	42.9	Skyview	43.5
Skyline	40.9		
		Cyprus	42.1
Cedar City	40	Granger	41.8
Bountiful	36.4	Granite	41.2
Weber	36	Springville	40
Bonneville	33	West	38
Murray	33	Jordan	37
Jordan	33	Bonneville	36
Emery County	33	Highland	34.7
Davis	32.5	Roy	34.1
West	31.8	Provo	34
Logan	31.3	Dixie	33
South	30.8	Davis	31.6
Olympus	30.6	East	31.1
Orem	30.6	Olympus	30.8
Clearfield	30.2	Ogden	27.8
Dixie	29.4	Weber	27.7
Ben Lomond	28.7	Skyline	24.4
Box Elder	28.1	Murray	23.5
Highland	26.8		
East	26	Tooele	21.7
		Bear River	21.4
Viewmont	24.4	Ben Lomond	21.2
Provo	23.2	Orem	20.4
Uintah	21.4	Clearfield	18.7
Carbon	21.4	Logan	17
Kearns	20	American Fork	15.3
Ogden	19.1	Box Elder	13.3
American Fork	18.2		
Grand	16		
Cyprus	11.1		

Table II. Continued.

Year	Rate	Year	Rate
1970	%	1970	%
South Sevier	47	Orem	21.3
Cedar City	41.8	Tooele	20.9
Gunnison Valley	41.2	Ben Lomond	20.7
Millard	37.2		
Beaver	36.8	West	20.6
Pleasant Grove	35.7	Cyprus	20.6
Springville	35.7	Bingham	20
Layton	35	Payson	20
Bountiful	34.4	South Summit	20
Juab	34.4	Milford	20
Uintah	34.3	Duchesne	20
Roy	34	Logan	19
Morgan	32.4	Granger	18.6
Carbon	32	San Juan	18.2
Monticello	31.5	Piute	18.2
Parowan	30.7	Panguitch	17.6
Dixie	30.6	Grantville	16.7
		Lehi	16.1
Box Elder	30.1	Emery County	14.3
Bonneville	30	Grand	14.3
Olympus	29.6	Wasatch	11.6
Provo	29	South Rich	9
Kearns	28.9		
Granite	28.3		
Skyview	28.1		
Davis	28		
South	24		
North Sanpete	27.4		
Wayne	27.3		
Richfield	27.1		
American Fork	26.8		
Delta	26.7		
Viewmont	26.6		
East Carbon	25		
Clearfield	25		
East	25		
Murray	25		
Jordan	24.2		
Hurricane	23.8		
Skyline	23.8		
Spanish Fork	23.6		
Hillcrest	23		
Bear River	22.8		
Highland	22.7		
Ogden	22.5		
Weber	22.1		
North Sevier	21.7		



Table III. High success secondary schools with respective ratings

School	Year		
	1968	1969	1970
Roy	47.6	34.1	34
Hillcrest	47.7	48.7	23
Skyview	45.1	43.5	28.1
Lehi	42.9	50	16.1
Bountiful	36.4	46.1	35.4
Carbon	21.4	43.8	32

Table IV. Low success secondary schools with respective ratings

School	Year		
	1968	1969	1970
American Fork	18.2	15.3	26.8
Grand	16	25	14.3
Logan	31.3	17	19
Cyprus	11	42.1	20.6

was selected for use in guiding the development of this evaluation instrument:

1. Administration.
2. Curriculum.
3. Student Selection.
4. Teacher Preparation and Certification.
5. Teaching and Occupational Experience of Instructors.
6. Use of Advisory Committees.
7. Placement Activities.
8. Clubs and Extra-Curricular Activities.
9. Supplementary Experiences for Students - i.e. co-op.
10. Public Relations.
11. Area Employment Potential.

Because the Utah Project Follow-Up was designed to elicit information from the graduates, it was decided that the evaluative instrument for this study would solicit information from the teacher, principal and vocational administrator. (Refer to Appendices A, B, and C.) The instrument was written so that it was open-ended enough to allow the individual to fully answer the question, and yet close-ended enough so that the information could be evaluated.

#### Interview procedure

With a knowledge of the high and low success schools and a newly developed interview guide, the first step was to test and validate this guide. This was done by randomly selecting teachers, principals, and vocational administrators from throughout Utah, and administering the interview to them. These interviews provided some added infor-

mation that helped with the revision of this guide. However, it was determined that most of the information gotten from the original guide is valid and usable.

Since it would be difficult to interview all teachers, principals, and vocational directors, the second group of interviews was conducted to compensate for that. These interviews were the start of a two-school study. One school in the high success category and the other in the low success group were chosen.

To avoid repercussions as a result of possible unfavorable comparisons being drawn between these two schools, their names will not be mentioned in this study. However, to identify these schools, one will be referred to as the county school and the other as the city school - for the obvious reasons that one school is located within city limits and the other in the nearby county. The schools are a few miles from each other but are part of different school districts. As these two schools are in the same geographical area and their graduates share the same employment potential, it was felt that a study of these two schools would satisfy the principal objectives of this study.

## RESULTS

Follow-up

The first results do not stem from the two-school study, but rather from the preliminary research. This is the evaluation of the Utah Project Follow-Up. Several discrepancies are evident from a look at it.

First, there is too much "insufficient data" occurring on the print-out. There must surely be more people graduating in areas of vocational education other than office occupations. Yet the print-out shows many of these areas to have zero completers over the years 1968 through 1970. Most areas that do show a number of completers usually have an insufficient number to warrant the tally of a success rate.

Secondly, the success rates cover only the school years of 1968 through 1970. What about the success rates for 1971 and 1972? This computer print-out was completed in the fall of 1971. The 1971 Follow-Up data was not complete and usable at that time.

Thirdly, the success rates for the State are generally too low. A school that has only forty per cent success can be considered a high success school, while the low success rates drop down as far as nine per cent. If these rates were representative of the entire educational system of the State, it would be considered disastrous.

The conclusion drawn from these discrepancies is that the Follow-Up has not been able to produce the response needed to show a true picture of the vocational program. By 1971 it produced

information that was contrary to other reports and this can cause a great deal of confusion.

#### Two-school study

Administration and faculty. Question 1 was designed to elicit from the interviewees the qualifications of the person directly responsible for leadership of the vocational program. It was found that in both high schools and in the districts the program administrators spent more than fifty per cent and as much as one hundred per cent of their time in the vocational program. Of the fourteen teachers and program coordinators interviewed, there were four with their M.S. degrees and all were State or vocationally certified. Only three teachers had no prior industrial experience. It was found that the primary skill area of all the teachers was associated closely with their present administrative and teaching position. However, it was found that the district coordinator of the city school had no prior vocational training.

