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

Allan B. Oleole
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

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.¹

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.²

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


³Utah 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." 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. 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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4 Ibid., p. 36.

5 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.

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. 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

6Ibid., p. 60.

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. 8

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.

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.
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

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*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.9

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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9 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

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### Table III. High success secondary schools with respective ratings

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### Table IV. Low success secondary schools with respective ratings

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<th>1970</th>
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</thead>
<tbody>
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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.

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 disasterous.

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.10

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

10Utah 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.
BIBLIOGRAPHY


APPENDIXES
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 dis­
   trict 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):

<table>
<thead>
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<th>general and other committee(s)</th>
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<td></td>
<td>on call</td>
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<td>weekly</td>
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b. The committee(s) are/is expected to make specific recommen-  
dations regarding (check all applicable):
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

____ all teacher  ____ 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. 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
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:
thory 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):

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?

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</tr>
<tr>
<td>other (specify):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:__________________
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% ___<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

c. primary skill area: ___Ag ___DE ___Health ___Home Ec

   ___Off Occ ___T&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:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Answer</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. 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):

<table>
<thead>
<tr>
<th>general and other committee(s)</th>
<th>committee for program of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>not at all</td>
</tr>
<tr>
<td></td>
<td>on call</td>
</tr>
<tr>
<td></td>
<td>weekly</td>
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<td>bimonthly</td>
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<td>monthly</td>
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<td></td>
<td>semimonthly</td>
</tr>
<tr>
<td></td>
<td>quarterly</td>
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<td></td>
<td>semiannually</td>
</tr>
<tr>
<td></td>
<td>annually</td>
</tr>
</tbody>
</table>
b. The committee(s) are/is expected to make specific recommendations regarding (check all applicable):

<table>
<thead>
<tr>
<th>general and other committee(s)</th>
<th>committee for program of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>placement of grads</td>
</tr>
<tr>
<td></td>
<td>counseling-guidance</td>
</tr>
<tr>
<td></td>
<td>public relations</td>
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<td></td>
<td>curriculum</td>
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<td></td>
<td>evaluation</td>
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<td></td>
<td>facilities</td>
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<td></td>
<td>initiation of programs</td>
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<td></td>
<td>suspension of programs</td>
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<td></td>
<td>expansion of programs</td>
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<tr>
<td></td>
<td>teacher hiring</td>
</tr>
<tr>
<td></td>
<td>teacher training (in-service)</td>
</tr>
<tr>
<td></td>
<td>student selection -- enrollment</td>
</tr>
<tr>
<td></td>
<td>equipment</td>
</tr>
<tr>
<td></td>
<td>budget</td>
</tr>
<tr>
<td></td>
<td>administration</td>
</tr>
<tr>
<td></td>
<td>other (specify): ______</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>floor space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>display cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stock rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>partitions</td>
<td></td>
<td></td>
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<tr>
<td>ventilation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (specify):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Placement and follow-up

1. Placement assistance is provided to graduates of the program of concern: (ck. as many as applicable)
<table>
<thead>
<tr>
<th></th>
<th>through a formally organized and administered general school program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>through a formally organized and administered program in only this area</td>
</tr>
<tr>
<td>area wide</td>
<td>through an informal teacher directed program (on teachers' initiative)</td>
</tr>
<tr>
<td>with interstate cooperation</td>
<td>through the school (vocational) counselor</td>
</tr>
<tr>
<td></td>
<td>through a commercial placement service (donated/paid) by school</td>
</tr>
<tr>
<td></td>
<td>through a government placement service (donated/paid) by school</td>
</tr>
<tr>
<td></td>
<td>through advisory committees</td>
</tr>
<tr>
<td></td>
<td>by directing them informally to establishments where vacancies are known to exist</td>
</tr>
<tr>
<td></td>
<td>some other way (describe): ____________________________</td>
</tr>
<tr>
<td></td>
<td>NOT PROVIDED (reason): ________________________________</td>
</tr>
</tbody>
</table>

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
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):

<table>
<thead>
<tr>
<th>general and other committee(s)</th>
<th>committee for program of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>not at all</td>
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<td>on call</td>
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<td>semimonthly</td>
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<td>quarterly</td>
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<td></td>
<td>semiannually</td>
</tr>
<tr>
<td></td>
<td>annually</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>general and other committee(s)</th>
<th>committee for program of concern</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>placement of grads</td>
</tr>
<tr>
<td></td>
<td>counseling-guidance</td>
</tr>
<tr>
<td></td>
<td>public relations</td>
</tr>
</tbody>
</table>
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): __________________________________________

   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. 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?

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

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)

<table>
<thead>
<tr>
<th>Program</th>
<th>BS N</th>
<th>BA</th>
<th>MS</th>
<th>EdD</th>
<th>PhD</th>
<th>Teaching Experience (&lt;2</th>
<th>2-6</th>
<th>6-10</th>
<th>&gt;10</th>
<th>Years Prior</th>
<th>Indust exp. (&lt;3</th>
<th>3</th>
<th>&gt;3</th>
<th>0</th>
<th>Last Year of</th>
<th>Industrial experience</th>
<th>Certified</th>
<th>Provisional certified</th>
<th>Teaching area</th>
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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:


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.