

AN ABSTRACT OF THE THESIS OF

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Title: SELECTED CHARACTERISTICS OF CHIEF COMMUNITY COLLEGE
ADMINISTRATORS WITH REGARD TO THEIR BEHAVIOR TOWARD
SECONDARY VOCATIONAL EDUCATION

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Abstract approved _____
Dr. Henry A. Ten Pas

Purpose of the Study

The purpose of the study was to analyze selected characteristics of a sample of chief administrators in community or junior colleges in the nation to determine their attitudes toward secondary vocational education. Samples of chief administrators in public post-secondary institutions which offered shared-time vocational education programs for secondary (high school) students on a part-time basis, as well as a sample of chief administrators in institutions not offering such programs, were included in the study.

The president or chief administrator, considered to be an arm of the college Board, was envisioned to be a major initiator of innovation or "change-agent" at the institution. The attitude of the chief administrator toward secondary vocational education was presumed to be a significant factor in adoption or non-adoption of such shared-time programs.

The thesis embodied in the study proposed that where it is possible and feasible to provide secondary vocational education programs through the "area vocational center" concept by the community or junior college serving an area, such arrangements would lead to optimum career development for secondary vocational education students.

Procedures

The data for the study were obtained through the use of a survey questionnaire administered to chief administrators in selected institutions in the nation. The questionnaire was administered to 300 community or junior college presidents in both "offering" and "non-offering" public institutions which do offer post-secondary occupational or vocational education. The F test statistic was used in statistically analyzing the data collected. Secondary data relative to: (1) the administrators' willingness to respond to secondary vocational education at the college and (2) the situational factors bearing on program adoption and operation are displayed.

Conclusions

In light of the statistical analysis of the study data, the null hypothesis under study--that there is no difference in the favorable attitude toward secondary vocational education between chief administrators of community or junior colleges offering shared-time vocational programs and those not offering such programs--is retained at the .05 probability level. Attitude differentials were evident but were judged not to be of significance.

Retention of the null hypothesis suggests examination of factors other than administrative attitude as being of critical importance to the acceptance and operation of shared-time programs.

Shared-time vocational programs between high schools and community or junior colleges is a relatively new innovation and represents a concept gaining in favor nation-wide. A number of states are enacting permissive legislation to provide for coordinate functioning between educational agencies and fiscal appropriations to support such cooperative effort.

Recommendations

It is recommended that further research be directed toward a more critical analysis of discreet differences in attitudes of administrators of post-secondary shared-time programs and administrators not engaged in the shared-time program concept. Further investigation is required to determine other critical factors influencing adoption of the concept.

It is recommended that the study be used as a base for development of legislation to allow and support coordination and cooperation of educational agencies to meet the demand for secondary level occupational preparation and vocational education.

It is also recommended that the study be used to establish a rationale for educational programs designed to increase the level of understanding and acceptance of shared-time vocational education programs by chief administrators.

Selected Characteristics of Chief Community College
Administrators With Regard to Their Behavior
Toward Secondary Vocational Education

by

Ronald Earl Kaiser

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SELECTED CHARACTERISTICS OF CHIEF COMMUNITY COLLEGE
ADMINISTRATORS WITH REGARD TO THEIR BEHAVIOR
TOWARD SECONDARY VOCATIONAL EDUCATION

CHAPTER I

INTRODUCTION

Statement of the Problem

From available evidence there appears to be a growing feeling in Oregon and in other states in the nation that vocational education should be made available to a larger segment of the high school population. There also appears to be strong sentiment that vocational education, whether pre-vocational in nature or specialized, should be a function of the public secondary school (10, 22, 34, 39, 46).

Conversely however, it has been pointed out both in an Oregon Department of Education report (37) and again in the President's Panel of Consultants Report on Vocational Education:

In general, it will not be practical for any high school of less than 500 students to provide the specialized personnel to perform even minimum vocational education services. High schools with much larger enrollments will be necessary to provide a diversified curriculum (46, p. 226).

Almost all of the states, according to Smith (43) are trying to find ways to bring vocational education into the regular high school program in order to provide a total comprehensive educational program for all students. Some states are making a supreme effort to do this by providing a full line of vocational programs in each high school. Smith states:

In metropolitan and other heavily populated areas where school districts are large enough to supply a sufficient tax base and to provide adequate class enrollments, and particularly where the industrial mix is sufficiently balanced to provide job markets in broad occupational areas, a single school can be highly comprehensive.

But the great majority of high schools over the country are too small or too imbalanced to support so complete a program. They must find some other way to make a complete comprehensive program of education available to their students. This leads to a consideration of the cooperative area vocational or education center (43, p. 10).

It has been proposed that community or junior colleges in the various states serve as area vocational education centers to provide needed vocational education and training for high school students, particularly in areas where small high schools are prevalent.

The apparent problem lies in the fact that although many persons believe and support the idea that community or junior colleges should provide shared-time vocational education programs for secondary high school students, in reality community or junior colleges are not providing area vocational education programs for more than a small percentage of the secondary school students enrolled in shared-time vocational programs nation-wide (28).

Purpose of the Study

The purpose of this study was to analyze selected characteristics of chief administrators of public post-secondary community or junior colleges in the nation with regard to their attitudes toward secondary vocational education. The following assumptions formed the basic rationale on which the study was founded:

1. The chief community or junior college administrator, as an arm of the college board of education or governing body, provides leadership for innovation at the college.
2. The attitude of the chief administrator toward the innovation influences adoption of the innovation at the institution.

It was intended that the study assess and analyze the degree of sentiment toward secondary vocational education by selected chief community college administrators and the incidence of shared-time programs by sampling certain behavioral characteristics dealing with:

1. The administrator's acceptance of (attitudes toward, preference for) secondary vocational education.
2. The administrator's willingness to respond to (commitment to) secondary vocational education.

The thesis embodied in this study is as follows: Where it is possible and feasible to provide shared-time articulated programs for secondary vocational education students on a part-time basis through community or junior colleges, such arrangements will lead to effective and efficient learning and optimum career preparation of secondary school students.

The hypothesis made regarding the study was that a more favorable attitude exists toward secondary vocational education by community college chief administrators whose colleges offer shared-time programs than does exist among community college chief administrators whose colleges do not offer shared-time secondary vocational education programs.

Stated in the null-form; there is no difference in the favorable attitude toward secondary vocational education between chief community college administrators whose institutions offer shared-time programs, and those whose institutions do not offer shared-time programs.

Significance of the Study

Probably no area of education has received more widespread attention of late than has vocational or occupational education. The introduction of technology into jobs that for many years had remained basically unchanged found a large number of workers ill-prepared and threatened in terms of continued employability and competence. These changes in labor market needs subsequently raise a question concerning who or what agencies will provide the necessary or basic education and the additional training and education necessary for job entry and stability. This is particularly critical with regard to youth looking ahead to a first job and lifetime career (4).

In order to meet the demands of a rapidly changing work force, some major industries have provided within their regular organizations provision for the re-education and up-grading of personnel. Many small businesses and minor industries in Oregon, especially in the service occupations, cannot usually afford such programs. It seems logical to assume that society should turn to the educational establishments--secondary schools, community colleges and universities--for help with this education and training. To date this has not been a satisfactory solution (4).

The problem of achieving maximum employment has been recognized by local, state, and national political and educational agencies, business, industry, and organized labor. These agencies have not only recognized problems and made recommendations but also have provided some funds for action programs. For the most part, the recommendations and initiated changes have had little success (27).

During the last century many communities planned and built technical high schools, but after a period of time their programs became similar to those of the general high schools. Even though the Educational Policies Commission has repeatedly recommended economic efficiency as one of the primary curriculum goals of the modern high school, the majority of high school students continue to pursue a totally academic program (27).

Evidence of growing awareness of need for an expanding vocational education program in Oregon is contained in the document, Guide to Structure and Articulation of Occupational Education Programs, published by the Oregon Department of Education in 1968 (35). In this document it is stated:

Preparation for work is becoming increasingly recognized as a major objective of education. Until recently, the various goals of education have usually been stated in broad terms of individual fulfillment and social commitment. The goal of preparing people for work was usually implied; but it was seldom made explicit. Now, however, the goal of occupational preparation has been recognized and explicitly stated (35, p. 2).

Occupational education must be an integral part of the total education. Academic and vocational education have been viewed as two things apart. In the modern world they cannot be. Meaningful involvement in our society is so related to possession of salable skills that occupational preparation for all is becoming a fundamental necessity for the general welfare (35, p. 3).

Leaders in business, industry, and education in Oregon espouse the need for expanded vocational or occupational education in public schools. Their awareness and concern are reflected in a report published by the Oregon Department of Education (37). Three conclusions of the report focusing directly upon the problem may be summarized as follows:

1. Vocational education should be a function of comprehensive high schools and community colleges. Vocational education is needed at the high school level. High schools are generally not taking care of vocational education needs; however, some are trying.
2. High schools with fewer than 500 enrollment do not find it economically feasible to offer an adequate vocational education program. There is need for high schools to plan cooperative vocational education programs. Some schools may be large enough to operate their own programs; however, smaller high schools find providing vocational education a serious problem.
3. In providing high school vocational education, there are areas in the state where cooperative ventures can be realized utilizing community colleges. There are other areas that could best be served by a separate facility jointly administered by a group of high schools. The best method is one that takes into account geographic conditions and other related problems.

Various states in the nation are seeking appropriate means of establishing coordinate functioning or cooperative arrangements whereby

secondary schools can provide the type of vocational education required by youth preparing for economic success and participation in the work force.

Two kinds of cooperative arrangements are frequently suggested as means for improving and extending vocational education. The first kind focuses on cooperation between employers and the schools. Such arrangements rely on the availability of work situations provided by employers in agriculture, business, industry, and government. A second kind focuses on cooperative arrangements among educational institutions serving a given area. This cooperation sometimes means systematically planned arrangements between public and non-public schools; between two high schools within a large district; between high schools and a community or junior college; among several high schools, both public and non-public; or some other combination or cooperating schools and districts (28).

Paradoxically, there exists a controversy in the minds of educators and legislators as to the most effective and efficient means of providing area vocational or shared-time programs.

In the study, Education and Training for the World of Work, Smith (43) writes that the hub of the whole vocational education system of tomorrow, by whatever name it is called, will be the comprehensive area post-secondary and adult education institutions. He states that community colleges must open their facilities to high schools of their respective areas on a sound contractual basis for appropriate high school courses, either academic or vocational, that individual high schools cannot afford to offer.

The community colleges can thereby serve as area education centers for high schools of their areas. "Every high school," Smith goes on to say, "should be comprehensive. It should provide such elementary and preparatory vocational programs as class enrollment and costs will justify" (43, p. 4).

The findings of a study of cooperative arrangements among public schools conducted by Meaders (28) indicate that the administrative unit for area vocational education programs is usually a public K-12 district or the county (intermediate) school district. Community colleges or junior colleges were identified as the administrative units for area vocational education programs in only a few cases.

The problem of expanding vocational education opportunity through use of shared-time facilities is particularly acute in Oregon where 70 of the larger high schools enroll approximately 75 per cent of the secondary school population, and 149 high schools enroll the remaining 25 per cent (37). In order to provide adequate vocational education for secondary students particularly in rural areas of the state, secondary school administrators are seeking to find appropriate means of cooperating with other school districts and community colleges to provide shared-time programs.

The shared-time vocational program concept is relatively new as an organizational and administrative construct. As a result there are few established guidelines for implementation of shared-time programs.

The study provides a basis for understanding of the relationship between the attitudes of the chief community college administrators toward secondary vocational education and the incidence of the offering

of shared-time programs. It also assesses awareness and acceptance of secondary vocational education programs by chief community college administrators and forms a rationale for educational programs designed to increase the level of awareness and acceptance of such programs by chief administrators.

Scope of the Study

This investigation was bounded by the following:

1. The study population included public coeducational institutions (community or junior colleges and technical institutions) in the 50 states offering post-secondary occupational education.
2. Those institutions listed in the Directory, American Association of Junior Colleges, 1970 (1), were considered for inclusion in the study.
3. Random samples were drawn from two populations: Colleges offering shared-time secondary vocational education and colleges not offering shared-time programs.
4. The results of the study are generalizable to the extent that attitude and the degree of relationship between attitude and implementation of innovations can be determined.

Definitions of Terms Used

For the purpose of this study the following definitions of terms were used:

Attitude

A readiness to react toward or against some situation, a person or thing, in a particular manner.

Vocational Education

That part of total education which deals specifically, and in an organized manner, with the acquisition of skills, understanding, attitudes, and abilities necessary for entry into post-secondary occupational education and training programs or entry and successful progress in an occupation or occupational cluster. This includes useful and gainful employment in agriculture, business and distribution, home economics, and trade and industrial occupations as well as other service areas.

Occupational Education

Education pertaining to or resulting from a particular occupation. Synonymous with vocational education (or training).

Area Vocational School

A publicly supported school which offers as its curriculum or part of its curriculum vocational-technical education, training, or re-training. This training is available to persons who have completed or left high school and are preparing for the labor market; persons who are attending high school and will benefit from such education and training but do not have the necessary facilities available in their local high schools;

persons who have entered the labor market but are in need of up-grading or learning skills; and persons who, due to academic, socio-economic, or other handicaps are prevented from succeeding in regular vocational or technical education programs.

Shared-Time Vocational Center (Facility)

A shared-time vocational center, usually a separate building housing mainly shops, classrooms, and laboratories for vocational-technical courses. Students are sent or transported to this center on a part-time basis; part of a day, part of a week, alternate weeks, or according to some other shared-time arrangement. When they are not at the vocational center, students study basic vocational or non-vocational subjects and participate in other activities in their local high schools.