The next series of questions indicated that the county school teachers felt the active support of the principal and the district director. The city school teachers, on the other hand, acknowledged the support of the principal but were antagonized at the type of support they got from the district director. Upon inquiring into this situation, it was found that the vocational director was the former principal of the school and the principal was the former vocational director. The jobs have been changed but, according to most of the teachers, the attitudes had not. While a principal, the present vocational director was very "academic minded" and the teachers felt that he had not changed his attitude.

The personnel for both schools felt that their staff was adequate. Although the faculty of the city school is half the size of the county school's, their enrollment is smaller and consequently their vocational enrollment is smaller.

Question 5 was directed towards determining whether or not there was a good working relationship between the staff members in the school. In the county school all the teachers felt that they had a good working relationship with one another; in the city school the feeling was not the same - the teachers felt that a cooperative relationship did not exist amongst the members of the staff.

The next series of questions dealt with Advisory Committees. It was found that both schools had a general advisory committee and smaller committees for specific programs. The smaller committees found in the county school operated on an informal basis - i.e., they never met together but the teacher involved would coordinate and carry out suggestions obtained from the members who comprised the informal committee. The general committee found in the city school was not typically organized. This committee was not established to meet the needs of the vocational program specifically. It was a general advisory committee that makes recommendations in the academic and vocational areas. Its members are educators and members of the faculty representing different departments of the school. Vocational Education is represented as a department.

These are the other statistics found in this area. The general committee of the city school met on call while the county school's committee met semi-annually. It is interesting to note that the teachers in both schools agreed as to the kinds of recommendations

the advisory committee can make with regard to their program. Placement of graduates, teacher hiring and teacher training are the only areas where committees made no recommendations. The committee in the city school also had nothing to say in regard to the budget.

Guidance. The area of Vocational Guidance produced the most contradictory reactions. In both schools teachers seemed to be polarized as far as counselors were concerned. Some felt that the counselors supported the objectives of Vocational Education while others viewed the counselor as one who used the vocational program to take care of the academic dropouts. There were no vocational counselors in either school. The counselors acted in a dual academic and vocational capacity. There were no formal curriculum guides available for the counselors of either school. A list of the courses offered is the closest resemblance to a guide. Most teachers felt a need to do their own counseling because they felt they knew their students and their subject matter better than any counselor.

Operation of Vocational Program. It was determined that very few teachers use the State developed curriculum guide. In place of it a teacher-developed guide was most widely used. Those teachers that did use the State guide used it only to a small extent. The content and objectives of most courses are determined by the teacher. All the teachers had, as a primary objective of their program, to provide students with job entry level skills or provide students with basic skills to enter continued educational programs.

The method of student selection provided some interesting outcomes. Student free choice is the method most widely used for first-year vocational students. As the students move into advanced

courses the selection methods of the schools differ. Most teachers in the county school screen and test students as part of their method of selection. The city school continues to let the students choose freely.

There were no significant differences in the way the two schools handled supplementary experiences for students. The co-op program was the most widely used. The city school had an advisory committee especially organized to make recommendations for their co-op program. The method of simulation was used primarily by the office occupations and distributive education programs. All of the areas used field trips and consultants to provide supplementary experiences for their students.

Extracurricular activities. This section concerns the organization of, and recognition given to, vocational clubs on campus. The faculty sponsors in the county school felt that the student clubs were well recognized and honored on campus. They were given special recognition in student assemblies and allowed to present themselves at special functions. The clubs that were on campus in the city school were suffering from a lack of recognition, according to their faculty sponsors.

Physical facilities. Shop machinery and equipment in almost all areas of both schools was classified current model material. Most of the teachers felt that their equipment and machinery was sufficient and, in some cases, adequate. Most of the teachers in the schools felt that their building facilities were insufficient. (The facilities were rated in the following manner: sufficient in number to accommodate all students; adequate - most students



accommodated most of the time; insufficient - only few can be accommodated.) This insufficiency stemmed from structural problems such as not having enough display cases, stock rooms being too small, wanting partitions added, and not having enough floor space. It is interesting to note that the vocational director for the city school felt that the building facilities for that school were sufficient whereas the vocational director for the county school felt that the building facilities were adequate in some cases and insufficient in others.

Placement and follow-up. A majority of the teachers in the county school had an informal, teacher-initiated method of finding jobs for their graduates. Generally the teachers maintained a rapport with local businessmen who notify the teachers when they have jobs available. Many students have retained the jobs they obtained under the co-op program. According to the district coordinator, the city school placement is conducted through the school counselor. The teachers conduct no self-initiated placement program. Placement occurs only when local businessmen inform them of a job opening.

No follow-up is conducted in either of the schools by the teachers. Teachers do not feel a responsibility towards the State follow-up because this is conducted by the schools' counselors.

Public relations. There was no active program that helps to stimulate public interest in the vocational programs of either school. Club displays, special activities and special functions are about the only public exposure given the programs.

Area employment potential. In the city school most teachers were not sure just where their students obtained employment. The

answers varied from local to nationwide employment. The teachers also did not agree on what they were gearing their coursework towards - local or nationwide.

In the county school the majority of the teachers agreed that most of their graduates obtained local employment. They also agreed that they were gearing their coursework towards fulfilling the needs of local employers.

## CONCLUSIONS AND RECOMMENDATIONS

Two-school study

Administration and faculty. The results of the two school pilot study suggest that the district director of the city school may not be qualified for his position. The study further suggests that the attitude of a district vocational director contributes significantly to the success of the vocational program; the director's attitude clearly influences the attitude of the teachers and can help to stimulate a cooperative relationship amongst the members of the staff. A negative attitude on the part of the director may have the opposite effect. The district vocational director does not appear to be aware of the needs of the teachers indicating a serious problem of communication. Most of the city school teachers felt a need to improve the building facilities at the school - more display cases, larger stock rooms, partitions for privacy, and more floor space. The district director considered the building facilities to be sufficient to accommodate all students.

In light of the above findings, it might be appropriate for an attitude questionnaire to be given to anyone being considered for the position of administrator of vocational programs before they are allowed to fill such a position. If this screening had taken place for the case just reviewed, the problems cited may not have occurred or have been as serious as they appear to be.

