

AN ABSTRACT OF THE THESIS OF

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Title: THE EFFECTS OF LOCAL ADVISORY COMMITTEES ON SECONDARY SCHOOL
VOCATIONAL PROGRAMS IN OREGON AS PERCEIVED BY COMMITTEE
REPRESENTATIVES AND ADMINISTRATORS

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Purpose of the Study

The purpose of the study was to determine the characteristics of existing secondary school advisory committees and the effects that these groups have on local vocational programs which they serve. The major purpose of this study was to ascertain, through statistical analyses, the degree to which perceived effectiveness correlates with selected group characteristics.

Procedures

The subjects for the initial portion of the study were administrators representing each of Oregon's 220 secondary high schools. They were sent an initial survey questionnaire in order

for them to (a) identify vocational programs that have advisory committees and (b) designate a member of each committee as the contact person. One hundred eighty-two administrators responded to the initial survey.

From these responses, a sample was selected for the second part of the study. A stratified random selection was made so that small, medium, and large schools were equally represented. The following vocational areas were equally represented within each level of school size: agriculture, business, trade and industrial, and home economics. The above sample included a total of 96 committees.

For each of the 96 committees, a Characteristics and Effects Questionnaire was sent to the committee representative designated in the initial survey and to the school administrator most closely associated with the committee. The Characteristics and Effects Questionnaire was designed to collect information about advisory committee composition, functions, organizational structure, ways and extent to which these committees were utilized, and the internally-perceived effectiveness of these committees. Of the 192 potential respondents, 87 committee representatives and 94 administrators completed the Questionnaire.

The statistical procedures used to assess the results of the Characteristics and Effects Questionnaire were the multivariate and univariate analyses of variance, t-test, chi-square, and regression analysis. Each of these statistics used a computed Effectiveness Score as the dependent variable. This Score was a

composite of the answers to 16 items on the Questionnaire which allowed the respondents to give their assessment of committee performance in specific functional areas.

Conclusions

In this study, the following factors were related to higher ratings on the dimension of perceived effectiveness: task orientation of the committee as measured by such variables as having written agendas, minutes, and statements of objectives; having mechanisms for dropping ineffective members; having officers; a committee size of eight to ten members; and selection of advisory committee members by the advisory committee itself. Committees in larger schools tended to receive higher ratings on the dimension of perceived effectiveness than committees in smaller schools.

Other variables in this study, besides those used in the computation of the Effectiveness Score, were viewed as possible effectiveness measures. Nearly all of these were significantly related to the Score. This relationship helped affirm the content validity of the Effectiveness Score as a measure of perceived effectiveness.

Recommendations for Further Study

It is recommended that:

- 1.) the effect of committee members' educational levels on committee effectiveness be assessed,

- 2.) a study be made of the interaction effects between members' educational disciplines and the type of advisory committee to which they belong as these variables relate to the effectiveness dimension, and
- 3.) the optimum committee characteristics found in the present study be manipulated in a controlled experiment.
An objective effectiveness measure should be developed to assess the results.

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SCHOOL VOCATIONAL PROGRAMS IN OREGON AS PERCEIVED
BY COMMITTEE REPRESENTATIVES AND ADMINISTRATORS

by

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THE EFFECTS OF LOCAL ADVISORY COMMITTEES
ON SECONDARY SCHOOL VOCATIONAL PROGRAMS
IN OREGON AS PERCEIVED BY COMMITTEE
REPRESENTATIVES AND ADMINISTRATORS

I. INTRODUCTION

The use of local advisory committees in vocational education has been emphasized since the Smith-Hughes Act of 1917. This federal Act recognized the value of active citizen-educator input and provided federal assistance to vocational education. Since then, the widespread use of local advisory committees in the preparation, execution, and evaluation of local plans for vocational programs has become discussed more and more in terms of community participation and the relevancy of vocational programs.

In addition to community participation and relevancy, other reasons for the creation of vocational education advisory groups have been suggested. Barlow (1976) said that vocational education possibly invented the advisory group as a quality control device. Another factor is the need to provide goal orientations to vocational education programs.

The Vocational Education Act of 1963, with amendments in 1968 and 1976, has mandated legislation concerning advisory

committees. The mandates range from the formulation of state and national advisory councils to calling for the mere existence of local committees as a prerequisite for federal assistance.

The 1976 Vocational Education Act Amendments [P.L. 94-482, Title II, Section 105, Subsections (g)(1) and (2)] have specified that local vocational programs include advisory committees and assign the individual state advisory councils the task of providing technical assistance to these local committees. The State Advisory Council for Career and Vocational Education is the Oregon agency charged with the task of providing this assistance.

Statement of the Problem

This study was designed to determine the characteristics of existing secondary school advisory committees and the effects that these groups seem to have on local vocational programs which they serve. The major purpose of this study was to ascertain, through statistical analyses, the degree to which effectiveness correlates with selected group characteristics.

Rationale for the Study

The presence of local advisory committees for vocational education programs has been seen as instrumental in providing quality education in our schools. However, the mere mandating

of advisory committees through the various pieces of federal legislation does not insure quality committees. In this age of accountability, educators must observe positive effects from advisory committees before these committees become a welcome sight.

Likewise, a state advisory council charged with providing technical assistance must be familiar with the existing state advisory committee characteristics before it can effectively provide aid for new and/or ineffectual groups. Only by systematically studying the characteristics of existing advisory committees in relation to their effectiveness will the state agency be able to recommend possible target areas for improvement within advisory committees on the local level, thereby truly providing a sound base of technical knowledge.

To achieve this sound knowledge base pertaining to vocational advisory committees, the following objectives were specified for this study:

1. Determine the total number of local advisory committees within Oregon secondary vocational programs.
2. Describe these local advisory committees in terms of occupational type and size of school.
3. Describe the composition of these local advisory committees.
4. Describe the organizational structure of these local advisory committees.