Junior College

A publicly supported school or institution which offers as its curriculum or part of its curriculum two years of liberal arts, pre-professional, or other instruction partially fulfilling the requirements for a baccalaureate degree.

Community College

A publicly supported school or institution which meets the curriculum requirements of a junior college and offers in whole or in part vocational-technical curriculum of two years or less in length.

Chief Administrator

The president, administrative head, or executive dean responsible for the overall administration of a community or junior college.

The chief administrator is responsible to a college board of directors charged with the responsibility of establishing policy by which a college shall be established and operated.

The chief administrator is one primarily responsible for financing, staffing, and conducting a college in a manner prescribed by board policy.

Comprehensive High School

A publicly supported high school organized to serve all students of high school age in the community. It provides for as many needs and interests as resources permit, among them, occupational or vocational education and training needs.

The comprehensive high school is a "neighborhood" school: students are usually close to home or within reasonable travel distance, and they remain with neighborhood friends and associates throughout high school. The school is considered responsive to needs of students because it is relatively easy for them to change courses as circumstances and goals change.

CHAPTER II

REVIEW OF RELATED LITERATURE

Importance of Expanded Vocational Education

Area-wide specialized vocational schools have been proposed and established apart from traditional school systems. These schools have served a relatively small group of students and have made little impact on the vast number of persons with marginal salable skills. The most success probably has been achieved by business and industry through in-service or company sponsored training (40). This approach has been an answer to up-grading of people already employed by larger organizations, but it does little to help the young or those employed in small establishments. There seems to be, therefore, a large gap yet to be bridged if all the American people are to be employed at their optimum potential, particularly those youth of high school age who will move into the work force after formal secondary schooling or after continued post-high school education.

In the paper prepared for Designing Education for the Future, it is pointed out that even though the commitment to full employment may not have undergone an adequate test, the commitment is present as an essential part of national planning. The 1966 Annual Report of the Council of Economic Advisors reiterates the policy concepts which relate to high employment levels, price stability and balanced growth (44).

Economic planning, Swanson states, requires orderly and intensive educational planning as one of its concomitance. Education has not, in

the past, been regarded as a mechanism for assuring full employment.

"It is crucial, however, in any economy undergoing rapid changes in technology and rapid transformation in occupational structure" (44, p.100).

Swanson challenges the educational system by questioning whether the system can respond to the expected demand of the manpower market and implies that the answer is still open to conjecture:

In the past neither the prestige hierarchy within the education system at the secondary level, nor the incentive and reward system which supports it, has given more than a modest priority to education for work (44, p. 103).

The report of the President's Panel of Consultants on Vocational Education (46) in 1963 recommended that in order to improve and redirect vocational education in the nation's high schools, the following should be given consideration:

1. Vocational education programs should be made available to more students in secondary schools.
 - a. All high school students should have access to vocational education programs.
 - b. Programs should be developed for more occupations.
 - c. Youth with special talents or with special needs should be permitted to attend schools where these talents can be adequately trained and these needs properly met.
2. Specialized vocational schools should be provided in metropolitan centers and area vocational schools in other locations to provide a diversity of occupational training programs.

As a result of this report and other evidence stressing the need for an expanded program of vocational education, Congress passed legislation designed to provide guidelines and financial support to the States for carrying out an expanded and improved vocational program.

In 1963 Smith reported a study of vocational education in selected states, Education and Training for the World of Work, and recommended the following:

In order to provide the right kind of vocational programs for the two-thirds of our youth who now enter the world of work without a skill, and in order to help carry the increasing load of adult education that now exists or lies ahead, our facilities for offering secondary as well as post-secondary vocational education must be greatly expanded (43, p. 9).

Recognized economic and educational leaders in the nation continue to stress the importance of the public secondary and post-secondary schools in preparing youth for a significant role in the economic future of the United States. Although public education is recognized as a dynamic force, the significance of public "education for work" has been questioned.

The Small Comprehensive High School

In consideration of education for work--vocational education--the comprehensive high school becomes a focal point of interest. It involves school districts--the basic units of the educational system--and it continues the form of common education which is presently accepted as the American pattern.

In his discussion of the comprehensive high school system, Swanson points out:

The comprehensive school has been criticized, subjected to various unequal pressures, and required to accept some obligations which are not educational. Yet it remains as almost a unanimous choice for achieving the purposes which have been interpreted as educational . . . For most students, the secondary school is their last and only contact with formalized education (44, p. 101).

It seems, therefore, if what Swanson purports is indeed true, that for most youth the comprehensive high school is the last contact with formal education; and if it can be assumed that one of the major functions of the comprehensive school is to provide education for work, then it appears that emphasis being placed on expanded vocational education at the secondary level is justifiable. This assumption is in agreement with various studies conducted within Oregon which indicate that many persons, both lay and professional, envision vocational education as truly a function of the high schools.

According to the Oregon Department of Education (35), the development and operation of adequate vocational education programs, even in limited numbers of occupational areas, may be very difficult to finance and to justify because of small enrollment. The initial expense involved in providing adequate facilities and equipment may be prohibitive and sustained operation difficult.

One of the suggested methods of approaching the problem is for school districts to combine their resources and student potential with other districts. Several ways have been proposed by the Oregon Department of Education for both large and small high school districts to cooperate with other districts to bring together a large student potential for economic operation of vocational education programs (35). The following ways of cooperative functioning have been recommended:

1. Development of a separate facility jointly administered by several high school districts or schools.
2. Development of an area facility by one district to serve students from other districts on a contractual arrangement.
3. Establishment of the area facility concept with a community college within reasonable commuting distance from the local high schools in the area education district served by the community college.
4. Allocation of selected occupational programs to various high schools in an area and arranging for students in the "cooperative functioning" area to receive their chosen vocational education at the appropriate high school by commuting from their home high schools on a part-day basis.

The plight of the small comprehensive high school is exemplified by the Final Report of the Education Improvement Advisory Commission (34) in which it is stated that it is beyond the capacity of the small comprehensive high school to teach the many craft skills needed in a modern industrial society. The report further pointed out that whereas many small high schools in the State find it impossible to offer suitable vocational programs, there should be continued effort to group these into units of sufficient size for qualified area vocational programs.

Area Vocational Schools

The need for vocational education is well documented. Many of the states, because of differing social and economic patterns and differing educational philosophies, both at the state and local levels, have chosen a variety of methods to provide necessary vocational training and education required for the community. One such method has been the establishment of area vocational schools.

Area vocational schools have taken on a variety of forms serving the education requirements of a varied sector of the public. Some area schools serve only high school age youth. Others serve a wide spectrum of work force entrants, high school, post-high school, and adults requiring up-grading and retraining for occupational competency. Usually high school students who attend the area vocational schools leave their local school system and become members of the area schools.

The area vocational school concept is not a new educational innovation, some schools having been in existence since 1915 (18). Such schools have been founded under a multitude of administrative structures. These structures range from a single school or a multi-district unit, to a single or multi-county unit, to a state system of area vocational schools.

Prompted by a changing educational philosophy and federal stimulation, the area vocational school concept has expanded rapidly since its beginning in this country in the early 1900's. Dunbar (12) alludes to the growth pattern when he points out that in 1956, 28 states had such schools, mostly providing a two-year vocational training programs for post-high school students. By 1964, 42 states had a total of 278 such

schools. He goes on to say that the trend toward establishment of these schools has been given impetus by public recognition that today most people must have specialized training to qualify for a job in our modern, complex, mechanized society.

A second type of organizational structure under the area vocational pattern for secondary education has been the area vocational center or shared-time facility whereby a group of schools agree to send their vocational students to a common center only for the vocational specialty part of their programs and retain them in their home high school for the rest of their work. They graduate from their home high schools and are identified with them.

Coe (8, p. 173) predicts:

The area vocational center is destined for expansion in the future because it supposedly maintains many of the ideas of the comprehensive high school and yet provides the opportunities for vocational education.

Coe goes on to say:

The new Federal program will stimulate the opportunities for pre-employment training for high school youth. There will be more experimentation to develop new and better ways of meeting the needs of youth who are not now served by the traditional programs.

Adjoining school districts with limited enrollments and finances will enter into cooperative arrangements for pooling their resources in order to provide vocational [occupational] education.

Foundations of the Shared-Time Concept

The roots of the shared-time concept in education go deep into the American religious heritage. The separation of Church and State, one of the major tenets of the United States Constitution, became an issue

raised in considering sharing of time and facilities between schools and institutions, public and private.

The question of whether public and sectarian schools should, or in fact legally may, cooperate whereby public tax monies are used to support such cooperative effort, is one of long standing and heated controversy. Arguments, pro and con, have been explored and sometimes decided in the courts.

Both sides of the question are argued by Anderson and Powell (3). Anderson contends that the opening of a public school for instructional purposes to students also enrolled in a sectarian school is a violation of the First Amendment of the United States Constitution. He believes that shared-time programs between sectarian and public supported schools should be denied. He points out that if a sectarian school is given aid to establish physical education, remedial reading, mathematics, science, foreign language, or any other subject, such aid constitutes a direct grant to the sectarian school and would be unconstitutional since it breaches the wall of separation of Church and State.

On the other hand, according to Powell (3), in a court decision in Pennsylvania (Commonwealth ex rel. Wehrle v. Plummer, 21 Pa. Dist. R 182), the right of a parochial school pupil to enroll in manual training classes at a public school was upheld. The court stated:

. . . the entire common school system in Pennsylvania was created and devised for the elevation of our citizenship as a whole. It is . . . to be open to all of lawful age who will avail themselves of its advantages, subject only to necessary regulations and limitations essential to its efficiency (3, p. 29).

Anderson contends that America has room for both public and private schools, but private (sectarian) schools remain private only as long as

they are financed privately. "Once compulsory taxation replaces voluntary contributions as the source of support, the schools have no moral right to call themselves private" (3, p. 28).

Theodore Powell, Consultant, Connecticut State Department of Education, points out that for more than 30 years, Hartford, Connecticut, has had a shared-time arrangement with nine or ten parochial schools sending seventh and eighth graders to public schools for instruction in industrial arts (boys) and home economics (girls) (3). The subjects are taught during a double period once a week by the public school teachers. Costs for instructing the parochial students were provided by the parochial school.

Hunt (21) believes that a shared-time arrangement whereby students attend a tax supported school for a stated number of hours for general education at tax expense and a parochial school for religious education paid for by the churches may be the answer to the Church-State question. He believes that the term "shared-time" is probably not the best description of the concept since it may imply that the public school is giving away something that belongs to them. Hunt suggests alternate descriptions such as split time, reserved time, dual school enrollment, educational cooperation, part time enrollment, and dual registration.

Under the partnership between Catholic and public schools, according to Wakin (48) the shared-time concept was widely introduced into the educational market place in 1961. He believes that the spread of shared-time will continue. Wakin states:

The persuasive arguments in favor of shared-time and the successful examples of its application make its continued spread likely. Before the onset of recent publicity, the concept--without the label--had been at work for over forty years in various parts of the country (48, p. 69).

Of the many current issues in education in the United States today, one of the most important, says Duker (11), is the issue of shared-time. He points out that at a time when many private and parochial schools are finding great difficulty in meeting financial obligations, such a plan offers a possible solution which would not involve the elimination of grades or even of schools.

The controversy of morality and legality in using public funds to promote and conduct public vocational education between and among public schools was not an issue in this study. The idea of shared-time between public and private schools appears to have established precedents upon which cooperation and coordinate functioning between schools is a reality and an accepted practice.

Issues such as supervision and control of shared programs and facilities, local district protectiveness, prejudices, and community attitudes and standards which might inhibit cooperation between schools, school districts, or agencies and institutions, may be possible to overcome if such a heated issue as the separation of Church and State can be resolved, legally and morally.

Post-Secondary Institution's Role in Coordinate Functioning

Considerable attention has been given to the role public community or junior colleges could play in providing area facilities or shared-time vocational educational programs for local high schools. This interest

in the community college as a contributor to the area facility concept is referred to in the report of the Oregon Education Improvement Advisory Commission wherein it states:

In state administration of federal funds available for distribution to local vocational education programs, it will be inefficient to devote resources to establish, equip, and operate such programs in single schools with few students. Therefore it will be necessary for small districts to establish area vocational programs in cooperation with other districts to which students from the individual districts may be transported. Intermediate education districts, Area Education Districts [community college], or other combinations of local districts might serve to fulfill this need by operation of these programs.

Within these combinations the student would retain his identification and primary enrollment with his local secondary school. In many cases, district school boards must face the alternative of such cooperative arrangements or be placed in the position of honestly admitting their program fails to meet student needs for a technological society (36, p. 9).

The case for Oregon community colleges to serve as cooperative functioning agencies was more strongly emphasized in recommendations made in the final report of the Governor's Education Improvement Advisory Commission in which it was stated:

Area vocational programs and/or schools must be established to provide vocational-technical training service. In areas of low population density, it will be inefficient to establish both area vocational schools and community colleges. In this circumstance, it might be most reasonable for the community college to offer part-time vocational and pre-technical training for surrounding secondary students on a contract basis with local school districts. However the curriculum of the vocational-technical program differs at the secondary school level from that of the community college and, where sufficient population permits separate facilities, programs, and teachers improved quality of instruction will result (34, p. 16, 17).