The author believes that if cooperation among the teachers in the city school can be increased, the success rate of the program could

be raised significantly. Where no cooperation and closeness exist, program improvements will be hindered.

Although advisory committees exist in the schools, if they are not organized to function properly they will not meet the objectives of a vocational advisory committee. The State Plan suggests that the advisory committee be comprised of volunteer members of the community who are involved directly in the field associated with the program of concern. In general the advisory committees have the following functions:

- a. Advise on matters pertaining to job market, demands, and community needs.
- b. Advise on curricular matters.
- c. Provide feedback on the quality of instruction as measured by the opinions of business and industry supervisors who have hired graduates of the programs.
- d. Provide a connecting link between the school and the community which generates a better understanding by one, of the problems of the other.
- e. Advise on matters pertaining to the professional development of vocational teachers and administrators.<sup>10</sup>

If both schools were to properly organize their advisory committees and set them up to function as the State Plan suggests, they would most probably increase their success rate.

Guidance. The findings suggest that the counseling staff can be the greatest help to the vocational teacher or the largest hinderance to him. If the counselor is able to properly direct desirable students into the vocational program and work with the teacher to fill the guidance needs of the students, this will help to improve the cooperative atmosphere between the teacher and

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<sup>10</sup>Utah State Board for Vocational-Technical Education, p. 11.

counselor. But the fault is not entirely that of the counselor. If teachers were to take the initiative to seek the help of, and to work with the vocational counselor, this too would help to improve the relationship between them. It is recommended that the counselors be advised about the feelings of the teachers and the teachers be advised to seek the help of the counselors.

Operation of Vocational Program. The teachers in the study did not use the State developed guide to the extent that it was hoped by State officials. In most cases the teachers are able, because of their experience, to write their own curriculum guides with the use of commercially prepared materials related to their area. Whether or not their guides satisfy the requirements of the State Plan will depend on whether or not they have the same objectives in mind. It is recommended that the teachers make themselves aware of the objectives cited in the State Plan and develop their curriculums accordingly.

Another recommendation is that second-year and advanced vocational students be screened and tested as part of the method of selection. It is felt that the teachers in the city school should be more selective for their advanced courses. This will upgrade the caliber of the students and most likely increase the success rate of the school.

Extracurricular activities. The results suggest that the lower success city school does not give special recognition to vocational students and clubs. The prestige and image of the vocational student might be substantially lifted through greater recognition of the student and his efforts by the school.

Placement and follow-up. The results of the study indicate that placement plays an important role in the success of the graduates. Even an informal, teacher-initiated program is better than no placement program at all. It is recommended that a formal placement program (i.e., obtain area job opportunities, counsel, etc.) be established in both schools with teachers and counselors cooperating.

From earlier results it can be concluded that the State Follow-Up of vocational graduates is inadequate. After this study was started and the computer print-out of the Follow-Up results was analyzed, the State Vocational Board decided to forego the original Follow-Up and adopt a district follow-up. The results of this will not be apparent for another year or two. It is hoped that this will be a means of clearing up some of the follow-up problems.

Public relations. The image of vocational education in most areas is not what it should be. This can be improved if the vocational staff will put forth the effort to invite business and industrial leaders to view their programs and facilities, and organize advisory committees with the use of these leaders to seek their counsel. Parents and patrons need to be made aware of the importance of vocational education. This can only be done by letting them view what the programs have to offer. It is recommended that parents and patrons be invited to view the programs and facilities more often than only on special occasions.

#### General recommendations

It is apparent, from the results of the two-school study, that some of the programs found in a high success school are unique and

contribute to the success of vocational education. Some of the programs found in the high success school used in this study that contribute to its success are : (1) proper student selection; (2) recognized extracurricular activities; (3) placement of graduates.

Recommendations have been made for the improvement of the programs in the low success school used in this study. These recommendations, if followed, should help raise their success rate as currently defined by the State Board of Education. Certainly further study and evaluation is needed and recommended. The author recommends that a statewide study be conducted. It is further recommended that other low success schools be studied to determine their needs. Finally, it is recommended that all Utah secondary schools that have vocational education programs be evaluated and advised in the same manner as the two schools in this study were.

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## A P P E N D I X E S

## APPENDIX A

## Interview Form for Teachers

school \_\_\_\_\_ program of concern \_\_\_\_\_

person interviewed \_\_\_\_\_ position \_\_\_\_\_

## I. Administration and Faculty

1. Who is responsible for leadership in the program of concern? \_\_\_\_\_

a. percent of time in this program cf others

\_\_\_ 100% \_\_\_ <100>75 \_\_\_ <75>50 \_\_\_ <50>25 \_\_\_ <25

b. educational background of this person

\_\_\_ vocational certification \_\_\_ other certification

\_\_\_ administrative endorsement \_\_\_ non-certified

\_\_\_ other endorsements (specify) \_\_\_\_\_

\_\_\_ Ph.D. \_\_\_ M.S. \_\_\_ B.S. \_\_\_ <B.S.

teaching experience \_\_\_ <2 \_\_\_ 2-6 \_\_\_ 6-10 \_\_\_ >10

industrial experience \_\_\_ <3 \_\_\_ >3 \_\_\_ 0 \_\_\_ year of last  
industrial exper.

\_\_\_ don't know

c. primary skill area (major in college or on the job):

\_\_\_ Ag \_\_\_ DE \_\_\_ Health \_\_\_ Home Ec \_\_\_ Office Occ \_\_\_ T&I/Tech

\_\_\_ Other (specify) \_\_\_\_\_

\_\_\_\_\_ Amount of time in specialty

2. Does the principal actively support the voc.-tech. program?

Yes \_\_\_ No \_\_\_ Explain \_\_\_\_\_

a. Does the principal seek the advice and counsel of the district coordinator regarding matters pertinent to the vocational-technical program? Yes \_\_\_ No \_\_\_

3. Does the District Vocational Director give your program support?  
Yes\_\_\_ No\_\_\_ Explain\_\_\_\_\_
- a. Does the district coordinator seek the advice and counsel of his instructors in matters pertaining to their area of specialization? Yes\_\_\_ No\_\_\_
4. Is the staff of the program of concern numerically adequate?  
Yes\_\_\_ No\_\_\_ Explain\_\_\_\_\_
5. Does the staff of the program of concern work cooperatively and for the advancement of the student? Yes\_\_\_ No\_\_\_ Explain\_\_\_\_\_
6. Indicate areas in which there are advisory and/or craft committees appointed and in operation. (circle program of concern)