5. Identify the functions of these local advisory committees.
6. Determine the ways and extent to which these local advisory committees are utilized.
7. Determine the overall effects of these local advisory committees.
8. Determine whether administrators rate the effectiveness of these local advisory committees differently than committee representatives rate them.
9. Determine whether local advisory committees in a particular size of school or particular vocational area are more effective than committees in schools of a different size or in a different vocational area.
10. Develop recommendations for more effective use of these local advisory committees.

Hypotheses

The following null hypotheses were established to determine the relationship between the characteristics of existing secondary school advisory committees in Oregon and the effects that these groups have on their vocational programs:

1. There is no significant "Personnel" effect on the Effectiveness Score.
2. There is no significant "Type of Group" effect on the Effectiveness Score.
3. There is no significant "School Size" effect on the Effectiveness Score.
4. There are no significant interaction effects among "Personnel", "Type of Group", and "School Size" on the Effectiveness Score.
5. There is no significant effect by any one of the "Characteristic" variables on the Effectiveness Score.
6. There is no significant effect by any one of the "Effect" variables on the Effectiveness Score.
7. There is no interaction effect between number of recommendations made and percentage of recommendations acted upon, using Effectiveness Score as the dependent variable.

Assumptions

Although there are many ways that vocational advisory committee effectiveness can be defined, this study relies on the subjective ratings of the participants in this study as the measure of effectiveness.

The results of the study can only be generalized to the specific subpopulations from which the sample was randomly selected. Those subpopulations were defined as follows:

1. The study included only Oregon secondary school vocational advisory committees.
2. The study involved only those advisory committees representing four vocational areas: agriculture, business, trade and industrial, and home economics.
3. The study included only those groups operating during the 1975-76 and 1976-77 school years.

Definition of Terms

The following are terms in this document. They are defined to provide a clear understanding of their usage within this study. Other terms or phrases are considered to be self-explanatory.

Effectiveness

The term "effectiveness", as used in this study, refers to the personnel's (advisory committee members' and school administrators') subjective assessments of how well their respective local advisory committees accomplished a list of committee responsibilities enumerated in the Characteristics and Effects Questionnaire.

Effectiveness Score

The Effectiveness Score is the score computed from each respondent's answers to the last 16 items on the Characteristics and Effects Questionnaire. These items allowed the respondent to rate the advisory committee's effectiveness in 16 different functional areas.

Characteristic Variables

Characteristic variables are items from the Characteristics and Effects Questionnaire (APPENDIX D) that relate to characteristics or procedures of a vocational advisory committee which were intuitively judged to be possible causes of a committee's effectiveness. The specific questionnaire items were: number of committee members (Question #1), who selects advisory committee members (Question #8), mechanisms available for dropping ineffective members (Question #10), written statement of objectives (Question #12), minutes (Question #13), agendas (Question #14), and officers (Question #15).

Also included among the characteristic variables were the three variables that defined who were selected to be respondents to the Characteristics and Effects Questionnaire. These were personnel (administrator or advisory representative), type of group (agriculture, business, trade and industrial, and

home economics), and school size (1-499 students, 500-999 students, and 1,000 or more students).

Effect Variables

Effect variables were items from the Characteristics and Effects Questionnaire that allowed respondents to describe the outcome of advisory committee efforts, but they did not include the 16 items that were used to compute the Effectiveness Score. The specific questionnaire items that were effect variables included the number of recommendations made (Question #5); percentage of recommendations acted upon (Question #7); and extent to which the advisory committee assumes responsibilities (Question #17), has a positive attitude (Question #18), directly assists with improving the quality of instruction (Question #21), recommends improvements in physical instructional facilities (Question #22), and has direct value to the overall program (Question #23). Other effect variables included the extent to which the school staff seek advice from the committee (Question #19) and follow committee advice (Question #20).

It could be argued that some of the characteristic variables are in fact effect variables since no proof has been offered in this study that the characteristic variables are antecedent to, rather than a result of, an effective committee. The separation

of characteristic variables and effect variables into these two categories was done intuitively.

State Advisory Council for Career and Vocational Education

Formulated from legislation contained in the Vocational Education Act Amendments of 1968, this Oregon council is composed of governor appointees representing agencies from or akin to the fields taught in career and vocational education. Chief among its duties are the advising on career and vocational matters within the State, aiding in the development of the one and five-year State Plans for career and vocational education, and the carrying out of an annual evaluation of a specific area within the realm of career and vocational education.

The Vocational Education Act Amendments of 1976 [P.L. 94-482] enlarged the Council's membership to represent 21 specific categories and assigned to it the task of technically assisting its local constituents.

Vocational Advisory Committee

This is a committee composed of persons representing various community interests brought together to advise school personnel on matters relating to a specific vocational program. The term "vocational" advisory committee may be used synonymously with "occupational", "craft", or "curricula" advisory committee.

II. REVIEW OF RELATED LITERATURE

Introductory Statement

The 1976 Vocational Education Act Amendments [Public Law 94-482, Title II, Section 105, Subsections (g)(1) and (2)], state that: (1) each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory committee to provide the local educational district with advice on current job needs and on the relevancy of courses being offered in meeting such needs; (2) the local advisory committees shall be composed of members of the general public, especially of representatives of business, industry, and labor; and (3) the local advisory committees may be established for program areas, schools, communities, or regions, whichever the recipient determines is best to meet the needs of that local educational district.

Although the legislation specifies broad categories of membership and possible focus points on which committee efforts could be directed, guidelines for committee organization and functioning are virtually nonexistent. The legislation implies that such policies are left up to the individual locales.