Belief in the recommendation that community colleges provide area vocational education programs for high schools in the area education districts was strengthened by members of the Oregon legislature. Senator Al Flegel, Chairman of the Senate Education Committee, was quoted in a news article in the Oregon Statesman on March 19, 1969, (9, p. 8) as saying: "Cooperation between Clatsop Community College and the school districts seems to be nonexistent. High school students are not received with much enthusiasm at the college."

Flegel urged the Oregon Board of Education to require community colleges and school districts to cooperate in vocational training. He also asked the Board to set up a coordinating committee so that higher education, community colleges and school districts do not duplicate services.

Additional support for community college involvement in providing area vocational facilities in the State was expressed by the Oregon State Superintendent of Public Instruction in a position paper dealing with vocational education in high schools and community colleges. Superintendent Parnell (39) pointed out that community colleges will have specialized facilities, and instead of every high school trying to match these facilities, high school students would go to community colleges for certain specialized vocational education courses. This would require extensive coordination, but would result in first-class vocational education at a substantial savings to taxpayers, Parnell reported.

In a statement on improving vocational education, Career Education in Oregon, the high schools and community colleges are encouraged to

" . . . cooperatively plan articulated educational programs that will enable all students to achieve their career goals regardless of where they live" (32, p. 4).

Other states, in planning for secondary vocational education programs, are looking toward community colleges to serve as area vocational education facilities for secondary or high school programs. In his report, A Vocational Education Program for the State of Michigan, Smith (43) states:

It is our conclusion, based on present practices and trends throughout the nation, that the only way by which vocational-technical education can be taken to the people of outstate Michigan with any degree of success is through a system of comprehensive high schools and a statewide area system of comprehensive post-secondary institutions, into which our community colleges should develop. The ways by which this can be done are for the high schools of each community area to construct and operate a vocational education center of their own, or to contract with an existing community college to serve as a center for them.

In serving the high schools, the community colleges will not admit high school students into classes with post-secondary students, but only into secondary level classes with secondary students. The students will remain members of their home high schools and be transported by bus daily or two or three times a week to the community college for the vocational courses just as they are to vocational education centers (43, p. 15).

Tyler (45) and Hansen (17) allude to the practice of accepting into California junior colleges, high school seniors on an advanced placement basis whereby high school students attend junior colleges on a part-day basis and receive college credit for courses taken.

Hansen points out that the 1959 California legislature enacted legislation which made it possible for junior colleges--under certain circumstances--to obtain state aid without detracting from the full Average Daily Attendance (ADA) reimbursement received for students by their respective high schools.

As a result of this legislation," Hansen goes on to say, ". . . many more junior colleges have made it possible for selected high school seniors to take courses for college credit in addition to their high school program" (17, p. 193).

California junior colleges, Tyler (45) points out, will be serving 1,237,000 students by 1975. One of the major functions of the junior colleges will be in meeting individual education needs of a wide variety of students including high school seniors whose education will be accelerated by part-time junior college work before high school graduation.

Specific reference is made to the community or junior college regarding secondary vocational education by Uxer (47). He reports that a number of states are turning to the junior college as an institution to provide area vocational services. Uxer states that the Idaho State Board of Vocational Education has ruled that insofar as possible, area vocational education schools should be associated with a junior college or state educational institution.

In Oklahoma, according to Uxer, the State Board of Vocational Education policy requires that area vocational-technical schools provide training for high school students, post-high school students and adults. High school students may attend vocational schools a half day and their own schools a half day. They receive credit for attendance at the vocational schools, and this credit applies toward a high school diploma issued by the home schools.

Further evidence of planning for junior college involvement is reported by Burns (6, pp. 28, 29).

He says that:

The state of Missouri lends itself to division into approximately twenty-two areas which could be served by area vocational-technical schools or programs. These twenty-two proposed areas include those areas which could well be served by a vocational-technical program within a junior college.

Burns goes on to make the following recommendation:

Since many of the area vocational-technical schools proposed for Missouri would be near existing public junior colleges, it is thought that functions of the proposed schools should be undertaken by the junior college rather than separate institutions.

The Illinois legislature in 1969 passed legislation, House Bill 1277, which amended the school code by empowering school boards to enter into agreements with junior colleges to send high school students to the colleges for the purpose of advanced vocational training; those students receive credit which applies toward a high school diploma. The participating junior colleges are permitted to bill respective high schools at usual per student tuition rates, and State aid monies may be used by high schools for payment.

A specific example of a community college serving as an area vocational facility is the Jackson County Community College in Michigan. Since the college is a county-wide entity, it is responsible for vocational-technical education as it relates to post-high school as well as to secondary school operation in the county.

The community college is cooperating and sharing time with twelve public secondary school districts and three parochial districts. According to Mathews (26), the college has developed shops, laboratories, and classrooms in which high school vocational students coming to the college,

spend a half day and then return to their home district for their general education during the other half of the day.

Mathews reported that in 1966:

. . . we opened our operation with about 165 students from high schools in the county. We will open the second year of our operation with 300 high school students (26, p. 13).

In answer to the question of providing the same program for high school and post-high school students, Mathews says:

I think, honestly, that whether vocational education starts with secondary or post-secondary, probably it will make little difference. I would suggest that perhaps there might be a blending of high school and post-high school people. . . the only place where we really segregate kids is in school. The rest of the time, they associate with people of all ages, and this is not a problem (26, p. 14).

The General Policies and Principles for Area School Designation, developed by the Colorado State Board for Community Colleges and Occupation Education, states:

As Colorado develops a state system of community colleges which include facilities for vocational-technical education, careful planning and coordination is imperative to avoid duplication and to avoid the development of tax supported facilities in excess of need.

It is recognized that it may be necessary and desirable to locate some area vocational-technical schools not in conjunction with a community college, and some community colleges may need to be established where there is no area vocational-technical school.

The area vocational-technical schools within a community college or as independent institutions will provide vocational-technical training for those individuals who have completed or left high school and are available for full-time study in preparation for entering the labor market. It must also be remembered that it is the role of the area vocational-technical school to provide an extension of high school vocational training and programs not available in existing area high schools, yet, keeping this training accessible to the high school students who will retain identity with his home high school (2, p. 1).

A similar situation is created in Iowa wherein the State Statute, 280A 1 Statement of Policy reads:

It is hereby declared to be the policy of the State of Iowa and the purpose of this chapter to provide for the establishment of not more than seventeen areas which shall include all of the area of the state and which may operate area vocational schools or area community colleges offering to the greatest extent possible, educational opportunities and services in each of the following, when applicable, but not necessarily limited to:

. . . 5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private (22, p. 3,4).

Cooperation between high schools and community colleges is encouraged in Michigan in a Position Statement Concerning the Development of Area Vocational and Technical Education Programs. The paper makes it very clear that community colleges in the State of Michigan are permitted to cooperate with local schools to provide the necessary vocational-technical education. The authors of the paper state:

The community colleges should provide vocational and technical programs for post-high school students who desire to continue their education, and for out-of-state youth and adults in need of training or retraining. Secondary area vocational programs could be operated by the community college if requested to do so by K-12 districts involved (30, p. 2).

The Michigan Department of Education is seeking maximum development of its opportunities by sanctioning complete cooperation between all its public educational agencies to jointly plan and implement area vocational-technical programs.

One of the established methods of providing vocational-technical education for secondary school students within the area vocational facility concept, according to Meaders (28) is through the use of post-high school institutions--community colleges, junior colleges or technical

institutes. Although such administrative units are recognized as providers of such service, the incidence of the post-secondary area vocational concept is relatively small. In the study, Shared-time (Dual Enrollment) Concept for Area Vocational Educational Programs, Meaders reports that regular high school districts and county school districts are the most frequently reported administrative structures for operating area vocational education programs. The post-secondary institutions accounted for approximately four per cent of the total service reported by responding school districts (N=70).

Such findings seem to negate the stress placed upon community colleges to be providers of service as area vocational education centers for surrounding high schools as suggested by the Oregon Board of Education (33, 37), Flegel (9) and others (26, 30, 43).

A review of the literature concerning the role of the community college as the administrative unit for area vocational facilities reveals a paucity of information regarding wide spread utilization of community colleges for this purpose. There seems to be, however, more frequent reference to the community college as a provider of such services in the more recent publications (6, 24, 28, 47).

Greater acceptance of the community college as an administrative unit for area vocational facilities appears to be the trend. Such acceptance seems to be resulting from expanding federal and state legislation and funding to support vocational education, as well as experimentation with new approaches to providing needed vocational programs.

As educators and legislators in various states attempt to provide necessary vocational education for high school students, they develop

innovative approaches to the utilization of existing facilities and institutions, and are looking to the expanding community colleges as one resource for providing area vocational facilities. Hopkins (20, p. 72) makes a statement that suggests the need for continued searching to identify possible solutions. He states:

There are many areas in vocational education that merit research investigation. Area vocational-technical centers are relatively new approaches to providing vocational training to secondary students and adults. These centers may eventually serve as agencies offering vocational educational training to secondary students, post-secondary students, and adults. Much research needs to be directed toward the area vocational training offered and the quality of education persons attending these centers receive.

Similar Attitude Studies

A relevant study recently completed by Ramstad (41) indicates that the attitude of the chief community college administrative officer toward experimental programs was the most significant single factor in the process of adoption or non-adoption of such programs. A high correlation was shown between non-adoption and the attitude reported by the chief administrator toward a particular educational technique, than between non-adoption and some situational concern such as lack of funds, lack of staff, or lack of space.

Ramstad points out that on the basis of the study:

. . . it would appear that while some situational factors occasionally would serve as predictors, individuals or organizations interested in promoting experimental programs that would purport to increase the efficiency of the professional teacher in the participating colleges in the study, should recognize that the personal attitude of the chief administrative officer was the most important single factor to be considered (41, p. 13).

Although the study by Ramstad dealt with innovations concerned with improvement of teacher efficiency, adoption of improvement practices was considered to be a result of administrator attitude toward the innovative program.

To determine the viewpoints of Indiana school administrators regarding pertinent questions dealing with vocational education, Woerdehoff and Bentley (49) conducted a study of all school administrators (city and county superintendents and secondary school principals) in Indiana. Based upon the responses of 712 school administrators, Woerdehoff and Bentley determined that educational viewpoints held by school administrators are presumed to be important factors in determining curriculum offerings in the secondary school.

However, they point out:

Of course the educational practices in the school system may or may not conform to the educational viewpoints held by the administrator. It must be recognized that the school administrator cannot always translate his educational viewpoints into practice because of a host of conditions.

Nevertheless, in terms of probable inference, the school administrators are in a favorable position to exert influence on the curriculum design of the secondary school. Consequently, it is reasonable to assume that their viewpoints regarding vocational education contribute much toward the degree of acceptance or rejection of this phase of secondary education and the way in which the problem is carried out (49, p. 29).

A total of 80 per cent of the 712 administrators responding to the study agreed that development of a local program of vocational education depends largely upon the degree to which school administrators encourage and support the program.

The literature is replete with references to the importance of the chief administrator as change agent for adopting innovations.

Johnson (23) states that it is clearly the role of the administrator to encourage innovation. The administration of an innovating college must be committed to promoting new institutional developments and must take the leadership in formulation and encouragement of faculty acceptance of college objectives.

Carlson (7), in discussing the introduction of programmed mathematics into the high school, places major emphasis on the school superintendent. According to Carlson, the superintendent is the focal point since he makes the final decisions.

Gould (15) indicates that the educational leader has a responsibility to create, internally and externally, a climate for acceptance of change.

Administrators--not teachers--are the agents of change, states Brickell (5). He points out that administrators must be convinced of the values of instructional innovations since they are the ones who introduce innovations.

From the study of pre-service and in-service education for community college personnel conducted by the Division of Adult, Vocational and Community College Education, School of Education, Oregon State University, it is reported:

The president was the identity figure for the community college. He attracted quality personnel, funds, and was a prime decision-maker in the college structure. Any thing which added to the stature or status of the president added to the stature of the college (38, p. 11).

Halpin (16) after developing the paradigm for research on administrative behavior, emphasized the importance of the relationship of the behavior of the administrator and changes in the organization's achievement. He stated:

Let it be emphasized again that if one fails to establish the relationship between the behavior of the administrator and syntalic measures of the organization's effectiveness, he evades the most fundamental research issue at stake (16, p. 185).

An attitude study of significant importance to the investigation herein undertaken was the work of Divita (10). The purpose of Divita's research was to study the attitudes toward vocational education of school administrators and county boards of education members in West Virginia.

Specifically the study sought to determine:

1. The value and importance of vocational education as seen by school administrators and boards of education members.
2. What school administrators and boards of education members believed the role of the secondary school should be in providing vocational education.
3. The degree to which school administrators and boards of education members tended to support present vocational education programs and expansion of these programs.

Divita utilized a survey instrument consisting of a series of statements concerning attitudes toward, and value of, secondary vocational education for high school youth. The instrument was responded to by 339 persons, 63 per cent of the 537 school administrators and county school board members surveyed.

The respondents indicated the degree of favorable or unfavorable attitude toward statements about vocational education in the West Virginia schools. The study results show that the majority of school administrators and school board members were of the opinion that:

1. Vocational education in secondary schools was perceived as being of great value, and the need for secondary vocational education was seen as increasing in the future.
2. Vocational education was seen as being a rightful part of the secondary curriculum.
3. The present vocational education programs were not diverse or extensive enough to adequately serve the needs of high school students.
4. Most high school students were interested in receiving some degree of vocational education while in high school, and many more students would be enrolled in vocational education if programs were available to them.

The opinions of the 339 respondents seemed to indicate a decided agreement or disagreement with the statements used in the study device. There was a direct relationship between each respondent's opinion toward the statements of attitude and the major findings of the study as responded by Divita.