\_\_\_general committee \_\_\_Health \_\_\_T&I (specify crafts)\_\_\_\_\_

\_\_\_Ag \_\_\_Home Ec

\_\_\_DE \_\_\_Off Occ

- a. The committee(s) generally meet(s):

general and other  
committee(s)

committee for  
program of concern

_____	_____	not at all
_____	_____	on call
_____	_____	weekly
_____	_____	bimonthly
_____	_____	monthly
_____	_____	semimonthly
_____	_____	quarterly
_____	_____	semiannually
_____	_____	annually

- b. The committee(s) are/is expected to make specific recommendations regarding (check all applicable):

general and other committee(s)	committee for program of concern	
_____	_____	placement of grads
_____	_____	counseling-guidance
_____	_____	public relations
_____	_____	curriculum
_____	_____	evaluation
_____	_____	facilities
_____	_____	initiation of programs
_____	_____	suspension of programs
_____	_____	teacher hiring
_____	_____	teacher training (in-service)
_____	_____	student selection-- enrollment
_____	_____	equipment
_____	_____	budget
_____	_____	administration
_____	_____	other (specify): _____

- c. Are there different kinds of committees? Specify \_\_\_\_\_
- d. What segment of the population do the members represent? \_\_\_\_\_

## II. Guidance

1. Is there a counselor who has been given the title of vocational counselor? Yes \_\_\_ No \_\_\_
2. Do all counselors act on the vocational and academic level? Yes \_\_\_ No \_\_\_
3. Does the program of concern provide a guidance curriculum for the counseling staff? Yes \_\_\_ No \_\_\_
4. Have the counselors supported the objectives of the program of concern? Yes \_\_\_ No \_\_\_ Explain \_\_\_\_\_

## III. Operation of vocational program

1. Is State-developed curriculum guide for program of concern regularly used by

<input type="checkbox"/> all teacher	<input type="checkbox"/> all the time
<input type="checkbox"/> most teachers	<input type="checkbox"/> most of the time
<input type="checkbox"/> some teachers	<input type="checkbox"/> some of the time
<input type="checkbox"/> no teachers	<input type="checkbox"/> none of the time

2. If State-developed guide for program of concern is not used, what guide is used?

commercially developed

industrially developed

school/district developed

teacher developed

other (specify): \_\_\_\_\_

no guide is regularly used

3. If "no guide is regularly used," how are course content and objectives in area of concern determined? \_\_\_\_\_

4. What is the primary objective of the program of concern? (check only one):

provide student with overview of occupational area and skills needed

provide student with job entry level skills

provide student with advanced job skills

provide student with basic skills to enter continued educational program

Other (specify) \_\_\_\_\_

5. The method of selection of students to enroll in vocational programs generally is:

teacher selection

student free choice

\_\_\_ student choice with counselor recommendation

\_\_\_ counselor referral

\_\_\_ recruitment

\_\_\_ other (specify): \_\_\_\_\_

6. The method of selection of students to enroll in the program of concern is:

\_\_\_ teacher selection

\_\_\_ student free choice

\_\_\_ student choice with counselor recommendation

\_\_\_ counselor referral

\_\_\_ recruitment

\_\_\_ other (specify): \_\_\_\_\_

7. Are supplementary experiences for program of concern provided to students by:

a. \_\_\_ co-op

\_\_\_ average hours/week for \_\_\_ weeks

\_\_\_ % of students participating

\_\_\_ paid \_\_\_ unpaid

special qualifications for participation? \_\_\_ yes \_\_\_ no

if yes, describe: \_\_\_\_\_

work stations located \_\_\_ in community \_\_\_ in school \_\_\_ other

(specify): \_\_\_\_\_

specially funded? \_\_\_ yes \_\_\_ no (Part G, VEA '68, etc.)

Approximate amount: \$ \_\_\_\_\_

ratio of co-op time: lab time: theory time \_\_\_:\_\_\_:\_\_\_

b. \_\_\_ work experience

\_\_\_ average hours/week for \_\_\_ weeks

\_\_\_ % of students participating

\_\_\_ paid \_\_\_ unpaid

special qualifications for participation? \_\_\_yes \_\_\_no

if yes, describe: \_\_\_\_\_

work stations located \_\_\_in community \_\_\_in school \_\_\_other

(specify): \_\_\_\_\_

specially funded? \_\_\_yes \_\_\_no (Part G, VEA '68, etc.)

Approximate amount: \$ \_\_\_\_\_

ratio of work experience time: lab time: theory time:

\_\_\_:\_\_\_:\_\_\_

c. \_\_\_work study

\_\_\_average hours/week for \_\_\_ weeks

\_\_\_% of students participating

\$\_\_\_average pay rate per hour (range: \$\_\_\_ to \$\_\_\_)

special qualifications for participation? \_\_\_yes \_\_\_no

if yes, describe: \_\_\_\_\_

work stations located \_\_\_in community \_\_\_in school \_\_\_other

(specify): \_\_\_\_\_

specially funded? \_\_\_yes \_\_\_no (Part H, VEA '68, etc.)

d. \_\_\_simulation: Ratio of simulation time: lab time:

theory time: \_\_\_:\_\_\_:\_\_\_ describe: \_\_\_\_\_

e. \_\_\_field trips

describe: \_\_\_\_\_

f. \_\_\_consultants

describe: \_\_\_\_\_

#### IV. Extra-Curricular Activities

1. Is there a chapter of the vocational youth club or organization related to the program of concern in the school?

## other vocational areas

FFA   
 DECA   
 FHA   
 Off Occ   
 VICA   
 other (specify): \_\_\_\_\_ (specify): \_\_\_\_\_

2. Does this youth organization have a faculty sponsor or other official advisor and recognition?  yes  no
3. Does this youth organization have its own written chapter constitution, by-laws, objectives?  yes  no
4. Is this organization recognized by the student counsel?  
 yes  no
5. Is it given recognition during student assemblies and presentations?  yes  no

## V. Physical Facilities

1. Shop machinery in the program of concern (lathes, sheet metal presses, drill presses, typewriters, table saws, etc.) is reported as:

a. (check one)  antiquated (check one)  all  
 very old  some  
 fairly new  
 current model

specialist corroboration:  agree  disagree

- b. (check one)  sufficient in number to accommodate all students  
 adequate; most students accommodated most of the time  
 insufficient; only few students can be accommodated

specialist corroboration:  agree  disagree



- c. Are there gaps between the shop equipment found in industry vs. that found in your classroom? \_\_\_\_\_
3. Building facilities for the program of concern (classrooms, lab areas, stock rooms, shop floor space, etc.) are reported as:
- a. (check one)  sufficient in number to accommodate all students
- adequate; most students accommodated most of the time
- insufficient; only few students can be accommodated
- specialist corroboration:  agree  disagree
- b. Is the building structurally suitable for its intended purpose?