The structure and function of these local committees could have important implications for the updating of the secondary school curriculum to keep it relevant to the needs of business and industry (Kutscher, 1974). In an age where emphasis on accountability and increased educational relevancy is demanded

(Hostrop, 1975), all aspects of opportunities for involvement are being explored and new ways to utilize advisory committees envisioned.

Research on Occupational Advisory Committees

In reviewing the existing literature, it was found that most studies of advisory committee functions, characteristics, and performance involve the community and junior colleges or the four-year colleges and universities. Those that do involve the secondary school level have, by and large, focused the research on a specific vocational program and/or have relied on data concerning a particular facet of group interaction.

Several of these studies have shown positive traits of advisory committees, particularly in the communications area, bridging the schism that lay between the academicians and the businessmen in the communities which they serve (Noe, 1972). What emerged from such studies was evidence of the importance placed on clearly defined objectives, adequate orientation of members as to the role and function of the committee, and careful selection of membership within the advisory committee.

Carlson, in his study of lay advisory committees in selected junior colleges, concluded that evaluation of advisory committees should be performed on the basis of the objectives which committee

members have set for themselves, thus stressing the importance of autonomy for optimum committee effectiveness (Carlson, 1967).

Much discussion has taken place about the various responsibilities assumed by local advisory committees. Studies have shown that these functions range from that of a passive role to one of overseeing administrative operations (Gaines, 1967). It is the general consensus in the literature that much of the success of a committee depends on the attitude of the administrator (who controls the ultimate implementation of committee recommendations) within the local educational agency (Tully, 1967). Some additional studies have stressed the active leadership of the college president or administrator as accounting for the working efficiency and effectiveness of advisory committees (Keating, 1964).

When assessing the effectiveness of advisory committees in relation to curriculum and program matters, an investigation was conducted involving trade and industrial programs in Ohio. The study compared outputs of the programs to the use made of the vocational advisory committees, as well as other components of trade and industrial programs in the state. Significant among the results was that the degree of activeness of the occupational advisory committee correlated significantly with both the size of the budget allotted for supplies and the number of graduates placed in employment by the advisory committee contacts (Korb, 1972).

An Oregon study details a course outline for a vocational agriculture department which had been developed by the use of an

advisory committee charged with that function (Leach, 1959). Although this study centered solely around the agriculture curriculum in one Oregon high school, it did point out the importance that advisory committees can play within the core of vocational programs and not only in peripheral considerations.

In addition to the functions of advisory committees, evidence shows that the criteria and procedures used in selecting advisory committee members can be an important factor in Oregon community college advisory committee operations (Wallace, 1971). This emphasizes the need for research on which specific committee characteristics are related to effective functioning.

Although much has been written on the interaction process that exists within advisory committees in relation to their specific orientation, there is need for increased awareness on the part of vocational educators to see the usefulness of the advisory committee within the framework of the vocational program it serves.

The characteristics, functions, organization, and uses made of these committees that distinguish those which are effective from those which are ineffective has particular importance, especially at a time when the public clamor for accountability and legislation such as Public Law 94-482 is in full momentum.

Theories About the Concept of Effectiveness

All organizations, that is, social systems with "specific purposes", strive to maintain an effective level of operation. The concept of effectiveness may mean different things to different people, depending upon one's frame of reference.

Effectiveness, as a concept, has most popularly been defined as the degree of goal-achievement of the organization (Price, 1968). Although few deny the existence of the concept of effectiveness as an ideal way to classify organizations on a continuum, few studies deal explicitly with the topic. Also, there is a diverse opinion on what determinants of effectiveness are appropriate for all organizations.

In dealing with effectiveness, much of the literature chooses to exclude studies of organizations other than those operating from "administrative associations" as opposed to "voluntary associations". Since the administrative associations deal with those organizations operating from the profit motive, many of the variables of effectiveness in the literature seem incongruous with organizations such as advisory committees where members have been "voluntarily" admitted and exist, both independently and *en masse*, to function for reasons other than strict monetary gain.

In discussing approaches to the study of effectiveness, many of the studies tend to use a macro approach, that is, focusing primarily on organization-wide phenomena without much concern for the various

parts or sub-units of the organization. Some of these approaches adhere to a unidimensional framework, identifying only one evaluation criterion, as opposed to a multivariate measure of effectiveness which treats several distinct criteria simultaneously.

Campbell (1974) indentified 19 variables designed to determine organizational success. Prominent among them were: (1) overall performance, (2) productivity, (3) participant (employee) job satisfaction, (4) profit or rate of return on investment, and (5) participant (employee) withdrawal. Univariate studies would typically use one of these measures as a dependent variable, comparing the variable with various independent variables (such as leadership style) to study relationships between them. Effects of this type of measurement are limited.

The multivariate approach appears to be a more meaningful technique when assessing organizational effectiveness. One of the earliest and more successful attempts at demonstrating a multivariate causation viewed effectiveness in terms of goal attainment, considering not only organizational objectives but also mechanisms whereby organizations maintain and pursue objectives (Georgopoulos and Tannenbaum, 1957).

Since then, several multivariate models of organizational effectiveness have been espoused. Some of these approaches represent *a priori* theoretical statements, yet most exhibit some foundation of empirical research (Yuchtman and Seashore, 1967).

Building upon the earlier works of Georgopoulos and Tannenbaum (1957), Thompson and McEwen (1958), and others, the Yuchtman and Seashore model begins by proposing three approaches to the study of organizational success. The first represents the "goal approach", whereby a comparison is drawn comparing organizational performance against prestated official organizational objectives. The second approach is the "functional approach", having the "real" goals or functions based on the theoretical frame of reference of the evaluator. The third approach, and the one adopted by Yuchtman and Seashore (1967), is what is termed a "system resource" approach to organizational effectiveness. This approach stresses the operative goals. Here, effectiveness is defined in terms of an organization's ability to secure an advantageous bargaining stance and to capitalize on that position to acquire needed and valued resources.