The various studies dealing with attitudes of school administrators and adoption of educational innovations and operation of educational programs, indicate a positive relationship between the administrator's attitude toward the program or innovation and the likelihood that the program will be adopted by the agency or institution.

Summary of Related Literature

It is a generally accepted fact that the major purpose of occupational or vocational education is to prepare individuals to successfully engage in a socially useful occupation. This implies that the individual will be provided education and training for development of knowledges, skills, and attitudes to the extent that he can enter and make progress in his chosen vocation.

In a review of the related literature, three major concerns are evident. One asks whether or not the educational system can respond to the demand of the market place for trained workers. The second question is concerned with the consortium or agency best suited to provide the required vocational education training. The third concern deals with the attitudes of "change agents" toward secondary vocational education innovation.

One approach to providing needed vocational education has been the comprehensive high school but by and large this approach has not been satisfactory, particularly in some of the smaller high schools. Many of the remote schools in rural areas find it extremely difficult and economically infeasible to offer more than a minimum occupational education program, even though the school administrators favor such programs.

Solutions to the problem have been sought by professional and lay persons in various school districts. School districts have attempted, and in some cases successfully carried out, joint ventures wherein a substantial student potential is amassed to make offering an appropriate vocational program economically feasible.

By drawing upon the shared-time concept, whereby students from a public or private school attend another school for part of a day for the purpose of some type of specialized education, more adequate education has been made available to a larger number of youth. Through coordinate functioning and the coupling of programs, school districts have attempted to solve problems of the smaller schools.

Several approaches to providing area vocational programs have been promulgated and are operating in the nation. These approaches, stimulated by federal legislation for vocational education have taken on a variety of forms. Methods most prevalent have been arrangements between schools, and through contractual arrangements with post-secondary community or junior colleges, area vocational schools and technical institutes.

The majority of students served through the area vocational education center concept have been served through one of the secondary inter-district or county school arrangements. The use of the post-secondary institution, to provide area vocational education programs for secondary school youth, has not been one of the most popular approaches.

Even though the role of the post-high school agency has not been a strong force in providing area vocational education at the secondary level, there seems to be a growing trend in this direction. Many educators and legislators, through permissive legislation, position papers, and operational guidelines, have taken steps to effect sound educational programs through more economic means. There seems to be a strong desire on the part of most legislators to bring about better utilization of educational expenditures.

This concern seems to be particularly true in Oregon where only a few high schools are of sufficient size to offer comprehensive vocational education programs, and a small percentage of the state's schools enroll the bulk of the secondary school population. As a result, much effort has been exerted to find suitable arrangements to provide for area vocational education cooperation.

One of the often-suggested methods of providing appropriate vocational education in Oregon high schools is through a cooperative arrangement between the system of Oregon community colleges and surrounding high schools. Under such an arrangement community colleges would provide the "specialized" vocational education courses which could not be provided by local secondary schools.

The review of current literature pertaining specifically to the importance of the characteristics of the chief administrator in the educational setting with regard to his role as the institutional "change-agent" appears to support the assumptions on which this study was founded: that a favorable attitude of the chief community college administrator toward secondary vocational education and his willingness to respond to the shared-time concept for secondary vocational education programs at this institution was assumed to correlate positively with the institution's adoption of the shared-time approach.

CHAPTER III

DESIGN OF THE STUDY

Procedures and Techniques

The data for the study were obtained through use of a questionnaire designed to compare attitudes of chief community college administrators in community or junior colleges offering shared-time programs for secondary vocational education students with administration in those colleges not offering such programs.

A random sample of chief administrators was drawn from a listing of community and junior colleges in the fifty states in the nation reported to be offering shared-time vocational programs for secondary students (Group I).

A second random sample of chief administrators was drawn from a listing of community and junior colleges in the nation not offering shared-time vocational programs (Group II).

Secondary data were gathered from Groups I and II concerning situational factors bearing on program adoption and operation.

Selection of Participants

The fifty State Directors of Vocational Education were canvassed to identify community or junior colleges within their respective states engaged in the shared-time or area secondary vocational center concept. In some cases it was necessary to contact each community college in various states when the required information was not available from the State Director (see Appendix B, p. 94). The random selection of

Group I participants was made from the listing of "offering" colleges developed from the inquiry made in each state.

The random selection of Group II participants was made from a listing of public community or junior colleges included in the Directory, American Junior Colleges, 1970 (1). To be eligible for selection, institutions were to be coeducational in nature and were to be offering occupational education to post-secondary students. The institutions which were found to fit Group I criteria were eliminated from the population considered for random selection of Group II participants. Through this means, it was assumed that the population from which the Group II participants were drawn did not contain institutions that were offering shared-time programs.

Randomness of selection was obtained by drawing ballots from two vessels containing the two populations.

A sample of 150 subjects representing Group I, chief administrators from "offering" institutions, was drawn in an ordered pattern (i.e., 1st, 2nd, 3rd, etc.). Similarly, a sample of 150 subjects representing Group II, chief administrators from "non-offering" institutions, was drawn in ordered arrangement.

Construction of the Study Instrument

The study instrument, designed to measure the administrators attitude toward secondary vocational education, followed the scaling techniques developed by Likert (13, 25).

Thirty statements designed to evoke a favorable or unfavorable response toward secondary vocational education, developed by Divita (10),

were drawn upon by permission from the study, Attitudes Toward Vocational Education in the Secondary Schools of West Virginia (see Appendix C, p. 99, 100). In the study, Divita sampled opinions of 339 county school superintendents, members of county boards of education and secondary school principals. The responses of the 339 participants in the Divita study were judged to be indicative of favorable, neutral, or unfavorable attitudes toward secondary education.

The proposed questionnaire was administered to a randomly selected national group of twenty-five chief community or junior college administrators not included in the Group I or Group II sample populations. The survey instrument test group were asked to review and evaluate the questionnaire in terms of clarity, content, and comprehensibility of directions.

After the return of the test questionnaire, the recommendations were analyzed, and the instrument was revised according to the responses. The final draft of the questionnaire, which incorporates a cover letter, is included in the appendix (Appendix E, p. 105).

Collection of Data

The questionnaire was administered to Group I (offering) and Group II (non-offering) samples of chief administrators with instructions for completing and returning the questionnaire. In cases of delayed responses, follow-up letters were sent to encourage return of the questionnaires (Appendix D, p. 104).

A total of 244 or 81 per cent of the study questionnaires were returned.

Two study populations of 100 respondents (Group I and Group II) were organized from the returned questionnaires. The selection of participants was made according to the ordered random selection process for the original populations.

Treatment of Data

The collected data were committed to electronic data processing techniques for compiling and computer analysis of the questionnaire items. The attitude data were compared by computing the mean for each item by group and comparing the differences between the means by item, by group, using the F statistic to test the null hypotheses: $H_0: \mu_1 = \mu_2$, where μ_1 represents the mean score for Group I, and μ_2 represents the mean score for Group II.

Secondary data dealing with situational factors concerning shared-time program operation, and the administrators willingness to respond to the innovative program, were compiled for descriptive purposes. These data are presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the findings of the study which are divided into three categories:

1. Data related to the hypothesis under study.
2. Descriptive data bearing upon the problem under study.
3. Descriptive data relating to the operation of shared-time vocational programs.

Data included herein have been presented both in table and narrative form. Reference to "administrators" in the narration refers to chief community or junior college administrators (presidents, administrative heads, or executive deans).

Data presented in this chapter are those that were judged to be most relevant to the study problem. Other attitude scale data collected via the survey questionnaire are presented in tabular form in Appendix A. Each attitude scale item (1-30) included in Appendix A is displayed showing the number and percentage of responses to each item by response category: SA, strongly agree; A, agree; N, neutral; D, disagree; and SD, strongly disagree.

Statistical Data Related to The
Hypothesis Under Study

The F statistic was employed to test the hypothesis under study. Likert scale values (1 through 5) were assigned to the study variables. Respondents were asked to indicate their attitudes toward 30 statements

about secondary vocational education included in the study questionnaire (Appendix E). The participants rated their responses to the various statements and values were assigned to each response as follows:

<u>Response Category</u>	<u>Assigned Value</u>
SA -- Strongly agree with statement	5
A -- Agree, but not strongly	4
N -- Neutral toward the statement	3
D -- Disagree, but not strongly	2
SD -- Strongly disagree with statement	1

The responses to the attitude rating scale for each study variable were submitted to electronic data processing, and group means were computed for each study sample: Group I (administrators in institutions offering shared-time secondary vocational programs) and Group II (administrators in institutions not offering shared-time secondary vocational education programs).

F values, resulting from an analysis of the variance for both groups, are shown in Table I.

TABLE 1. Group Means and F Statistic Values for Study Variables

Variable	Mean Group I	Mean Group II	F* Value
1	3.310	3.100	1.4932
2	2.160	2.280	.7142
3	2.250	2.570	5.5929*
4	3.240	3.500	3.9082*
5	2.940	2.950	.0037
6	1.850	2.240	9.1266*
7	3.660	3.800	.8348
8	3.890	3.700	2.2794
9	3.130	3.510	7.0665*
10	4.160	4.120	.1414
11	2.550	2.730	1.5688
12	3.860	3.770	.4461
13	3.090	3.040	.1213
14	1.650	1.710	.2714
15	3.360	3.450	.2730
16	3.760	3.810	.1909
17	2.010	2.080	.4740
18	1.670	1.730	.5958
19	3.800	3.680	1.2315
20	2.160	2.150	.0082
21	3.370	3.750	8.7136*
22	4.150	4.050	.7645
23	4.130	4.200	.8179
24	4.390	4.420	.0946
25	1.640	1.810	2.2994
26	3.060	3.290	2.4446
27	2.470	2.520	.1609

TABLE I (Continued)

Variable	Mean Group I	Mean Group II	F* Value
28	4.170	4.180	.0098
29	4.010	3.960	.1449
30	4.150	4.120	.0846

* Critical value of F

$$\alpha = .05 \quad \text{d.f.} = 1, \infty \quad \text{C.V.} = 3.84$$

As shown in Table I, significant difference (at the .05 level of confidence) were found for variables 3, 4, 6, 9, and 21.

Data Related to Administrators' Attitudes
Toward Specific Statements About
Secondary Vocational Education

Selected questionnaire statements dealing specifically with chief community or junior college administrators' attitudes toward secondary vocational education, judged to be most directly related to coordinated shared-time program effort between high schools and community or junior colleges, are presented in this section. Fifteen of the 30 attitude scaling statements utilized in the survey questionnaire are presented with accompanying narration and descriptive statistics.

Apparent differences in the responses between the administrators in Group I, respondents from institutions offering shared-time vocational education programs, and administrators in Group II, respondents from institutions not offering shared-time vocational education programs,

are pointed out. The sample populations are referred to as "offering" and "non-offering" groups, for purposes of shortening the narration references to the respective administrative groups.

Statement:

High schools are not assuming enough responsibility for providing vocational education (Appendix A, Table 29).

The above statement represents a major criticism leveled at public secondary education today. Reference is made repeatedly in the literature that public secondary educational agencies continue to pursue an academic approach in high school curricula in today's modern, complex, technical society.

Over 70 per cent of the administrators responding to the questionnaire either agreed or strongly agreed with the statement. A total of 71 per cent of the "offering" administrators and 74 per cent of the "non-offering" administrators answered affirmatively. It can be noted that a small percentage differential was reported between the two groups of respondents.

Statement:

Providing high school students with skills for earning a living is as important as skills for social living (Appendix A, Table 23).

Traditional high school programs have stressed the development of skills while little emphasis has, in the past, been placed on preparation for work or for earning a living. This imbalance has been noted in the literature by a number of writers.

There was strong agreement on this matter among the administrators in the study populations. Ninety per cent of the administrators in the

"offering" institutions either agreed or strongly agreed with the statement as compared with 85 per cent of the administrators in "non-offering" institutions. Seven administrators, of the 200 responding to the statement, disagreed with the statement; and only one person registered strong disagreement.

Statement:

A major cause of the drop outs is the failure of the secondary schools to offer programs diverse enough to meet the needs, interests, and abilities of all students (Appendix A, Table 35).

The response to the above statement indicates that the feelings of the chief community or junior college administrators coincide with many critics of the public secondary school system. Whether the criticism is warranted or not, many persons speak of the irrelevancy of the secondary school program to the needs of today's youth.

Agreement or strong agreement with the above statement was indicated by 179 of the administrators responding while 13 from both groups disagreed or strongly disagreed. Eight persons took a neutral position on the matter.

A larger percentage of "offering" administrators (91 per cent) were in agreement, as contrasted to 88 per cent of the "non-offering" administrators who either agreed or strongly agreed.

Statement:

Vocational education in high school is unnecessary since students can receive vocational training while on the job (Appendix A, Table 31).

Some persons suggest that vocational education is not necessary in the secondary school since many students are not mature enough to make intelligent career choices. Others suggest that secondary vocational education is unnecessary since industry is willing to do necessary training of graduates after they enter the work force.

Most of the administrators responding to the questionnaire item felt that the statement was not true. The administrators in "offering" institutions were more in disagreement with the statement than were those administrators in "non-offering" institutions. The two groups, "offering" and "non-offering" either disagreed or strongly disagreed, 98 per cent and 93 per cent respectively. Not one of the 200 respondents agreed with the statement.

Statement:

Secondary schools and local industry should work more closely together to provide vocational education (Appendix A, Table 41).