	Yes	No
floor space	<input type="checkbox"/>	<input type="checkbox"/>
display cases	<input type="checkbox"/>	<input type="checkbox"/>
stock rooms	<input type="checkbox"/>	<input type="checkbox"/>
partitions	<input type="checkbox"/>	<input type="checkbox"/>
ventilation	<input type="checkbox"/>	<input type="checkbox"/>
heating	<input type="checkbox"/>	<input type="checkbox"/>
other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

#### VI. Placement and follow-up

1. Placement assistance is provided to graduates of the program of concern:

(check as many as applicable)

- local only  through a formally organized and administered general school program
- Statewide  through a formally organized and administered program in only this area
- area wide  through an informal teacher directed program (on teacher's initiative)

with inter-  
state cooperation

through the school (vocational)  
counselor

through a commercial placement  
service  donated  paid by  
student  paid by school

through a government placement  
service

through advisory committees

by directing them informally to  
establishments where vacancies  
are known to exist

some other way (describe): \_\_\_\_\_

NOT PROVIDED (reason): \_\_\_\_\_

2. If no placement service exists, how do graduates obtain jobs? \_\_\_\_\_

3. Is a follow-up of graduates conducted?  yes  No (skip  
remaining items)

by teachers and/or counselors (informal)

by school

by district

all students

by State

sample

by mail

by phone ('informally' to parents or student)

through employers and post-secondary schools

other

annually

biennially

other (specify): \_\_\_\_\_

4. How is follow-up information used? \_\_\_\_\_

5. If there is no follow-up, how do you know what happens to graduates?

## VII. Public Relations

1. Local industrial leaders have been invited to observe programs, facilities, products, etc.

frequently  on special occasions  
 occasionally  as they find it convenient  
 seldom  
 never

2. Response to the invitations has been:

very great  small  
 considerable  nil

3. Local industrial leaders have requested permission to observe program, facilities, etc.

frequently  permission granted  yes  no  
 occasionally  if no, reason: \_\_\_\_\_  
 seldom  
 never

4. Local patrons have been invited to observe programs, facilities, products, etc.

frequently  on special occasions  
 occasionally  as they find it convenient  
 seldom  
 never

5. Response to the invitations has been

very great  small  
 considerable  nil

6. Local patrons have requested permission to observe programs, facilities, etc.

frequently  permission granted  yes  no  
 occasionally  if no, reason: \_\_\_\_\_

seldom

never

7. Have you ever conducted a crafts show to display students' products and skills?  yes  no

If yes, was public response

very great  small

considerable  nil

#### VIII. Area employment potential

1. Do most graduates:

find local employment?

employment in other areas of the State?

leave the State to find employment?

2. Does the program of concern gear its coursework towards fulfilling the needs of:

local employers?

employers in other areas of the State?

employers nationwide?

Explain \_\_\_\_\_

3. Has an occupational needs survey been made in the community?

yes  no

## APPENDIX B

## Interview Form for Vocational Directors

district \_\_\_\_\_

person interviewed \_\_\_\_\_ position \_\_\_\_\_

## I. Administration and faculty

1. Who is responsible for administration of vocational programs generally? \_\_\_\_\_

a. percent of time of this person in vocational assignment cf non-vocational

\_\_\_ 100% \_\_\_ &lt;100&gt;75 \_\_\_ &lt;75&gt;50 \_\_\_ &lt;50&gt;25 \_\_\_ 25

b. educational background of this person

\_\_\_ vocational certification \_\_\_ other certification

\_\_\_ non-certified \_\_\_ administrative endorsement \_\_\_ other

endorsements (specify): \_\_\_\_\_

\_\_\_ Ph.D \_\_\_ M.S. \_\_\_ B.S. \_\_\_ &lt;B.S.

teaching experience \_\_\_ &lt;2 \_\_\_ 2-6 \_\_\_ 6-10 \_\_\_ &gt;10

industrial experience \_\_\_ &lt;3 \_\_\_ &gt;3 \_\_\_ 0 \_\_\_ year of last industrial exp.

\_\_\_ don't know

c. primary skill area: \_\_\_ Ag \_\_\_ DE \_\_\_ Health \_\_\_ Home Ec

\_\_\_ Off Occ \_\_\_ T&amp;I/Tech \_\_\_ other (specify): \_\_\_\_\_

\_\_\_ I.A.

d. briefly describe his duties: \_\_\_\_\_

2. Does the principal actively support the voc.-tech. program?

Yes \_\_\_ No \_\_\_ Explain \_\_\_\_\_

a. Does the principal seek the advice and counsel of the district coordinator regarding matters pertinent to the voc.-tech. program?

Yes \_\_\_ No \_\_\_

b. The general attitude of the administration is:

<u>Name of School</u>	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
-----------------------	------------------	------------------	-------------	-------------	-------------

- 1.
- 2.
- 3.
- 4.

3. As the district coordinator, do you seek the advice and counsel of your instructors in matters pertaining to their area of specialization?

4. Is the vocational staff in your district numerically adequate?

<u>Name of School</u>	<u>Answer</u>	<u>Explain</u>
-----------------------	---------------	----------------

- 1.
- 2.
- 3.
- 4.

5. Indicate areas in which there are advisory and/or craft committees appointed and in operation. (circle program of concern)

<input type="checkbox"/> general committee	<input type="checkbox"/> Health	<input type="checkbox"/> T&I (specify crafts): _____
<input type="checkbox"/> Ag	<input type="checkbox"/> Home Ec	
<input type="checkbox"/> DE	<input type="checkbox"/> Off Occ	

a. The committee(s) generally meet(s):

<u>general and other committee(s)</u>	<u>committee for program of concern</u>	
_____	_____	not at all
_____	_____	on call
_____	_____	weekly
_____	_____	bimonthly
_____	_____	monthly
_____	_____	semimonthly
_____	_____	quarterly
_____	_____	semiannually
_____	_____	annually

- b. The committee(s) are/is expected to make specific recommendations regarding (check all applicable):

general and other committee(s)	committee for program of concern	
_____	_____	placement of grads
_____	_____	counseling-guidance
_____	_____	public relations
_____	_____	curriculum
_____	_____	evaluation
_____	_____	facilities
_____	_____	initiation of programs
_____	_____	suspension of programs
_____	_____	expansion of programs
_____	_____	teacher hiring
_____	_____	teacher training (in-service)
_____	_____	student selection-- enrollment
_____	_____	equipment
_____	_____	budget
_____	_____	administration
_____	_____	other (specify): _____

- c. Are there different kinds of committees?
- d. What segments of population do the members represent?