Relying heavily on this definition of effectiveness, Steers expands the concept by enlarging the idea of goal achievement to include the realization of "feasible" goals as determiners to effectiveness, not only the attainment of "stated" goals and objectives (Steers, 1977). He also stresses the importance of a compatible resolution between the organization and the participant (employee), resulting in the importance of the concept termed "organizational-environment fit".

Steers identifies four factors that he feels have direct associations with effectiveness. These are: (1) organizational characteristics, which include the organizational structure and technological know-how; (2) environmental characteristics, which include external

(e.g., stability) and internal (e.g., openness vs defensiveness) factors; (3) participant (employee) characteristics, which include organizational attachments (e.g., commitment) and job performance (e.g., motives, goals, and needs); and (4) policies and practices, for example, leadership and goal-setting attempts (Steers, 1975 and 1977).

Various single aspects of organization, each affecting the overall effectiveness of the organization, have been explored in the literature. Studies of group dynamics have delved into topics ranging from leadership style to such issues as size and organizational structure.

Several of these studies lend themselves to an exploration of the effectiveness concept. The Leader Contingency Model offered by Fiedler (1967) and the Tri-Dimensional Model pioneered by William J. Reddin (the first to add the dimension of effectiveness to a model investigating leadership style) gave impetus to important studies based on the leadership role in group interaction. Based on these earlier works, Hersey and Blanchard developed a formula for effective leadership style: $E = f(l, f, s)$. Effectiveness (E) depends upon the leader (l), the followers (f), and other situational (s) variables. This also reintroduces the multivariate approach whereby environmental situations become important elements in judging the effectiveness or ineffectiveness of the organization (Hersey and Blanchard, 1972).

As to the relationship between size and structural characteristics, findings indicate that a weak relationship exists between the two factors. However, size has been reputed to be a factor in morale and in interorganizational relations (Hall, Haas, and Johnson, 1967). Arygyris (1967) isolated the size factor from research he conducted within a well-known organization, the Department of State, and concluded that size is one variable that produces ineffectiveness within an organization because it affects interpersonal communications.

It has been shown that a variety of approaches to measure effectiveness exist, but there is little consensus on what constitutes the evaluation criteria. There appear to be a number of problem areas in attempts to measure effectiveness with organizations:

1. Construct validity problem. A construct is an abstract hypothesis concerning the relationship among several related variables. It is hard to determine whether certain constructs are meaningful to theorists in measuring effectiveness or whether several of the variables purporting to be part of the construct do, indeed, correlate highly with one another.

2. Criterion stability problem. Many of the evaluation criteria used to measure effectiveness have been found to be relatively unstable over time. In fact, some researchers argue that flexibility in the face of change is, or should be, a definite characteristic of organizational effectiveness.
3. Time perspective problem. Different criteria could, foreseeably, be applied over a short, intermediate, or long term. What effects certain variables have within an immediate time frame may not reflect the effects of those same variables in the distant future. The issue becomes a managerial one--how best to balance short-term necessities with long-term interests in an effort to maintain stability and growth over time.
4. Multiple criteria problem. Although the multivariate approach, as discussed, has been hailed as a more comprehensive approach to evaluating effectiveness, problems arise when the variables are in conflict with one another (e.g., productivity and employee satisfaction).

5. Measurement precision problem. When devising instruments to satisfactorily measure effectiveness, it is difficult to quantify concepts in a consistent and accurate fashion. The complexity and magnitude involved in accounting for all the possible factors related to the effectiveness or ineffectiveness of the organization can result in measurement error. Carefully identifying the criteria can reduce this chance of error in the analysis process.
6. Generalizability problem. Even after all the various measurement problems are overcome, the question lingers as to how widely one can generalize the criteria used in the evaluation to other organizations. The criteria ideally should reflect the goals and purposes of the organization under consideration.
7. Theoretical relevance problem. Questions arise as to the relevance of effectiveness models and their ability to predict future behavior. More relevant are models which suggest how criteria affect or are affected by factors found in the structure and behavior of organizations. Katz and Kahn (1966) exemplify this more reliable

model by relating the concept of effectiveness to such factors as role performance and leadership.

8. Level of analysis problem. Performance models must be developed that integrate both macro and micro models of performance and effectiveness. As discussed, the majority of models in the literature deal solely on the macro level, attending strictly to the organization and ignoring the relation between individual behavior and the larger issue of organizational success (Steers, 1977).

There are sufficient warnings in the literature about the hazards inherent in attempts to identify effectiveness criteria for vocational advisory committees. The current study is also vulnerable to those hazards.

This study does not attempt to develop postulates of what universally constitutes effectiveness. The study was limited in scope in that the effectiveness measure was an assessment of effectiveness as internally perceived by committee representatives and program administrators. The model used in the study to assess the local advisory committee effectiveness was fashioned after that found in occupational analysis and psychological treatment evaluation where the individual or group is seen as one of the sources to assess program outcomes. No attempt is being made to represent this as an objective measure of effectiveness.

III. RESEARCH METHOD AND DESIGN

Description of Subjects

Prior to the selection of groups for the final phase of the study, it was first necessary to survey all Oregon high schools to determine the distribution of the various types of vocational advisory committees.

Of the 220 Oregon secondary schools, 182 (82 percent) responded to the initial survey. Within the group of respondents, 42 indicated "none" or "inactive status" when asked questions concerning vocational advisory committees in their institutions. This accounted for 23 percent of the total group of respondents, leaving 140 schools where there was an indication of vocational advisory committee activity from which to draw the subjects for the study.