Federal legislation, providing the major portion of funds for vocational education in the various states, established as a criteria for the states' receiving federal support monies, that vocational programs be operated with counsel from business, industry, and agriculture advisory committees. Public education agencies develop and operate secondary and post-secondary vocational or occupational programs with involvement of these lay advisory groups consisting of persons knowledgeable of the requirements of the workers who complete the vocational training and enter the work force.

The respondents to the questionnaire statement indicate agreement that a cooperative climate should exist between the public

secondary school and "industry". Sixty-five per cent of the "offering" administrators agreed with the statement while 28 per cent of the administrators in that group strongly agreed. A total of 54 per cent of the administrators in the "non-offering" institutions agreed with the statement while 34 per cent of the "non-offering" administrators strongly agreed with the statement. Seven administrators from the total number of participants (N=200) disagreed or strongly disagreed with the statement.

Statement:

Vocational education in high school does an adequate job of preparing students for entrance into an occupation (Appendix A, Table 40).

The majority of the post-secondary administrators in community or junior colleges, all of which include post-secondary occupational education programs in their curriculum, responded negatively to the statement that secondary vocational education does an adequate job of preparing students for specific occupations. A total of 60 per cent of the "offering" administrators and 62 per cent of the "non-offering" administrators disagreed, or in some cases strongly disagreed, with the statement.

Conversely, 15 per cent of the administrators of institutions offering shared-time programs agreed that a secondary vocational education is adequate in preparation for entering an occupation. This attitude is compared with the responses of administrators of institutions not offering shared-time programs. In this case, 19 per cent of the administrators agreed with the statement, while one person strongly agreed.

Statement:

Vocational education at the secondary level should be of a broad general nature rather than preparing for a specific occupation (Appendix A, Table 28).

The administrators' attitudes toward this issue may have been influenced by the trend in high school vocational education programs toward a "cluster-approach" to occupational education, an approach in which students are trained for entrance into a cluster of closely related occupations; however, the training is non-specific and more generalized. This attitude is reflected in the responses, which indicates that the majority of the respondents in both groups believe that secondary vocational education should be of a broad general nature rather than for a specific occupation.

One hundred seventeen of the 200 administrators responded affirmatively, with 56 per cent of the respondents from the "offering" institutions either agreeing or strongly agreeing with the statement, while 61 per cent of the respondents from "non-offering" institutions either agreed or strongly agreed on the matter.

Statement:

Vocational education programs would be more successful at the post-secondary level than at the secondary level (Appendix A, Table 42).

One criteria for selecting the study population from which the random samples for Groups I and II were drawn was the stipulation that the chief administrators must come from public institutions offering occupational education programs for both men and women. The response from the administrators included in the study supported the statement

that, given the choice, they felt vocational education would be more successful at the post-secondary level than at the secondary level.

Over 70 per cent of the respondents either agreed or strongly agreed with the questionnaire item. Seventeen of all persons included (N=200) either disagreed or strongly disagreed that vocational education would be more successful in the community or junior college.

Statement:

Secondary vocational education makes enough students useful members of society to justify its costs (Appendix A, Table 21).

Some school administrators have indicated that one reason for not including vocational education in their high school curricula was that too much cost is involved in equipping vocational laboratories. Lay persons also have expressed their concern that vocational education is important, yet the cost of equipping the instructional areas and operating the programs make the offering of these programs prohibitive.

The majority of the administrators answering the attitude statement indicated that, in their estimation, vocational education makes enough students useful members of society to justify the expenditure of the money to operate these programs.

None of the respondents strongly disagreed with the statement, and 24 of the 200 respondents reacted negatively to the statement. The other 176 persons either agreed to some degree or took a neutral position on the issue. A total of 78 per cent of "offering" administrators were in agreement with the statement while 66 per cent of the "non-offering" administrators agreed with the statement.

A difference in the attitudes toward the questionnaire statement can be noted between the two groups of administrators in the population samples.

Statement:

High schools should expand their curriculum to include more vocational courses Appendix A, Table 25).

The attitude statement presented for response has a direct bearing on the study problem. Establishment of shared-time vocational education implies expansion of the secondary school curriculum as suggested in the literature.

Over 75 per cent of the administrators indicated that high school offerings should be expanded to include more vocational courses. Of the 200 persons responding, 45 indicated that they either were neutral toward the statement or disagree with it, some strongly disagreeing.

Statement:

Taking a secondary vocational education program hinders students from further education after high school (Appendix A, Table 19).

One concern sometimes expressed by secondary school administrators, counselors, and teachers, as well as parents, is that the secondary program should prepare most students for college because time spent in vocational education during high school hinders the students' success in college. The above statement was included in the questionnaire to compare the difference of the attitudes of the administrators in "offering" with the attitudes of the administrators in "non-offering" institutions.

Seventy-five per cent of the administrative heads of institutions not offering shared-time programs either disagreed or strongly disagreed on this point. Ninety per cent of the administrative heads of institutions offering shared-time programs disagreed or strongly disagreed with the statement.

The difference between the attitude of the two groups was greater for this statement than any other scaling item utilized in the survey instrument. This difference was through statistical analysis of the data found to be significant at the .05 level of confidence.

Statement:

High school students who want to take vocational education programs are usually not mature enough to profit from them (Appendix A, Table 16).

The majority of administrators in the samples selected did not agree with the statement. Approximately three-fourths of the "offering" administrators disagreed or strongly disagreed with the implication while 58 per cent of the "non-offering" disagreed or strongly disagreed on the matter.

A significant difference was found to exist between the attitudes of the Group I and Group II administrators at the .05 level of confidence.

Statement:

Many more students would enroll in secondary vocational programs if the programs offered were more diverse and/or extensive (Appendix A, Table 32).

A trend in secondary vocational education appears to be toward the expansion of these programs to meet increasing needs for trained workers

in the technologically stimulated labor market. New occupations created by scientific discovery and invention are emerging to joining the more stable job patterns of many years. Although some vocations are disappearing from the job scene, many new occupations requiring a high level of technical competency on the part of the worker, are evident. Vocational education leaders espouse need for expanded technical education programs, more diverse and extensive than those offered to secondary students in the past.

The study respondents were asked to respond to the statement concerning greater enrollment of students in more diverse and extensive programs. A total of 77 per cent of "offering" administrators agreed or strongly agreed that more students would enroll in vocational education at the secondary level if programs were expanded. Sixty-nine per cent of the administrators in "non-offering" institutions agreed or strongly agreed with the statement.

Statement:

The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the students not going on to college (Appendix A, Table 20).

For many students, the high school represents the last association with formal education. As a result of this awareness, emphasis is being placed on better preparation of students for entering the work force after, or even before, completing high school programs.

Recognition of the need for "terminal" vocational education for some students not going on to college lends importance to the above attitude statement included in the survey instrument.

The administrators of community colleges not offering shared-time programs responded more affirmatively to the statement. A total of 76 per cent of the respondents either agreed or strongly agreed with the matter. Of the administrators from colleges offering shared-time programs, 67 per cent answered that they agreed or strongly agreed with the implication presented. Thirteen and 18 per cent of the administrators, "offering" and "non-offering" respectively, either disagreed or strongly disagreed.

Statement:

The success of local vocational education programs depends largely upon the degree of which administrators encourage and support the program (Appendix A, Table 43).

As reported in the literature, the chief administrator is a key figure in public school program success. The strength and importance his office commands is of prime importance in program initiation and success.

A high percentage of administrators in both study groups responded that they either agree or strongly agree that program success depends largely upon the degree to which the top administrator encourages and supports the effort. Eighty-seven per cent of the administrators of "offering" institutions and 90 per cent of the administrators in "non-offering" institutions agreed or strongly agreed with the proposition. Nine of the 200 persons responding to the attitude measure disagreed with the statement, and no one strongly disagreed with the point.

Data Concerning Selected Situational Factors
Related to Shared-Time Program Operation and Constraints

Select data were collected which indicated specific factors related to operation of shared-time vocational education programs from the population sample of community or junior college administrators included in the study. Data regarding size of enrollments of high school students, number of high schools served, average number of hours per week attended, distances traveled to attend, and means of financing shared-time programs are displayed in Tables 2 through 7.

Also included in this section are data related to certain situational factors which may present constraints to operation of shared-time vocational education programs for high school students. Certain factors regarding the chief administrator's concept of the role of the community college as a provider of shared-time programs, his awareness of permissive and supportive legislation in his state, and his willingness to promote shared-time programs are presented in Tables 8 through 12.

The numbers of years the respondents have served as chief administrators in community or junior colleges are shown in Table 13.

The numbers of high school students engaged in shared-time programs through some form of shared-time arrangement varied among the types of institutions offering such programs.

Some institutions indicated that only a few students attended their programs on an advanced placement basis wherein only selected students could attend the community or junior college on a part-time basis and receive advanced college credit for vocational subjects taken.

Other colleges indicated that large numbers of students from surrounding high schools attend the college or post-secondary technical institute, for a major portion of their high school vocational education, and received credit toward high school graduation requirements.

The data in Table 2 show 13 institutions reporting enrollments that varied from fewer than 20 students enrolled at any one time in one institution, to a large metropolitan area serving 20 local high schools that reported an enrollment of 5,100 students on a shared-time basis.

TABLE 2. Size of Enrollments of High School Students in Community/Junior College Shared-Time Vocational Programs N=94

<u>No.</u> <u>Enrolled</u>	<u>No.</u> <u>Reporting</u>	<u>No.</u> <u>Enrolled</u>	<u>No.</u> <u>Reporting</u>
1-19	13	200-299	8
20-39	15	300-399	6
40-59	6	400-499	2
60-79	8	500-599	0
80-99	8	over 600	*2
100-199	26	*1 (950); 1 (5100)	

A wide variation was found in the number of high schools served by the post-secondary institutions. The majority of college administrators reported that between 1 and 7 of the secondary schools in each college district were sending students to their institutions for shared-time vocational classes. These results are reported in Table 3.

TABLE 3. Number of High Schools Served by Community/Junior College Shared-Time Vocational Programs N=95

<u>No. H.S. Served</u>	<u>No. Reporting</u>	<u>No. H.S. Served</u>	<u>No. Reporting</u>
1-3	28	16-18	1
4-6	38	19-21	3
7-9	10	more than 21	*3
10-12	10	*1 (28); 1 (50); 1 (66)	

Of the 93 chief community or junior college administrators responding to the question concerning the average number of hours high school vocational students attend their institutions, 40 of them reported the average number of hours students attend their institutions was 13 to 15 per week. Five administrators indicated that high school vocational students attend their institutions for as few as one hour per week, whereas others indicated that these students were on their respective campuses for 16 or more hours per week.

TABLE 4. Average Number of Hours Per Week High School Students Attend Shared-Time Vocational Programs N=93

	Hours Attended Per Week					
	<u>1-3</u>	<u>4-6</u>	<u>7-9</u>	<u>10-12</u>	<u>13-15</u>	<u>16 & over</u>
No. Reporting	5	18	2	24	40	4

The maximum and average distances traveled by high school students to attend shared-time facilities are shown in Tables 5 and 6. As reported by six administrators, secondary students in their college districts travel over 41 miles to attend the shared-time vocational

programs at their institutions. No attempt was made to determine whether these students attend college or technical institutes daily, or attend on some other attendance schedule.

TABLE 5. Maximum Distances Traveled by High School Students to Attend Shared-Time Vocational Programs N=88

<u>No. Miles Traveled</u>	<u>No. Reporting</u>	<u>No. Miles Traveled</u>	<u>No. Reporting</u>
1-5	6	26-30	16
6-10	17	31-35	5
11-15	15	36-40	6
16-20	7	41-50	3
21-25	10	over 50	3

The most often reported average distance traveled to attend post-secondary institution vocational classes was between six and ten miles. The data shown in Table 6 indicate that 68 chief administrators reported that high school students enrolled in vocational classes at their colleges traveled, on the average, fewer than 11 miles.

TABLE 6. Average Distances Traveled by High School Students to Attend Shared-Time Vocational Programs N=94

<u>No. Miles Traveled</u>	<u>No. Reporting</u>	<u>No. Miles Traveled</u>	<u>No. Reporting</u>
1-5	31	16-20	8
6-10	37	21-25	2
11-15	15	26-30	1

Approximately 60 per cent of the 98 administrators responding to the question concerning means of financing their shared-time programs indicated that funds were secured from several sources.

Table 7 presents the types of funding sources utilized for operating expenses to support the cooperative programs. It should be noted that state funding was the most often reported source of monies to sustain program operation. One administrator reported that a local high school paid the salary of the college instructor teaching the high school class at the post-high school institution. Other administrators report a special taxing district for support of regional occupational programs.

TABLE 7. Means of Financing Shared-Time Vocational Programs by Community/Junior Colleges N=98

<u>Source of Funds</u>	<u>No. Reporting</u>
Student tuition only	13
State reimbursement	71
Tuition provided by local high school district	35
College taxing district	40
Special federal or state funds	31
Other	*3

*1 - Special taxing district for regional occupational programs

1 - Affiliation with local area vocational school that pays tuition (state reimbursement)

1 - High school pays instructor's salary for high school classes taught at colleges

When asked the question, "Do you believe that one of the functions of the community or junior college is to provide secondary vocational education courses on a shared-time basis for local high schools?" approximately one-third of the administrators in "non-offering" institutions responded, "yes". The other two-thirds indicated they were not sure or did not feel this was a function of the community college. The results of this inquiry are shown in Table 8.