## II. Guidance

1. Have the counselors supported the objectives of vocational education? Yes\_\_\_ No\_\_\_ Explain\_\_\_\_\_
2. Have program informational materials been developed? Extent:\_\_\_
3. Is there a cooperative relationship between the counselor(s) and the vocational staff? Explain:\_\_\_\_\_

## III. Operation of vocational program

1. Is State-developed curriculum guide for vocational program regularly used by

all teachers                       all the time  
 most teachers                       most of the time  
 some teachers                       some of the time  
 no teachers                       none of the time

2. If State-developed guide for program of concern is not used, what guide is used?

commercially developed  
 industrially developed  
 school/district developed  
 teacher developed  
 other (specify): \_\_\_\_\_  
 no guide is regularly used

3. Is the primary objective of the vocational program of this district to: (check only one)

provide student with overview of occupational area and skills needed  
 provide student with job entry level skills  
 provide student with advanced job skills  
 provide student with basic skills to enter continued educational program

4. Are there supplementary experiences generally provided through the use of:

a.  co-op  
 average hours/week for  weeks  
 % of students participating  
 paid  unpaid  
 special qualifications for participation?  yes  no



if yes, describe: \_\_\_\_\_

work stations located  in community  in school  other

(specify): \_\_\_\_\_

specially funded?  yes  no (Part G, VEA '68, etc.)

Approximate amount: \$ \_\_\_\_\_

ratio of co-op time: lab time: theory time \_\_\_:\_\_\_:\_\_\_

b.  work experience

average hours/week for \_\_\_\_\_ weeks

% of students participating

paid  unpaid

special qualifications for participation?  yes  no

if yes, describe: \_\_\_\_\_

work stations located  in community  in school  other

(specify): \_\_\_\_\_

specially funded?  yes  no (Part G, VEA '68, etc.)

Approximate amount: \$ \_\_\_\_\_

ratio of work experience time: lab time: theory time:

\_\_\_:\_\_\_:\_\_\_

c.  work study

average hours/week for \_\_\_\_\_ weeks

% of students participating

\$\_\_\_ average pay rate per hour (range: \$\_\_\_ to \$\_\_\_)

special qualifications for participation?  yes  no

if yes, describe: \_\_\_\_\_

work stations located  in community  in school  other

(specify): \_\_\_\_\_

specially funded?  yes  no (Part H, VEA '68, etc.)

d. simulation: Ratio of simulation time: lab time:

theory time \_\_\_:\_\_\_:\_\_\_

e. \_\_\_field trips

describe: \_\_\_\_\_

f. consultants

describe: \_\_\_\_\_

IV. Physical Facilities (a complete section for each school in the district was supplied.)

Name of school \_\_\_\_\_

1. Shop machinery in the school (lathes, sheet metal presses, drill presses, typewriters, table saws, etc.) is reported as:

a. (check one) \_\_\_antiquated (check one) \_\_\_all

\_\_\_very old \_\_\_some

\_\_\_fairly new

\_\_\_current model

specialist corroboration: \_\_\_agree \_\_\_disagree

b. (check one) \_\_\_sufficient in number to accommodate all students

\_\_\_adequate; most students accommodated most of the time

\_\_\_insufficient; only few students can be accommodated

specialist corroboration: \_\_\_agree \_\_\_disagree

c. gaps cf industry

2. Shop equipment and tools for the program of concern (hand saws, drills, soldering tools, wrenches, etc.)

a. (check one) \_\_\_antiquated (check one) \_\_\_all

\_\_\_very old \_\_\_some

\_\_\_fairly new

\_\_\_ current model

specialist corroboration: \_\_\_agree \_\_\_disagree

- b. (check one) \_\_\_sufficient in number to accommodate all students
- \_\_\_adequate; most students accommodated most of the time
- \_\_\_insufficient; only few students can be accommodated

specialist corroboration: \_\_\_agree \_\_\_disagree

3. Building facilities for the program of concern (classrooms, lab areas, stock rooms, shop floor space, etc.) are reported as:

- a. (check one) \_\_\_sufficient in number to accommodate all students
- \_\_\_adequate; most students accommodated most of the time
- \_\_\_insufficient; only few students can be accommodated

specialist corroboration: \_\_\_agree \_\_\_disagree

- b. Is the building structurally suitable for its intended purpose?

	Yes	No
floor space	___	___
display cases	___	___
stock rooms	___	___
partitions	___	___
ventilation	___	___
heating	___	___
other (specify):	_____	

#### V. Placement and follow-up

1. Placement assistance is provided to graduates of the program of concern: (ck. as many as applicable)

- local only                       through a formally organized and administered general school program
- Statewide                         through a formally organized and administered program in only this area
- area wide                          through an informal teacher directed program (on teachers' initiative)
- with inter-  
state cooperation                 through the school (vocational) counselor
- through a commerical placement service  donated  paid by student  paid by school
- through a government placement service
- through advisory committees
- by directing them informally to establishments where vacancies are known to exist
- some other way (describe): \_\_\_\_\_
- NOT PROVIDED (reason): \_\_\_\_\_

2. If no placement service exists, how do graduates obtain jobs?

3. Is a follow-up of graduates conducted?  no (skip remaining items)  yes

by teachers and/or counselors (informal)

by school

by district

all students

by State

sample

by mail

by phone ("informally" to parents or students)

through employers and post-secondary schools

other

annually

biennially

\_\_\_ other (specify): \_\_\_\_\_

4. How is follow-up information used?
5. If there is no follow-up, how do you know what happens to graduates?

VI. Area employment potential

1. Do most graduates:
  - \_\_\_ find local employment?
  - \_\_\_ employment in other areas of the State?
  - \_\_\_ leave the State to find employment?
2. Does the District Vocational program gear its coursework toward fulfilling the needs of:
  - \_\_\_ local employers?
  - \_\_\_ employers in other areas of the State?
  - \_\_\_ employers nationwide?