There were four types of advisory committees found to be most numerous within Oregon high schools: (1) agriculture, (2) business, (3) trade and industrial, and (4) home economics. These four types were chosen to be part of the study. The frequencies of these four committee types as well as other types of vocational advisory committees are presented in Table 1.

Table 1. Type and Frequency of Local Vocational Advisory Committees in Oregon Secondary Schools, 1976-77.

Type of Advisory Committee	Frequency
Trade and Industrial	130
Agriculture	67
Business	67
Home Economics	32
Career Education-- General Advisory Committee	31
Health Occupations	15
Employment	10
Diversified Occupations	6
Social Services Occupations	<u>1</u>
TOTAL	359

Since size of school was a factor in the study, each of the four types of committees selected for the study were broken into three groups according to the size of school they represented; namely, (1) 1-499 students, (2) 500-999 students, and (3) 1,000 or more students. This distribution created a three-by-four matrix (three school sizes by four committee types). Within each of the twelve cells of the matrix, eight committees were randomly selected to be part of the final study. For each committee that was selected, one committee member and the administrator most associated with the committee were chosen to respond to the

Characteristics and Effects Questionnaire. Both a member and administrator were surveyed for the purpose of cross-validation.

Thus, a total of 192 subjects were selected for the study, 96 advisory committee representatives and 96 administrators. However, after the instrument was administered to the sample population, 181 respondents (representing a 94 percent overall rate of return) comprised the actual number of subjects in the study. APPENDIX A contains a detailed listing of participants in the study and the types of advisory committees which they represent.

Research Design

Based on the above discussion, the actual sample for the study is reflected in the design matrix in Table 2.

Table 2. Study Design Matrix.

Type of Group	School Size					
	1-499		500-999		≥ 1000	
	n of A*	n of B*	n of A*	n of B*	n of A*	n of B*
Agriculture	8	8	7	8	7	7
Business	7	8	8	8	6	8
Trade & Industrial	7	8	7	8	8	8
Home Economics	7	7	8	8	7	8

*"A" represents advisory committee sample, and "B" represents administrator sample.

The 181 subjects in the study represented 94 vocational advisory committees from 75 different secondary schools within Oregon. Substituting actual schools for numbers within the design matrix, and indicating whether only the advisory representative ("A") or the administrator ("B"), or both, had responded to the instrument, the matrix design in Table 3 reflects the study sample.

Table 3. Study Sample Within Matrix Design

TYPE OF GROUP	SCHOOL SIZE		
	1-499	500-999	≥1000
Agriculture	Camas Valley (A,B)	Baker (A,B)	Bend (A,B)
	Days Creek (A,B)	Central (A,B)	Canby (A,B)
	Glide (A,B)	Crook Co. (A,B)	Crater (A,B)
	Heppner (A,B)	Dallas (B)	North Salem (A,B)
	Oakland (A,B)	Douglas (A,B)	Owen Sabin (A,B)
	Sherman (A,B)	No. Marion (A,B)	Roseburg (NONE)
	Umapine (A,B)	Pendleton (A,B)	Redmond (A,B)
	Willamina (A,B)	The Dalles (A,B)	Sam Barlow (A,B)
Business	Banks (A,B)	Baker (A,B)	Cleveland (A,B)
	Culver (A,B)	Cascade (A,B)	David Douglas (B)
	Gervais (B)	Dallas (A,B)	Estacada (A,B)
	Heppner (A,B)	Eagle Point (A,B)	Hillsboro (A,B)
	Jefferson (A,B)	Forest Grove (A,B)	Lake Oswego (A,B)
	No. Douglas (A,B)	Gladstone (A,B)	Oregon City (A,B)
	Sherwood (A,B)	Hermiston (A,B)	Owen Sabin (A,B)
	Sutherlin (A,B)	Willamette (A,B)	Tigard (B)
Trade and Industrial	Colton (A,B)	Astoria (A,B)	Bend (A,B)
	Elmira (A,B)	Central (A,B)	Benson Poly (A,B)
	Junction City (A,B)	Madras (A,B)	Estacada (A,B)
	Rogue River (A,B)	McMinnville (A,B)	Lake Oswego (A,B)
	Scio (A,B)	Molalla (A,B)	McNary (A,B)
	Sheridan (A,B)	Pendleton (B)	Oregon City (A,B)
	Siuslaw (B)	Phoenix (A,B)	South Salem (A,B)
	Vale (A,B)	Sweet Home (A,B)	Sprague (A,B)
Home Economics	Amity (A,B)	Central Linn (A,B)	Beaverton (A,B)
	Creswell (A,B)	Coquille (A,B)	Corvallis (A,B)
	Dayton (A,B)	Forest Grove (A,B)	David Douglas ¹ (A,B)
	Gervais ² (A,B)	Jefferson (A,B)	David Douglas ² (A,B)
	Gervais ³ (A,B)	La Grande (A,B)	Hillsboro (B)
	Myrtle Point (A,B)	Willamette (A,B)	Roosevelt (A,B)
	Rainier (A,B)	Winston (A,B)	South Salem (A,B)
	Waldport (NONE)	Woodburn (A,B)	Tigard (A,B)

¹Child Care Program²Food Service Program³Home Economics Program

Collection of Data

Two instruments were involved in the collection of data. Each of the instruments was designed specifically for this study. Using the Delphi technique, they were first submitted to a jury of knowledgeable persons. The instruments were then piloted in a small sample of schools prior to revision and subsequent data collection. Serving on the panel of experts were an Oregon intermediate education district administrator, the director of the Oregon State Advisory Council for Career and Vocational Education, a school board member, and a businessman. All of these experts are members of the State Advisory Council for Career and Vocational Education.