TABLE 8. Belief of Chief Administrators of "Non-offering" Institutions that one Function of the Community/Junior College is to Offer Shared-Time Vocational Programs N-98

QUESTION:

Do you believe that one of the functions of the community/junior college is to provide secondary vocational education courses on a "shared-time" basis for local high schools?

RESPONSE:

YES - 36

NO - 34

NOT SURE - 28

An inquiry was made regarding awareness on the part of the chief administrator of legislation in his state which allowed public post-secondary institutions to offer shared-time programs for high school students. Thirteen of the 100 respondents from "non-offering" institutions reported that they did not know of current legislation pertaining to the question. Of the total respondents, 87 per cent were able to report that there is, or is not, permissive legislation in their respective states. These data are shown in Table 9.

TABLE 9. Awareness of Chief Administrators of "Non-offering" Institutions of Permissive State Legislation Which Allows Shared-Time Vocational Programs in Their State N=100

QUESTION:

Do your state statutes provide permissive legislation which allow the public community/junior colleges to provide secondary "shared-time" vocational programs?

RESPONSE:

YES - 52

NO - 35

NOT SURE - 13

Eighteen of 100 reporting administrators of "non-offering" institutions indicated that they were unaware of whether or not state funds were available for support of shared-time vocational programs. In Table 10 it should be noted that 62 per cent of the respondents reported that financial support at the state level was not available for operating these programs while 20 per cent reported that state monies were appropriated for support of shared-time secondary vocational education programs.

TABLE 10. Awareness by Chief Administrators in "Non-offering" Institutions of State Funds to Support Shared-Time Vocational Programs N=100

QUESTION:

Does your state government financial structure provide monies for support of "shared-time" secondary vocational education programs at the community/junior colleges?

RESPONSE:

YES - 20

NO - 62

NOT SURE - 18

One of the reasons often given by college administrators for not cooperating with local secondary schools in providing area-center vocational facilities and programs is that adequate staff and financing are not available. The sample of chief administrators from "non-offering" institutions were polled on a question dealing with adequate space, available faculty, financing and whether they would promote shared-time vocational education at their college if these necessities were available to them.

It should be noted in Table 11 that 62 per cent of the administrators would promote shared-time vocational programs at their institutions if funds were provided and adequately trained instructional personnel were available.

TABLE 11. Chief Administrators Willingness to Promote Secondary Shared-Time Vocational Programs if Space, Financing, and Staff Were Available N=100

QUESTION:

If adequate space, equipment, staff, and financing were available would you promote "shared-time" secondary vocational education programs at your college?

RESPONSE:

YES - 62

NO - 20

NOT SURE - 18

Almost 60 per cent of the chief administrators in "non-offering" institutions responded affirmatively to the question regarding coordination of their post-secondary vocational programs with local high school programs. Thirty-eight reported that there was no mutual

coordination of programs, and only one administrative head was not sure.

This information is displayed in Table 12.

TABLE 12. Chief Administrators Awareness of Coordination of Vocational Programs Between "Non-offering" Community/Junior Colleges and Local High Schools N=99

QUESTION:

Does your college coordinate the post-secondary vocational education instruction with the local secondary vocational education instruction?

RESPONSE:

YES - 60

NO - 38

NOT SURE - 1

The respondents were asked to indicate the number of years they had served as a community or junior college president or chief administrator. The data presented in Table 13 show that of the 183 persons responding to the question, 127 have served in this capacity six or fewer years, while 60 of these administrators report having served in this capacity for fewer than four years.

TABLE 13. Number of Years Served as President or Chief Administrator of a Community/Junior College N=183

<u>No. Years Served</u>	<u>No. Reporting</u>	<u>No. Years Served</u>	<u>No. Reporting</u>
Less than 1	11	13-15	5
1-3	49	16-18	5
4-6	57	19-21	4
7-9	33	over 21	*4
10-12	15	*1(22); 2(23);	
		1(27)	

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

The purpose of the study was to analyze attitudes of a nation-wide sample of chief community and junior college administrators toward secondary vocational education. The study was based on the thesis that in community colleges where a favorable attitude toward secondary vocational education exists on the part of the chief administrators, a favorable climate is found for the development and operation of shared-time vocational education programs.

The chief administrator was considered to be an arm or agent of the Governing Board of the institution; and although his role was one of carrying out the policies established by the Board, he was viewed as having the opportunity to influence the direction taken by the institution's educational program.

Review of the literature reveals that the attitude of chief administrators in public secondary and post-secondary institutions was found to be a significant factor in the adoption of new innovations and for creating a climate for acceptance of change. The various studies dealing with attitudes of school administration and adoption of change reveal a positive relationship between the chief administrator's attitude toward the program or innovation and the likelihood that the program would be adopted by the agency or institution.

It was assumed that the public post-secondary institutions in the nation offering shared-time vocational education for high schools in

their respective areas could be identified. It was also assumed that once identified, an analysis of the chief administrators attitudes toward secondary vocational education would reveal attitudes more favorable toward secondary vocational education by administrators whose institutions offer shared-time programs, than would be the attitudes held by administrators of institutions that do not offer shared-time programs.

An analysis of attitudes of equal samples of chief administrators, in both "offering" and "non-offering" institutions, was made through use of an attitude rating scale and by asking specific questions regarding the administrators acceptance of, and willingness to promote, shared-time programs for secondary vocational education students. Data analysis was accomplished by comparing the replies of the sample respondents in both populations and by applying inferential statistics to test the hypothesis under study.

Procedures

Data for the study were obtained through the use of a survey questionnaire administered to two randomly selected groups of community or junior college chief administrators. The two survey populations represented administrators of community colleges that offered shared-time programs and chief administrators of community colleges not offering shared-time programs.

The survey instrument was administered to 300 administrators throughout the nation. A total of 244, or 81 per cent, of the questionnaires were returned. Incomplete survey forms, and those completed by someone other than the chief administrators, were eliminated. The

data from two groups of 100 randomly selected subjects were submitted to electronic data processing for compilation and analysis.

The F test was used in statistically analyzing the data regarding an analysis of the variance of the groups from the group means. Tables of numerical statistics were developed for inspection of descriptive measures of operating program characteristics, the administrators' knowledge of supportive legislation, and the administrators' willingness to promote shared-time programs.

Summary

Analysis of the study data reveals that chief administrators in community and junior colleges in the nation recognize the importance of secondary vocational education. The majority of those administrators reported that vocational education at the secondary level is as important for students as the development of social skills.

Most of the administrators included in the survey population indicated that although public schools and industry should work closely together to provide education for work, responsibility for preparing young people for employment belongs with the public school system.

The administrators, as a group stated that high school vocational programs do not do an adequate job of preparing youth for entrance into specific occupations. The majority of the administrators believe that the thrust of secondary level vocational education should be of a broad general nature rather than for specific job training.

Respondents to the study questionnaire subscribe to the proposition that secondary occupational education provides opportunity for enough

students to become useful, productive, members of society to warrant necessary expenditures of funds to establish and operate these programs. Most administrators expressed the feeling that high schools should expand their vocational offerings and that these offerings should be more diverse and extensive.

More opportunity needs to be provided for occupational preparation of a large segment of the secondary school population not continuing on to 4-year colleges. This was the response from a large group of community college administrators. They disagreed that high school students wanting to take vocational education are not mature enough to profit from the instruction, but agreed that taking secondary vocational education does not hinder students in post-high school or college pursuits.

Administrators from community or junior colleges offering shared-time vocational programs for secondary school students and administrators from institutions not offering shared-time programs had similar responses. Differences in attitude responses between administrators in Group I and Group II were noted for various questionnaire items, but no definite pattern of response differential was evident.

Although significant differences (at the .05 level of confidence) were found between groups for some attitude scaling items (five of thirty items, Table I), the writer concluded that a significant difference in favorable attitudes of administrators of "offering" institutions and those of "non offering" institutions, does not exist. The null hypothesis under study was stated thus: There is no difference in the favorable attitude toward secondary vocational education between chief community

college administrators whose institutions offer shared-time programs, and those administrators whose institutions do not offer shared-time programs. Based on analysis of the study data, the null hypothesis should be retained at the .05 probability level.

Shared-time program enrollment of high school students varied from college to college. Some reported only a few students attending community colleges on an advanced placement basis while other colleges report enrollment of several hundred students. The majority of community or junior colleges serve six or fewer high schools in their respective districts (Tables 2 and 3).

Most students engaged in shared-time vocational programs attend community or junior colleges on the average of 3 hours per day, or 15 hours per week (Table 4). No analysis was made to determine amount of time spent at the institution in relation to amount of time spent en route to the post-secondary institution from the local high school. Some students are reported as traveling over 50 miles to enroll and take part in shared-time programs while most of the students travel approximately 15 miles or less to attend these programs (Tables 5 and 6).

Approximately one-third of the chief administrators in institutions not offering shared-time programs believe that providing cooperative vocational education programs with surrounding high schools is a legitimate function of the community or junior college. Sixty-two per cent of the "non-offering" administrators (N=100) responding to the survey stated that if adequate space, equipment, staff, and financing were available, they would promote the shared-time concept at their college (Tables 8 and 11).

Reports received from 26 states indicated that 144 post-secondary community or junior colleges (including four technical institutes or technical colleges) offer shared-time programs for high school students who attend these institutions on a part-time basis for specialized vocational education courses while retaining enrollment status in their local high schools.

California reported the largest number of two-year colleges cooperating in the shared-time arrangement--57 institutions. Washington reports that cooperative arrangements are carried out in eleven of the state's community colleges. Washington is followed by: Oregon, ten; Florida, ten; Colorado, eight; Texas, seven; and Mississippi and Michigan, six. The other 18 states reporting shared-time programs indicate that such activities are included in fewer than six colleges in the respective states (Appendix B, Table 44).

Conclusions

Statistical analysis of the study data produced insufficient evidence to support rejection of the null hypothesis under study. Significant differences at the .05 level of confidence were found for five of the thirty study variables.

In most cases, Group I and Group II respondents tended to respond as a group to the various questionnaire items. Attitudes of the chief community or junior college administrators toward secondary vocational education were basically the same regardless of whether or not the college was engaged in shared-time program operation.

Retention of the null hypothesis impels exploration of other factors more critical to concept acceptance and operation of shared-time programs. The attitudes of the chief administrator, and the members of the college board of directors, appears to be an important factor. However, other considerations such as financing, space, and availability of qualified instructional staff appear to outweigh the attitude factor.

Other factors such as the ecological feasibility--physical location, distance, traffic, and accessibility--might impinge heavily on the decision to become involved with shared-time programs. The transportation of students might be a factor of sufficient magnitude to deter cooperative action. Protection of the identity of the group and maintenance of group loyalty might figure strongly into administrative decisions concerning cooperative functioning between institutions or agencies. Still another factor warranting consideration is the conflict of aspiration between the generations--difference of aspiration between adults and youth.

From the study it can be concluded that the shared-time vocational education concept between educational agencies is a relatively new innovation that is gaining widespread acceptance and is growing in importance in public education in the nation. Although the community or junior college has not been the most predominant force in providing for shared-time vocational education, acceptance of shared-time programs provided by post-secondary institutions is expanding rapidly.

Various states are establishing legislation to provide coordinate functioning between high schools and community or junior colleges and are providing necessary fiscal appropriations to support cooperative effort.

Educational leadership in Oregon is seeking means to expand the total vocational education program in the states' secondary schools. Several approaches have been proposed and established to provide needed occupational preparation for a large number of high school students via the area vocational center or shared-time concept approach.

One pattern of coordinated effort to provide shared-time vocational education has been developed through the cooperation of local high school districts and the community colleges in the State. Such coordinate functioning was reported from ten of Oregon's twelve community colleges. In most instances, however, only a small number of high school students from surrounding high schools are attending the various colleges on a shared-time basis.

Expansion of shared-time vocational education programs between Oregon community colleges and local secondary schools requires state-wide planning, leadership, and legislative action to expedite cooperation among school districts and to provide a suitable distribution of state funds to support cooperative effort and shared-time program operation.

Suggestions for Further Study

It is recommended that further investigation be conducted into attending situational factors operating within organizations and communities where sharing of programs is operational, or where such programs are under consideration.

It is also recommended that further research be directed toward a more critical analysis into discreet differences between the attitudes of administrators responsible for organization and administration of shared-time programs and administrators in institutions not offering

such programs. Such investigation would provide a framework for understanding administrative ramifications of shared-time programs and would form the rationale for educational programs designed to increase the level of acceptance of such programs by chief administrators.

It is recommended that this study be used as a base for development of legislation which encourages cooperation between educational agencies in providing necessary vocational education programs for high school youth. It is also recommended that the study be used to provide impetus for state legislation directed at establishing a method of equalizing payments to school districts for vocational education program costs, and to make funds available to the institution or agency providing the required vocational education.