Explain: \_\_\_\_\_

3. Has an occupational needs survey been made in the District?  
Yes\_\_\_ No\_\_\_

## APPENDIX C

## Interview Form for Principals

school \_\_\_\_\_

person interviewed \_\_\_\_\_ position \_\_\_\_\_

## I. Administration and faculty

1. Who is responsible for administration of vocational programs generally?

- a. percent of time of this person in vocational assignment  
cf non-vocational

\_\_\_ 100% \_\_\_ <100>75 \_\_\_ <75>50 \_\_\_ <50>25 \_\_\_ 25

- b. educational background of this person

\_\_\_ vocational certification \_\_\_ other certification

\_\_\_ non-certified \_\_\_ administrative endorsement

\_\_\_ other endorsements (specify): \_\_\_\_\_

\_\_\_ Ph.D. \_\_\_ M.S. \_\_\_ B.S. \_\_\_ <B.S.

teaching experience \_\_\_ <2 \_\_\_ 2-6 \_\_\_ 6-10 \_\_\_ >10

industrial experience \_\_\_ <3 \_\_\_ >3 \_\_\_ 0 \_\_\_ year of last  
industrial exp.

\_\_\_ don't know

primary skill area: \_\_\_ Ag \_\_\_ DE \_\_\_ Health \_\_\_ Home Ec

\_\_\_ Off Occ \_\_\_ T&I/Tech \_\_\_ other (specify): \_\_\_\_\_

\_\_\_ I.A.

- c. briefly describe his duties: \_\_\_\_\_

2. Does the District Vocational Director give your vocational program needed support? Yes \_\_\_ No \_\_\_ Explain \_\_\_\_\_

3. Does the district coordinator seek the advice and counsel of his instructors in matters pertaining to their area of specialization? Yes\_\_\_ No\_\_\_
4. Is your vocational staff numerically adequate? Yes\_\_\_ No\_\_\_
5. Do the members of the vocational staff enjoy a cooperative working relationship? Yes\_\_\_ No\_\_\_
6. Indicate areas in which there are advisory and/or craft committees appointed and in operation (circle program of concern).

\_\_\_ general committee    \_\_\_ Health    \_\_\_ T&I (specify crafts): \_\_\_\_\_  
 \_\_\_ Ag                    \_\_\_ Home Ec  
 \_\_\_ DE                    \_\_\_ Off Occ

- a. The committee(s) generally meet(s):

general and other committee(s)	committee for program of concern	
_____	_____	not at all
_____	_____	on call
_____	_____	weekly
_____	_____	bimonthly
_____	_____	monthly
_____	_____	semimonthly
_____	_____	quarterly
_____	_____	semiannually
_____	_____	annually

- b. The committee(s) are/is expected to make specific recommendations regarding (check all applicable):

general and other committee(s)	committee for program of concern	
_____	_____	placement of grads
_____	_____	counseling-guidance
_____	_____	public relations

_____	_____	curriculum
_____	_____	facilities
_____	_____	initiation of programs
_____	_____	suspension of programs
_____	_____	expansion of programs
_____	_____	teacher hiring
_____	_____	teacher training (in-service)
_____	_____	student selection-- enrollment
_____	_____	equipment
_____	_____	budget
_____	_____	administration
_____	_____	other (specify): _____

c. Are there different kinds of committees?

d. What segments of the population do the members represent?

## II. Guidance

1. Is there a counselor who has been given the title of vocational counselor? Yes\_\_\_ No\_\_\_
2. Do all counselors act on the vocational and academic level? Yes\_\_\_ No\_\_\_
3. Has a vocational program information guide been made for the use of the counseling staff? Yes\_\_\_ No\_\_\_
4. Have the counselors supported the objectives of the vocational program? Yes\_\_\_ NO\_\_\_

## III. Operation of vocational program

1. What is the primary objective of the vocational program (check only one)?

\_\_\_ provide student with overview of occupational area and skills needed

\_\_\_ provide student with job entry level skills



provide student with advanced job skills

provide student with basic skills to enter continued educational program

2. The method of selection of students to enroll in vocational programs generally is:

teacher selection

student free choice

student choice with counselor recommendation

counselor referral

recruitment

other (specify): \_\_\_\_\_

3. The method of selection of students to enroll in specialized study is:

teacher selection

student free choice

student choice with counselor recommendation

counselor referral

recruitment

other (specify): \_\_\_\_\_

4. There are supplementary experiences provided for students by:

a.  co-op

average hours/week for  weeks

% of students participating

paid  unpaid

special qualifications for participation?  yes  no

if yes, describe: \_\_\_\_\_

work stations located  in community  in school

other (specify): \_\_\_\_\_

specialty funded?  yes  no (Part G, VEA '68, etc.)

Approximate amount: \$ \_\_\_\_\_

ratio of co-op time: lab time: theory time \_\_\_:\_\_\_:\_\_\_

b. \_\_\_work experience

\_\_\_average hours/week for \_\_\_weeks

\_\_\_% of students participating

\_\_\_paid \_\_\_unpaid

special qualifications for participation? \_\_\_yes \_\_\_no

if yes, describe: \_\_\_\_\_

work stations located \_\_\_in community \_\_\_in school

\_\_\_other (specify): \_\_\_\_\_

specially funded? \_\_\_yes \_\_\_no (Part G, VEA '68, etc.)

Approximate amount: \$ \_\_\_\_\_

ratio of work experience time: lab time: theory time

\_\_\_:\_\_\_:\_\_\_

c. \_\_\_work study

\_\_\_average hours/week for \_\_\_weeks

\_\_\_% of students participating

\$\_\_\_average pay rate per hour (range: \$\_\_\_ to \$\_\_\_)

special qualifications for participation? \_\_\_yes \_\_\_no

if yes, describe: \_\_\_\_\_

work stations located \_\_\_in community \_\_\_in school

\_\_\_other (specify): \_\_\_\_\_

specially funded? \_\_\_yes \_\_\_no (Part H, VEA '68, etc.)