The first instrument was a survey questionnaire (APPENDIX B) distributed by mail to an administrator of each high school in Oregon, as well as to the regional career coordinator within each of the thirteen intermediate educational districts. The purpose of this initial survey instrument was to identify the curriculum area(s) of each local advisory committee in secondary school vocational programs and to get the name of a committee member who could be sent a copy of the second instrument. To increase the rate of response, follow-up efforts were made by telephoning regional coordinators to enlist their aid to call upon nonrespondents within their districts. Eighty-two percent of the high schools responded to this initial questionnaire. The cover letter for the initial survey is reproduced in APPENDIX C.

The second instrument, a Characteristics and Effects Questionnaire (APPENDIX D), was designed to collect information of advisory committee composition, functions, organizational structure, ways and extent to which these committees are utilized, as well as the internally-perceived effectiveness of these committees. The cover and follow-up letters for the Characteristics and Effects Questionnaire are contained in APPENDIX E.

The second questionnaire was administered by mail to the contact member of each of the 96 advisory committees chosen by random selection to participate in the study. The Questionnaire was also sent to the 96 administrators responsible for the particular program in which the advisory committee serves. Follow-up procedures consisted of a phone call and follow-up letter to the nonrespondents. Of the advisory committee representatives, 91 percent responded by returning the completed instrument; and 98 percent of the administrators had returned instruments. The overall return rate amounted to 94 percent of the sample.

Data Analysis Procedures

Various statistical tools were utilized in this study to analyze the data. The first of these tools was the analysis of variance (ANOVA), including one-way, two-way, and three-way analyses. The factorial analysis of variance as a statistical

technique employs the F statistic. It was used to analyze differences in means on a dependent variable across two or more levels or groups of one or more independent variables (factors) that are being considered concurrently in the same analysis. It is a procedure to test for significant differences among the means of the groups being tested. The layout arrangements for the one-way, two-way, and three-way ANOVA's used in this study are depicted in APPENDIX F (Downie and Heath, 1974, pp. 206-223).

In addition to the analysis of variance models for the one, two, and three-way ANOVA's, the following equations represent the general mathematical forms for the one, two, and three-way analyses of variance, respectively, as used in this study:

$$Y_{ij} = \mu + \alpha_i + \epsilon_{ij}$$

for the one-way ANOVA, where

μ is the true mean,

α_i is the differential effect associated with Variable 1, and

ϵ_{ij} is a random variable, normally distributed, with a mean of 0 and a variance = σ^2 ;

$$Y_{ijk} = \mu + \alpha_i + \beta_j + \alpha\beta_{ij} + \epsilon_{ijk}$$

for the two-way ANOVA, where

μ is the true mean,

α_i is the differential effect associated with Variable 1,

β_j is the differential effect associated with Variable 2,

$\alpha\beta_{ij}$ is the differential effect associated with the interaction of Variables 1 and 2, and

ϵ_{ijk} is a random variable, normally distributed, with a mean of 0 and a variance = σ^2 ; and

$$Y_{ijkl} = \mu + \alpha_i + \beta_j + \gamma_k + \alpha\beta_{ij} + \alpha\gamma_{ik} + \beta\gamma_{jk} + \alpha\beta\gamma_{ijk} + \epsilon_{ijkl}$$

for the three-way ANOVA, where

μ is the true mean,

α_i is the differential effect associated with Variable 1,

β_j is the differential effect associated with Variable 2,

γ_k is the differential effect associated with Variable 3,

$\alpha\beta_{ij}$ is the differential effect associated with the interaction of Variables 1 and 2,

$\alpha\gamma_{ik}$ is the differential effect associated with the interaction of Variables 1 and 3,

$\beta\gamma_{jk}$ is the differential effect associated with the interaction of Variables 2 and 3,

$\alpha\beta\gamma_{ijk}$ is the differential effect associated with the interaction of Variables 1, 2, and 3, and

ϵ_{ijkl} is a random variable, normally distributed, with a mean of 0 and a variance = σ^2 .

The t-test was a second statistical tool used in the research.

It was used instead of ANOVA when only two levels of a single independent variable were being compared.

Chi-square was used to analyze the nominal data that were collected on the groups. The chi-square results indicated what effect the structure and composition of each group had on its level of effectiveness.

Step-wise multiple regression was a fourth tool used to analyze data. This tool was used to examine the variables to ascertain which ones were the best predictors of the effectiveness measure. The following equation represents the general form of the regression analysis as used in this study:

$$Y^1 = A + B_1X_1 + B_2X_2 + . . . + B_kX_k$$

where Y^1 represents the estimated value for Y , A is the Y intercept, and B_i are regression coefficients (Nie, et al., 1975, p. 328).

IV. PRESENTATION AND ANALYSIS OF DATA

Statistical Findings of the Study

Before testing for the various factors inherent in advisory committee effectiveness, it was first necessary to develop a measure for effectiveness. The final section of the Characteristics and Effects Questionnaire (Questions #24-39) was a list of 16 various functions typically performed by advisory committees, as noted through the various pieces of literature on vocational advisory committees. Each respondent was asked to rate the committee's performance of these functions on a four-point scale, 1 representing "slightly effective" to 4 representing "extremely effective". The 16 questionnaire items were as follows:

1. Advise on student curriculum.
2. Develop objectives for vocational program.
3. Determine area occupational needs.
4. Conduct community survey to determine need for training.
5. Assist in placement of graduates.
6. Determine criteria to help evaluate student performance.
7. Assist in follow-up studies of graduates.
8. Interpret the program to the community.
9. Provide accurate occupational information (i.e., trends and legislation).
10. Help plan facilities and instructional materials.

11. Evaluate on-going programs.
12. Select prospective vocational students.
13. Assist with youth organization in the vocational areas.
14. Select vocational teachers.
15. Approve work station sites for cooperative and work-study students.
16. Approve program budgets and requisitions.