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APPENDICES

APPENDIX A

TABLE 14. Attitudes Toward the Importance of Secondary Vocational Education in Solving Unemployment Problems

STATEMENT:

Secondary vocational education is a major answer to the problem of unemployment.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	14	10
A	44	39
N	9	11
D	25	31
SD	8	9

TABLE 15. Attitudes Toward the Cost of Secondary Vocational Education

STATEMENT:

Vocational education in high schools is too costly in terms of money, time, and effort.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	3	1
A	8	15
N	16	18
D	48	43
SD	25	23

TABLE 16. Attitudes Toward Whether High School Age Students are Able to Profit from Vocational Education Programs

STATEMENT:

High school students who want to take vocational education programs are usually not mature enough to profit from them.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	0	1
A	15	24
N	11	17
D	58	47
SD	16	11

TABLE 17. Attitudes Toward the Role Secondary Vocational Education Programs Play in Attracting New Industries to an Area

STATEMENT:

Good vocational education programs in secondary schools will aid in attracting new industries to an area.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	6	9
A	38	51
N	32	23
D	22	15
SD	2	2

TABLE 18. Attitudes Toward Secondary Vocational Education Being able to Prepare Students for the Wide Range of Jobs Available to them

STATEMENT:

Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	6	7
A	35	38
N	15	5
D	35	43
SD	9	7

TABLE 19. Attitudes Toward Whether Students who take Secondary Vocational Education Programs are Hindered from Further Education after High School

STATEMENT:

Taking a secondary vocational education program hinders students from further education after high school.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	0	2
A	6	17
N	4	6
D	59	53
SD	31	22

TABLE 20. Attitudes Toward the County School Systems Responsibility to Provide a Wide Variety of Vocational Programs at the Secondary Level to Fit the Needs and Abilities of the Student Not Going to College

STATEMENT:

The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the student not going to college.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	24	21
A	43	55
N	15	10
D	11	11
SD	7	3

TABLE 21. Attitudes Toward Whether Secondary Vocational Education Makes Enough Students Useful Members of Society to Justify its Cost

STATEMENT:

Secondary vocational education makes enough students useful members of society to justify its cost.

Number and Percentage of Respondents
In Each Category

<u>Responses Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	20	19
A	58	47
N	13	19
D	9	15
SD	0	0

TABLE 22. Attitudes Toward the Degree of Responsibility Being Assumed by Industry for Vocational Education

STATEMENT:

Industry is not assuming enough responsibility for providing vocational education.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	3	12
A	45	49
N	20	19
D	26	18
SD	6	2

TABLE 23. Attitudes Toward the Relative Importance of Providing Students with Skills for Earning a Living.

STATEMENT:

Providing high school students with skills for earning a living is as important as skills for social living.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	33	29
A	57	56
N	4	13
D	5	2
SD	1	0

TABLE 24. Attitudes Toward the Importance of a Sound Basic Education Rather than to Use School Time for Secondary Vocational Education

STATEMENT:
It is more important to provide high school students with a sound basic education than to use their time for vocational education.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	3	6
A	17	19
N	21	25
D	50	42
SD	9	8

TABLE 25. Attitudes Toward Expansion of High School Curricula to Insure More Vocational Courses

STATEMENT:
High schools should expand their curriculum to include more vocational courses.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	22	17
A	57	59
N	9	10
D	9	12
SD	3	2

TABLE 26. Attitudes Toward Whether Most Students are Interested in Vocational Education in High School

STATEMENT:

Almost all students are interested in receiving some degree of vocational education in high school.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	5	2
A	39	42
N	19	18
D	34	34
SD	3	4

TABLE 27. Attitudes Toward Bright Students Enrolling in Secondary Vocational Education Programs

STATEMENT:

Bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	3	3
A	0	2
N	1	1
D	51	51
SD	45	43

TABLE 28. Attitudes Toward the Nature of Secondary Vocational Training: Broad General vs. Specific

STATEMENT:

Vocational education at the secondary level should be of a broad general nature rather than preparing for a specific occupation.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	19	19
A	37	42
N	10	10
D	29	23
SD	5	6

TABLE 29. Attitudes Toward Whether High Schools Assume Enough Responsibility for Providing Vocational Education

STATEMENT:

High schools are not assuming enough responsibility for providing vocational education.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	17	13
A	54	61
N	17	20
D	12	6
SD	0	0

TABLE 30. Attitudes Toward the Salary of Vocational Teachers vs. Academic Teachers

STATEMENT:

The salary of a secondary vocational teacher should exceed that of an academic teacher.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	0	1
A	1	3
N	17	21
D	64	53
SD	18	22

TABLE 31. Attitudes Toward Whether On-The-Job Training Makes Secondary Vocational Education in High School Unnecessary

STATEMENT:

Vocational education in high school is unnecessary since students can receive vocational training while on the job.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	0	0
A	0	0
N	2	7
D	63	59
SD	35	34

TABLE 32. Attitudes Toward Whether More Students Would Enroll in Secondary Vocational Education Programs if Such Programs Were More Diverse and/or Extensive

STATEMENT:

Many more students would enroll in secondary vocational programs if the programs offered were more diverse and/or extensive.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	10	10
A	67	59
N	17	20
D	5	11
SD	1	0

TABLE 33. Attitudes Toward Expansion of Secondary Vocational Education Programs When so Many Students Need the Basic Subjects

STATEMENT:

Secondary vocational education programs should not be expanded when so many students need the basic subjects.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	1	1
A	6	7
N	13	14
D	68	62
SD	12	16

TABLE 34. Attitudes Toward Adequacy of Present Vocational Education Programs in Preparing Students for Today's World of Work

STATEMENT:

Present vocational education programs are not effectively preparing students for today's world of work.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	8	15
A	46	55
N	24	20
D	19	10
SD	3	0

TABLE 35. Attitudes Toward the Failures of Secondary Schools to Offer a Wide Variety of Programs Being a Major Cause of Drop Outs

STATEMENT:

A major cause of drop outs is the failure of the secondary schools to offer programs diverse enough to meet the needs, interests and abilities of all students.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	29	28
A	62	60
N	5	3
D	3	7
SD	1	2

TABLE 36. Attitudes Toward Secondary Vocational Students Often Being Stereotyped as Being of Low Intelligence and Coming From Low Income Families

STATEMENT:

Students in vocational education programs are often stereotyped as being of low intelligence and coming from low income families.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	19	25
A	76	73
N	4	0
D	1	1
SD	0	1

TABLE 37. Attitudes Toward Whether any Low Status of Vocational Education Programs Should be Removed by Public Education and Program Improvement

STATEMENT:

Any "low status" stereotype of vocational education programs should be removed by improving the programs and "educating" the public of the value and importance of vocational education.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	50	46
A	44	51
N	3	2
D	1	1
SD	2	0

TABLE 38. Attitudes Toward Secondary Schools' Responsibility for Providing Drop Outs With Occupational Training

STATEMENT:

Public secondary schools have no obligations for providing school drop outs with training for an occupation.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	1	1
A	1	6
N	4	6
D	49	47
SD	45	40

TABLE 39. Attitudes Toward Whether Students Who Take Vocational Education Programs In High School Often Lack Too Many Other Scholastic Skills.

STATEMENT:

The students who take vocational education programs in high school often lack too many other scholastic skills.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	2	6
A	44	50
N	21	13
D	24	29
SD	9	2

TABLE 40. Attitudes Toward Adequacy of Present Secondary Vocational Education Programs in Preparing Students for Entrance Into an Occupation

STATEMENT:

Vocational education in high school does an adequate job of preparing students for entrance into an occupation.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	9	1
A	15	19
N	25	18
D	52	55
SD	8	7

TABLE 41. Attitudes Toward Whether Secondary Schools and Industry Should Work More Closely Together to Provide Vocational Education.

STATEMENT:

Secondary schools and local industry should work more closely together to provide vocational education.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	28	34
A	65	54
N	4	8
D	2	4
SD	1	0

TABLE 42. Attitudes Toward the Level at Which Vocational Education Programs Would be Most Successful: Post-Secondary Vs. Secondary

STATEMENT:

Vocational education programs would be more successful at the post-secondary level than at the secondary level.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	35	32
A	41	39
N	14	22
D	10	7
SD	0	0

TABLE 43. Attitudes Toward Whether the Success of Local Vocational Education Programs is Dependent Largely Upon the Degree to Which Administrators Encourage and Support the Programs

STATEMENT:

The success of local vocational education programs depends largely upon the degree to which administrators encourage and support the programs.

Number and Percentage of Respondents
In Each Category

<u>Response Category</u>	<u>Offering Institutions</u> Per cent (N=100)	<u>Non-Offering Institutions</u> Per cent (N=100)
SA	34	25
A	53	65
N	7	7
D	6	3
SD	0	0

APPENDIX B

TABLE 44. Public Community/Junior Colleges in the United States Offering Shared-Time Secondary Vocational Education Programs 1970-71

<u>State, Name of College and Location</u>	
<u>ALASKA</u>	
Anchorage Community College,	Anchorage
<u>ARIZONA</u>	
Eastern Arizona College,	Thatcher
<u>CALIFORNIA</u>	
Barstow College,	Barstow
Cabrillo Junior College,	Aptos
Cerritos College,	Norwalk
Chabot College,	Hayward
Citrus College,	Azusa
College of Alameda,	Oakland
College of Marin,	Kentfield
College of The Desert,	Palm Desert
College of The Redwoods,	Eureka
College of San Mateo,	San Mateo
College of The Sequoias,	Visalia
College of The Siskiyous,	Weed
Columbia Junior College,	Sonora
Compton College	Compton
Cuesta College,	San Luis Obispo
DeAnza College,	Cupertino
El Camino Junior College,	Torrence
Feather River College,	Quincy
Fresno City College,	Fresno
Fullerton Junior College,	Fullerton
Gavilan College,	Gilroy
Glendale College,	Glendale
Golden West College,	Huntington Beach
Hartnell College,	Salinas
Imperial Valley College,	Imperial
Lassen College,	Susanville
Long Beach City College,	Long Beach
Merced College,	Merced
Merritt College,	Oakland
Modesto Junior College,	Modesto
Monterey Peninsula College,	Monterey
Moorpark College,	Moorpark
Mt. San Antonio College,	Walnut

TABLE 44. (Continued)

<u>State, Name of College and Location</u>	
Mt. San Jacinto College	Gilman Hot Springs
Ohlone College,	Fremont
Orange Coast College,	Costa Mesa
Palo Verde College,	Blythe
Pasadena City College,	Pasadena
Porterville College,	Porterville
Reedley College,	Reedley
Rio Hondo Junior College,	Whittier
Riverside City College,	Riverside
Sacramento City College,	Sacramento
Saddleback Junior College,	Mission Vieja
San Bernardino Valley College,	San Bernardino
San Diego City College,	San Diego
San Jauquin Delta College,	Stockton
San Jose City College,	San Jose
Santa Barbara City College,	Santa Barbara
Shasta College,	Redding
Sierra Junior College,	Rocklin
Solano College,	Vallejo
Taft College,	Taft
Ventura College,	Ventura
Victor Valley College,	Victorville
West Valley College,	Campbell
Yuba College,	Marysville
 <u>COLORADO</u>	
Aims College,	Greeley
Colorado Mountain College,	Glenwood Springs
El Paso Community College	Colorado Springs
Lamar Community College,	Lamar
Mesa College,	Grand Junction
Northwestern Junior College,	Sterling
Otero Community College,	La Junta
Trinidad State Junior College,	Trinidad
 <u>FLORIDA</u>	
Brevard Junior College,	Cocoa
Central Florida Junior College,	Ocala
Chipola Junior College,	Marianna
Daytona Beach Junior College,	Daytona Beach
Indian River Junior College,	Ft. Pierce
Lake City Junior College,	Lake City
North Florida Junior College,	Madison
Okaloosa-Walton Junior College,	Valparaiso
Sante Fe Junior College,	Gainesville
South Florida Junior College,	Avon Park

TABLE 44. (Continued)

<u>State, Name of College and Location</u>	
<u>HAWAII</u>	
Honolulu Community College,	Honolulu
Kapiolani Community College,	Honolulu
Kauai Community College,	Lihua
Leeward Community College,	Pearl City
<u>IDAHO</u>	
College of Southern Idaho,	Twin Falls
<u>ILLINOIS</u>	
Belleville Area College,	Belleville
Waubensee Community College,	Sugar Grove
William Rainey Harper College,	Palatine
<u>IOWA</u>	
Hawkeye Institute of Technology,	Waterloo
Northwest Iowa Vocational School,	Sheldon
<u>KANSAS</u>	
Butler County Community Junior College,	El Dorado
<u>KENTUCKY</u>	
Somerset Community College,	Somerset
<u>LOUISIANA</u>	
Delgado College,	New Orleans
<u>MICHIGAN</u>	
Bay de Noc Community College,	Escanaba
Jackson Community College,	Jackson
Macomb County Community College,	Warren
Mid Michigan Community College,	Harrison
Montcalm County Community College,	Sidney
St. Clair County Community College,	Port Huron

TABLE 44. (Continued)

<u>State, Name of College and Location</u>	
<u>MISSISSIPPI</u>	
Copiah Lincoln Junior College,	Wesson
Hinds Junior College,	Jackson
Mississippi Gulf Coast Junior College, Jackson County Campus,	Guatier
Mississippi Gulf Coast Junior College, Jefferson Davis Campus,	Handsboro
Mississippi Gulf Coast Junior College, Perkington Campus,	Perkington
Pearl River Junior College,	Hattiesburg
<u>MISSOURI</u>	
Crowder College,	Neosho
Jefferson College,	Hillsboro
<u>MONTANA</u>	
Miles Community College,	Miles City
<u>NEVADA</u>	
Elko Community College,	Elko
<u>OKLAHOMA</u>	
Northeastern Oklahoma A. & M. College,	Miami
<u>OREGON</u>	
Blue Mountain Community College,	Pendleton
Central Oregon College,	Bend
Chemeketa Community College,	Salem
Clackamas Community College,	Oregon City
Lane Community College,	Eugene
Mt. Hood Community College,	Gresham
Portland Community College,	Portland
Southwestern Oregon Community College,	Coos Bay
Treasure Valley Community College,	Ontario
Umpqua Community College,	Roseburg
<u>PENNSYLVANIA</u>	
Williamsport Area Community College,	Williamsport

TABLE 44. (Continued)

<u>State, Name of College and Location</u>	
<u>TEXAS</u>	
Central Texas Junior College,	Killeen
Lee College,	Baytown
Paris Junior College,	Paris
San Antonio College,	San Antonio
San Jacinto College,	Pasadena
Temple Junior College,	Temple
Victoria Junior College,	Victoria
<u>UTAH</u>	
College of Eastern Utah,	Price
Dixie College,	St. George
Snow College,	Ephraim
<u>VIRGINIA</u>	
Thomas Nelson Community College,	Hampton
<u>WASHINGTON</u>	
Big Bend Community College,	Moses Lake
Centralia Community College,	Centralia
Clark Community College,	Vancouver
Columbia Basin College,	Pasco
Everett Community College,	Everett
Lower Columbia Community College,	Longview
North Seattle Community College,	Seattle
Olympic Community College,	Bremerton
Seattle Central Community College,	Seattle
South Seattle Community College,	Seattle
Walla Walla Community College	Walla Walla
<u>WISCONSIN</u>	
Nicolet College & Technical Institute,	Rhineland
Milwaukee Area Technical College,	Milwaukee
<u>WYOMING</u>	
Northwest Community College,	Powell
Western Wyoming Community College,	Rock Springs

APPENDIX C

4334 Fir Dell Drive, S.E.
Salem, Oregon 97302

October 7, 1970

Dr. Charles Divita, Jr.
Research Associate
West Virginia Research
Coordinating Unit
Marshall University, Box 174
Huntington, West Virginia 25704

Dear Dr. Divita:

At the present time I am conducting a study of selected characteristics of chief community/junior college administrators with regard to their attitudes toward secondary vocational education. The study focuses on the relationship of the administrators attitude toward such education and the incidence of 'shared-time' or area wide community college vocational education offerings for surrounding high schools on a part-time basis.