d. \_\_\_simulation: Ratio of simulation time: lab time:  
theory time \_\_\_:\_\_\_:\_\_\_

e. \_\_\_field trips

describe: \_\_\_\_\_

f. \_\_\_consultants

describe: \_\_\_\_\_

#### IV. Extra-Curricular Activities

1. Is there a chapter of the vocational youth club or organization related to the program of concern in the school?

other vocational areas

\_\_\_ FFA

\_\_\_

\_\_\_ DECA

\_\_\_

\_\_\_ FHA

\_\_\_

\_\_\_ Off Occ

\_\_\_

\_\_\_ VICA

\_\_\_

\_\_\_ other (specify): \_\_\_\_\_

\_\_\_ (specify): \_\_\_

2. Does this youth organization have a faculty sponsor or other official advisor and recognition? \_\_\_yes \_\_\_no
3. Does this youth organization have its own written chapter constitution, by-laws, objectives? \_\_\_yes \_\_\_no
4. Is this organization recognized by the student counsel? Yes \_\_\_ No \_\_\_ student body? Yes \_\_\_ No \_\_\_
5. Is it given recognition during student assemblies and presentations? Yes \_\_\_ No \_\_\_

#### V. Physical facilities

1. Shop machinery in the program (lathes, sheet metal presses, drill presses, typewriters, table saws, etc.) is reported as:

a. (check one) \_\_\_antiquated (check one) \_\_\_all  
 \_\_\_very old \_\_\_some  
 \_\_\_fairly new  
 \_\_\_current model

specialist corroboration: \_\_\_agree \_\_\_disagree

- b. (check one)  sufficient in number to accommodate all students  
 adequate; most students accommodated most of the time  
 insufficient; only few students can be accommodated

specialist corroboration:  agree  disagree

- c. gaps cf industry

2. Shop equipment and tools for the program (hand saws, drills, soldering tools, wrenches, etc.)

- a. (check one)  antiquated (check one)  all  
 very old  some  
 fairly new  
 current model

specialist corroboration:  agree  disagree

- b. (check one)  sufficient in number to accommodate all students  
 adequate; most students accommodated most of the time  
 insufficient; only few students can be accommodated

specialist corroboration:  agree  disagree

- c. gaps cf industry

3. Building facilities for the program of concern (classrooms, lab areas, stock rooms, shop floor space, etc.) are reported as:

- a. (check one)  sufficient in number to accommodate all students  
 adequate; most students accommodated most of the time  
 insufficient; only few students can be accommodated

specialist corroboration:  agree  disagree

- b. Is the building structurally suitable for its intended purpose?

	Yes	No
floor space	___	___
display cases	___	___
stock rooms	___	___
partitions	___	___
ventilation	___	___
heating	___	___
other (specify): _____	___	___

#### VI. Placement and follow-up

1. Placement assistance is provided to graduates of the program of concern: (check as many as applicable)

- \_\_\_ local only      \_\_\_ through a formally organized and administered general school program
- \_\_\_ Statewide      \_\_\_ through a formally organized and administered program in this area only
- \_\_\_ area wide      \_\_\_ through an informal teacher directed program (on teachers' initiative)
- \_\_\_ with inter-  
state cooperation \_\_\_ through the school (vocational) counselor
- \_\_\_ through a commercial placement service
- \_\_\_ donated    \_\_\_ paid by student
- \_\_\_ paid by school
- \_\_\_ through a government placement service
- \_\_\_ through advisory committees
- \_\_\_ by directing them informally to establishments where vacancies are known to exist
- \_\_\_ some other way (describe): \_\_\_\_\_
- \_\_\_ NOT PROVIDED (reason): \_\_\_\_\_

2. If no placement service exists, how do graduates obtain jobs?

3. Is a follow-up of graduates conducted? \_\_\_yes \_\_\_no (skip remaining items)

\_\_\_by teachers and/or counselors (informal)

\_\_\_by school

\_\_\_by district      \_\_\_all students

\_\_\_by State      \_\_\_sample

\_\_\_by mail

\_\_\_by phone ("informally" to parents or student)

\_\_\_through employers and post-secondary schools

\_\_\_other

\_\_\_annually

\_\_\_biennially

\_\_\_other (specify): \_\_\_\_\_

4. How is follow-up information used? \_\_\_\_\_

5. If there is no follow-up, how do you know what happens to graduates?

#### VII. Public relations

1. Local industrial leaders have been invited to observe programs, facilities, products, etc.

\_\_\_frequently      \_\_\_on special occasions

\_\_\_occasionally      \_\_\_as they find it convenient

\_\_\_seldom

\_\_\_never

2. Response to the invitations has been:

\_\_\_very great      \_\_\_small

\_\_\_considerable      \_\_\_nil

3. Local industrial leaders have requested permission to observe programs, facilities, etc.

frequently                      permission granted  yes  no

occasionally                      if no, reason: \_\_\_\_\_

seldom

never

4. Local patrons have been invited to observe programs, facilities, products, etc.

frequently                       on special occasions

occasionally                       as they find it convenient

seldom

never

5. Response to the invitations has been

very great                       small

considerable                       nil

6. Local patrons have requested permission to observe programs, facilities, etc.

frequently                      permission granted  yes  no

occasionally                      if no, reason: \_\_\_\_\_

seldom

never

#### VIII. Area employment potential

1. Do most graduates:

find local employment?

employment in other areas of the State?

leave the State to find employment?

2. Does your vocational program gear its coursework toward fulfilling the needs of:

local employers?

employers in other areas of the State?

employers nationwide? Explain \_\_\_\_\_

3. Has an occupational needs survey been made in the community?

yes  no



Faculty Characteristics (circle name of program of concern and enter data for each teacher)

N	BS	MS	PhD	teaching experience				years prior			last year of	certified		provisional teaching area certified	
	BA	MA	Edd etc.	<2	2-6	6-10	>10	>3	<3	0	indus'l experience	acad	indus'l		uncertified
Ag															
DE															
Health															
Home Ec.															
Off Occ															
T&I															
Total or average for area of concern															
Total or average for others															
Average for															

## VITA

Allan Bowles Oleole

Candidate for the Degree of

Master of Science

Thesis: An Evaluation of the Success Factors in Two Utah Secondary Vocational Programs

Major Field: Economics

## Biographical Information:

Personal Data: Born at Honolulu, Hawaii, March 28, 1945, son of James and Julia K. Oleole; married Elissa S. Leong July 27, 1968; two children - Dean Hekili, Kehaulani.

Education: Attended elementary and junior high school in Honolulu; graduated from Roosevelt High School in 1963; received an Associate of Science degree from The Church College of Hawaii in 1965; completed requirements for the Bachelor of Science degree, with a major in Economics, at Utah State University in 1970.

Professional Experience: 1971 - 1973, Seminary Teacher and Institute Director for the Church Schools of The Church of Jesus Christ of Latter-day Saints; 1973 - 1975, instructor of Business and Economics at the Brigham Young University - Hawaii Campus.