The average rating on the 16 items (or a subset of those 16, as in the case of the three respondents who answered a total of 6, 13, and 15 items, respectively) was calculated from each questionnaire to get the standardized Effectiveness Score for each respondent. The Effectiveness Score was used as the dependent variable to test for significant differences among the levels of the various factors being considered within the study.

Since the dimensions used in selecting the sample were the three factors of "Personnel" (advisory committee representative and administrator), "Type of Group" (agriculture, business, trade and industrial, and home economics), and "School Size" (student populations of 1-499, 500-999, and 1,000 and over), a three-way analysis of variance (fixed design) included these as the independent variables with Effectiveness Score as the dependent variable.

The findings showed that there were significant main effects on the factor of "School Size" ($p < .02$) and no significant main effects on the two factors of "Personnel" and "Type of Group".

There were no significant interaction effects among the three factors. APPENDIX G contains the three-way ANOVA table with the obtained values.

ANOVA showed that school size was related to significant differences in Effectiveness Score. Cross-tabulation of school size with Effectiveness Score indicated that the larger the school, the more effective was the committee. A t-test analysis indicated a significant difference between small and large schools on the Effectiveness Score ($p < .004$), but no significant difference between small and medium ($p < .051$) and between medium and large ($p < .231$).

A two-way analysis of variance was used to measure how the Effectiveness Score was related to the independent variables measured by Question #5 (How many recommendations were made in the years 1975-76 and 1976-77?) and Question #7 (What percentage of the overall recommendations that were forwarded from the advisory committee received official action?). The answers to Question #5 were first processed to create a new variable that represented a total of both years involved, excluding those for which either "5a" (1975-76) or "5b" (1976-77) had a missing value. There were significant main effects of Question #5 dealing with the number of recommendations made during the two years ($p < .04$). There were no significant main effects on Question #7 and no significant interaction effects between the factors involved in the two questions. Thus, it appears that the number of recommendations made was significantly related to the Effectiveness Score. The percentage dimension

(Question #7) was not significantly related to the Effectiveness Score. It should be pointed out, however, that the respondents could only answer Question #7 in terms of percentage quartiles rather than specific percentages. APPENDIX H contains the two-way ANOVA table with obtained values.

The one-way analysis of variance was used to analyze several factors to see the effects of the different levels of each factor on the Effectiveness Score. Table 4 indicates all variables tested by the one-way ANOVA and the level of significance obtained for each. All but one of these variables had a statistically significant effect ($p < .05$) on the Effectiveness Score.

Table 4. Significance Levels of One-Way ANOVA's with Effectiveness Score as Dependent Variable.

Item Number and Content	Significance Level
1. How many members are on the vocational advisory committee under consideration?	.008
3. How many times did your advisory committee meet in 1975-76 and 1976-77?	.033
9. What is the length of appointment for members?	.606
15. Do officers exist?*	.007
16. How would you describe the overall general attendance at advisory meetings?	.002
17. To what extent do you feel your committee assumes responsibilities?	.001
18. To what extent do you feel that the advisory committee members have a positive attitude toward each other?	.001
19. To what extent do the vocational personnel in your school seek advice and counsel from the vocational advisory committee?	.001
20. Do the vocational instructors follow the advice of the vocational advisory committee with significant changes in course content?	.001
21. Has your vocational advisory committee been of direct assistance with improving the quality or method of instruction?	.001
22. Has your vocational advisory committee been of direct assistance with recommendations for classroom equipment and other physical instructional facilities for the vocational program?	.001
23. How much direct value is your occupational advisory committee to your overall program?	.001

*This item was also analyzed using a t-test after collapsing some of the individual categories.

The length of appointments for members was the only item tested with the one-way ANOVA where the effect on committee effectiveness was not statistically significant ($p < .606$).

Table 4 indicates that size of committee (Question #1) has a significant effect on the Effectiveness Score. A cross-tabulation of committee size with the Effectiveness Score indicated that the optimum committee size ranges from eight to ten members. To perform this cross-tabulation, Effectiveness Score was consolidated into three levels (low, medium and high) by the following score groupings: 1.0 through 1.99 equals "1", 2.0 through 2.99 equals "2", and 3.0 through 4.0 equals "3". This consolidated score was then cross-tabulated with the various levels of the committee size variable to produce the results shown on Table 5.

Table 5. Consolidated Effectiveness Score Cross-Tabulated
with Number of Committee Members.

Number of Committee Members	Consolidated Effectiveness Score		
	1 Frequency (and row %)	2 Frequency (and row %)	3 Frequency (and row %)
3	2(100.0%)	0 (0.0%)	0 (0.0%)
4	4 (80.0%)	1 (20.0%)	0 (0.0%)
5	19 (79.2%)	5 (20.8%)	0 (0.0%)
6	15 (71.4%)	6 (28.6%)	0 (0.0%)
7	14 (60.9%)	9 (39.1%)	0 (0.0%)
8	9 (45.0%)	9 (45.0%)	2(10.0%)
9	7 (43.8%)	8 (50.0%)	1 (6.3%)
10	9 (42.9%)	11 (52.4%)	1 (4.8%)
11	5 (41.7%)	7 (58.3%)	0 (0.0%)
12	5 (50.0%)	5 (60.0%)	0 (0.0%)
13	2 (50.0%)	2 (50.0%)	0 (0.0%)
14	1 (50.0%)	1 (50.0%)	0 (0.0%)
15	0 (0.0%)	2(100.0%)	0 (0.0%)
16 and over	3 (50.0%)	3 (50.0%)	0 (0.0%)

Table 6 shows the results of utilizing the t-test as a tool to analyze the bi-level variables. This table indicates the item and the level of significance attained in the analysis when testing effects of the various levels of the factors on the Effectiveness Score. The results indicated that those committees whose respondents gave a "yes" response received statistically significant higher Effectiveness Scores than those whose committee respondents gave a "no" answer to the questions in Table 6.