In reviewing the literature I discovered the study conducted by you entitled, "Attitude Toward Vocational Education in the Secondary Schools in West Virginia". A copy of the investigation report was obtained through the Educational Resources Information Center, Document Reproduction Services.

As I develop an attitudinal scaling device, I would appreciate permission to utilize some of the attitude assessment statements included in the survey instrument developed by you, which are appropriate to the study being conducted.

Permission to use the material, or any advice which you feel would be helpful in conducting such a study, would certainly be appreciated.

Thank you for your cooperation and kind consideration.

Sincerely,

Ronald E. Kaiser

October 23, 1970

Mr. Ronald E. Kaiser
4334 Fir Dell Drive, S.E.
Salem, Oregon 97302

Dear Mr. Kaiser:

Thank you for your letter of October 7, 1970. Portions of the instrument to which you refer were developed by several persons which I acknowledged in the West Virginia study, however, some parts of the instrument were my own. Please feel free to use any portions of my study, including the instrument, which you may desire. Of course, I would expect to receive appropriate credit where references are made to my work. Best of luck in your investigation.

Sincerely,

Charles Divita, Jr./s/

APPENDIX D

4334 Fir Dell Drive, S.E.
Salem, Oregon 97302

Dear

At the present time I am conducting a study to determine the extent of secondary vocational education programs offered under the "shared-time" concept by community/junior colleges in the United States. The study will provide useful data for encouraging cooperation between secondary vocational education available through local high schools, and the post-secondary institutions in the respective states.

Would you please furnish me with a list of the names and addresses of community or junior colleges in your state which conduct shared-time vocational education programs for secondary school students.

I would appreciate receiving this information before September 15, 1970. If you do not have secondary shared-time vocational education programs offered by community/junior colleges in your state, please respond to that effect.

A copy of the compilation of the study results will be made available to you if you desire one. Thank you for your cooperation and prompt reply.

Sincerely,

Ronald E. Kaiser

4334 Fir Dell Drive, S.E.
Salem, Oregon

Dear

At the present time I am conducting a nationwide study to determine the extent of the community or junior colleges in the nation which offer "shared-time" occupational or vocational education programs or courses for secondary vocational education students who remain members of their own high school and travel to the community or junior college for vocational courses on a part-time basis.

In order to complete the analysis, I need your help. Please answer the following question and return this letter in the self-addressed stamped envelope.

(Please check appropriate answer)

Yes, this college offers such programs for secondary school students.

No, this college does not offer such programs for secondary school students.

Thank you for your cooperation and prompt reply.

Sincerely,

Ronald E. Kaiser

Respondent's Name

Position

4334 Fir Dell Drive, S.E.
Salem, Oregon

Dear

In preparation for gathering data for a study of 'shared-time; vocational education programs operated by junior or community colleges in the nation, I am in the process of developing and refining a suitable data gathering instrument. The enclosed opinionnaire deals with attitudes of community or junior college chief administrators toward secondary vocational or occupational education, and asks for information about secondary vocational programs community or junior colleges may be offering on a shared-time basis. A second section is provided for those colleges not offering such programs.

After field testing the enclosed instrument, it will be revised, reprinted, and administered to a nationwide sample of chief public community/junior college administrators.

Through a random selection process, your institution has been selected as one of twenty-five in the nation where hopefully the survey instrument might be field tested.

Would you please help me by filling out the enclosed opinionnaire and by commenting on any difficulties you may encounter in responding to the instrument? Please give me your reactions regarding clarity and understanding and ease of response. Please return the survey form in the enclosed addressed stamped envelope by January 10, 1970. Your responses will in no way reflect on you as an individual or on your institution.

Thank you for your help. Your cooperation and assistance is very much appreciated. A copy of the study resume will be made available to you if you so desire.

Sincerely,

Ronald E. Kaiser

4334 Fir Dell Drive, S.E.
Salem, Oregon

Dear

Recently you should have received a copy of the enclosed questionnaire which asks for information regarding your attitudes toward secondary vocational education and the role that community or junior colleges in the nation play in providing 'shared-time' vocational education for their local high schools.

The information you are asked to provide, either if your institution does or does not provide such service for surrounding high schools, is vital. Your reply is needed to complete the nationwide study now in progress.

If you have not already done so, will you be kind enough to take a few minutes to complete the copy of the questionnaire enclosed and return it to me? There is still time to have your reply included in the survey results.

If you have already completed a copy of the form, please disregard this letter. If not, I would greatly appreciate your reply as soon as possible.

Thank you for your cooperation.

Sincerely,

Ronald E. Kaiser

APPENDIX E

Selected Characteristics of
CHIEF COMMUNITY COLLEGE ADMINISTRATORS
with Regard to Their Cognitive and
Affective Behavior Toward
SECONDARY VOCATIONAL EDUCATION

January, 1971

To Community/Junior College Chief Administrator:

At this time there seems to be a great deal of interest in Oregon for utilizing the community colleges in the state to provide shared-time vocational education programs for secondary students in the local high schools. Under such an arrangement, high school students remain members of their local school, but travel to the community or junior college for specialized courses on a part-day basis.

An investigation of the prevalence of the area-wide shared-time concept among community/junior colleges in the nation reveals that the practice is conducted on a wide scale in some states while it does not exist in others. Several states, however, indicate a growing trend in this direction.

The Division of Adult, Vocational and Community College Education at Oregon State University, is conducting a study of the attitudes of chief community/junior college presidents toward secondary vocational (or occupational) education, and their willingness to respond to the shared-time secondary vocational concept.

Such information will assist those colleges or school districts considering the area vocational education approach, to implement their plans more expeditiously. It is hoped that you will participate in this effort to add to the knowledge in this area.

The data supplied by you will be held in the strictest confidence. Information included in the study will be included in the final report in statistical form only.

Please take a few minutes of your time to complete and mail this questionnaire in the enclosed addressed, stamped envelope by February 7. Your participation will be greatly appreciated. Your prompt reply will be helpful.

Sincerely,

Ronald E. Kaiser
Study Director

Henry A. Ten Pas, Director
Division of Adult, Vocational
and Community College Education
Oregon State University

Directions

All respondents are asked to complete SECTION I -- ATTITUDE TOWARD SECONDARY VOCATIONAL EDUCATION. Respondents are also asked to complete either PART A or PART B, SECTION II, whichever is applicable.

SECTION I - ATTITUDE TOWARD SECONDARY VOCATIONAL EDUCATION

Please circle your response to each attitude scale item below. Read each statement carefully and indicate the degree to which you agree or disagree with it according to the following scale:

- SD - I strongly disagree with the statement
- D - I disagree with the statement but not strongly
- N - I am neutral toward the statement
- A - I agree with the statement but not strongly
- SA - I strongly agree with the statement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Secondary vocational education is a major answer to the problem of unemployment.	SD	D	N	A	SA
2. Vocational education in high schools is too costly in terms of money, time and effort.	SD	D	N	A	SA
3. High school students who want to take vocational education programs are usually not mature enough to profit from them.	SD	D	N	A	SA
4. Good vocational education programs in secondary schools will aid in attracting new industries to an area.	SD	D	N	A	SA
5. Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them.	SD	D	N	A	SA
6. Taking a secondary vocational education program hinders students from further education after high school.	SD	D	N	A	SA
7. The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the student not going to college.	SD	D	N	A	SA
8. Secondary vocational education makes enough students useful members of society to justify its cost. .	SD	D	N	A	SA
9. Industry is not assuming enough responsibility for providing vocational education.	SD	D	N	A	SA
10. Providing high school students with skills for earning a living is as important as skills for social living.	SD	D	N	A	SA
11. It is more important to provide high school students with a sound basic education than to use their time for vocational education.	SD	D	N	A	SA
12. High schools should expand their curriculum to include more vocational courses.	SD	D	N	A	SA
13. Almost all students are interested in receiving some degree of vocational education in high school.	SD	D	N	A	SA

- | | | | | | |
|---|----|---|---|---|----|
| 14. Bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs. | SD | D | N | A | SA |
| 15. Vocational education at the secondary level should be of a broad general nature rather than preparing for a specific occupation. | SD | D | N | A | SA |
| 16. High schools are not assuming enough responsibility for providing vocational education. | SD | D | N | A | SA |
| 17. The salary of a secondary vocational teacher should exceed that of an academic teacher. | SD | D | N | A | SA |
| 18. Vocational education in high school is unnecessary since students can receive vocational training while on the job. | SD | D | N | A | SA |
| 19. Many more students would enroll in secondary vocational programs if the programs offered were more diverse and/or extensive. | SD | D | N | A | SA |
| 20. Secondary vocational education programs should not be expanded when so many students need the basic subjects. | SD | D | N | A | SA |
| 21. Present vocational education programs are not effectively preparing students for today's world of work. | SD | D | N | A | SA |
| 22. A major cause of dropouts is the failure of the secondary schools to offer programs diverse enough to meet the needs, interests, and abilities of all students. | SD | D | N | A | SA |
| 23. Students in vocational education programs are often stereotyped as being of low intelligence and coming from low income families. | SD | D | N | A | SA |
| 24. Any "low status" stereotype of vocational education programs should be removed by improving the programs and "educating" the public of the value and importance of vocational education. | SD | D | N | A | SA |
| 25. Public secondary schools have no obligations for providing school dropouts with training for an occupation. | SD | D | N | A | SA |
| 26. The students who take vocational education programs in high school often lack too many other scholastic skills. | SD | D | N | A | SA |
| 27. Vocational education in high school does an adequate job of preparing students for entrance into an occupation. | SD | D | N | A | SA |
| 28. Secondary schools and local industry should work more closely together to provide vocational education. | SD | D | N | A | SA |
| 29. Vocational education programs would be more successful at the post-secondary level than at the secondary level. | SD | D | N | A | SA |
| 30. The success of local vocational education programs depends largely upon the degree to which administrators encourage and support the programs. | SD | D | N | A | SA |

SECTION II

If your college now offers vocational programs for high school students on a shared-time basis, complete only PART A and do nothing with PART B.

PART A (For colleges OFFERING 'shared-time' secondary vocational education programs.)

Please provide some basic information concerning the 'shared-time' program at your college.

1. Number of high school vocational students enrolled on a 'shared-time' basis _____.
2. Number of high schools served by the 'shared-time' program _____.
3. Average number of hours that 'shared-time' high school students attend the college? _____.
4. Maximum and average distance traveled by high school students to attend the college on the 'shared-time' basis?
Maximum? _____ Average? _____
5. Means of financing your 'shared-time' secondary vocational education program: (Check applicable sources of funds)

<input type="checkbox"/> Student tuition only	<input type="checkbox"/> Local college taxing district
<input type="checkbox"/> State reimbursement	<input type="checkbox"/> Special federal or state funds
<input type="checkbox"/> Tuition provided by local high school district	
<input type="checkbox"/> Other (Please explain) _____	

PART B (For colleges NOT OFFERING 'shared-time' secondary vocational education programs -- Please check appropriate box)

1. Do you believe that one of the functions of the community/junior college is to provide secondary vocational education courses on a 'shared-time' basis for local high schools?
Yes No Not sure
2. Do your state statutes provide permissive legislation which allow the public community/junior colleges to provide secondary 'shared-time' vocational programs? Yes No Not sure
3. Does your state government financial structure provide monies for support of 'shared-time' secondary vocational education programs at the community/junior colleges? Yes No Not sure
4. If adequate space, equipment, staff, and financing were available would you promote 'shared-time' secondary vocational education programs at your college? Yes No Not sure
5. Does your college coordinate the post-secondary vocational education instruction with the local secondary vocational education instruction? Yes No Not sure

Thank you for your participation in this study. Please check (X) here if you would like a resume of the completed study. Please mail in the enclosed envelope.

Name _____ College _____

City, State, Zip code _____

How long served as President or Chief Administrator? _____