Table 6. Significance Levels of t-Test (two-tailed) with Effectiveness Score as Dependent Variable.

Item Number and Content	Significance Level
4. Does the advisory committee specifically make recommendations?	.001*
10. Is there a mechanism by which ineffective members may be dropped from the advisory committee?	.004
12. Does the advisory committee have a written policy or statement of objectives?	.020*
13. Are official minutes recorded and distributed for each advisory committee meeting?	.001
14. Is there an agenda planned and sent out prior to each advisory committee meeting?	.001
15. Do officers exist? ("Elected," "Appointed," or "Both" versus "No Officials")†	.001
15. Do officers exist? ("Elected" versus "Appointed")†	.229

*For these items, when tested with F, the comparison of the two sample variances was significant, therefore, separate variance estimate was used to indicate two-tail probability. For the others, pooled variance estimate was used.

†The response choices were combined in two separate ways as indicated in the parenthetical notations.

Several items were analyzed as to their relationship with the Effectiveness Score by using the chi-square statistic. Again, the consolidated Effectiveness Score was used but this time the medium and high levels of effectiveness were collapsed into one level so

the cell sizes would be large enough to use the chi-square statistic. Even with this further consolidation, the Yates' correction for lack of continuity had to be applied because some cell sizes were less than 10. The Principal and Superintendent categories were excluded from the chi-square analysis of Item #8, and the Superintendent and School Board were omitted from the chi-square analysis of Item #11. Some of their cell sizes were too small even after further consolidation.

Table 7 reflects Items #8 and #11 and their levels of significance attained through the analysis. Many of the respondents selected multiple answers to the items in Table 7. This analysis excluded those responses because the results would not permit one to attribute the effects on Effectiveness Score to specific single categories of persons.

Table 7. Significance Levels of Chi-Squares with Independent Variables versus Consolidated Effectiveness Score.

Item Number and Content	Significance Level
8. Who selects the local advisory committee members for appointments? (Vocational/Career Director, Principal*, Superintendent*, Advisory Committee, Local School Board, or Vocational Staff?)	<.05
11. Who is responsible for seeing that the recommendations of the vocational advisory committee are carried out? (Superintendent*, Principal, Vocational/Career Director, School Board*, or Teachers?)	Not Significant

*These items were omitted from the analysis because of insufficient cell sizes.

Question #8 (Who selects the local advisory committee members for appointment?) in the Questionnaire resulted in the following frequency distributions, which reflected the number of respondents who designated those persons individually, not in combinations of the possibilities listed: Vocational/Career Director (18), Principal (2), Superintendent (2), Advisory Committee (23), School Board (10), and Vocational Staff (33). The results of the four "non-combination" categories that contained frequencies of ten or more per category are reproduced in Table 8, showing row percentages and cell frequencies.

Table 8. Consolidated Effectiveness Score Cross-Tabulated
with Type of Person who Selects Committee Members.

Type of Person	Consolidated Effectiveness Score		
	1	2	3
	Frequency (and row %)	Frequency (and row %)	Frequency (and row %)
Vocational/Career Director	15(83.3%)	2(11.1%)	1(5.6%)
Advisory Committee	8(34.8%)	14(60.9%)	1(4.3%)
Local School Board	5(50.0%)	5(50.0%)	0(0.0%)
Vocational Staff	21(63.6%)	11(33.3%)	1(3.0%)

It appears from Table 8 that, in comparing "type of person" categories, percentages were skewed toward the lower end of the effectiveness dimension for the Vocational/Career Director and Vocational Staff categories and more toward the higher end of the effectiveness dimension for the Advisory Committee category.

Question #11 asked respondents to indicate the person responsible for carrying out the recommendations. The chi-square statistic indicated that there was no statistically significant effect of this item on the consolidated Effectiveness Score.

Multiple regression was used to analyze selected variables to determine which were the best predictors of Effectiveness Score. The independent variables were added to the regression equation

step-wise. The independent variable that had the greatest correlation with the dependent variable was added to the equation first. All subsequent independent variables were added according to their partial correlation with the dependent variable at each step of the equation construction. The variable added in each step was the one that had the highest partial correlation in the previous step while controlling for all the variables that had been added to the equation to that point.

Important in the regression analysis is the R^2 value and the residual mean square value. While the absolute value of R (the regression coefficient) is used as an indication of the strength of a relationship, R^2 is the proportion of variation of the dependent variable accounted for by the independent variable. The residual mean square value indicates the degree to which the values of the variables deviate from the line that is defined by the regression equation. The regression analysis was only applied to the characteristic variables. However, this regression analysis was not considered valid for prediction purposes since the highest R^2 value was only 0.301.

Summary of Findings

Based upon the analysis of the vocational advisory committee Characteristics and Effects Questionnaire, the following conclusions were reached:

1. The size of vocational advisory committees had a significant effect on the Effectiveness Score.
2. Committees that actively make recommendations had, to a statistically significant extent, a higher score on the effectiveness dimension than those where no recommendations are offered.
3. The actual number of committee recommendations made (but not the percentage of recommendations receiving official action) had a statistically significant relationship with the Effectiveness Score.
4. The type of person who selects advisory committee members had a statistically significant effect on committee effectiveness as measured by the Effectiveness Score.
5. Length of membership appointment had no statistically significant effect on the Effectiveness Score.
6. Having a mechanism by which ineffective members may be dropped from the advisory committee was shown to have a statistically significant effect on the Effectiveness Score.
7. The types of persons responsible for seeing that the committee recommendations are carried out had no statistically significant effect

on committee effectiveness as measured by the Effectiveness Score.

8. Vocational advisory committees which have a written policy or statement of objectives were rated as being more effective, to a statistically significant extent, than those which did not.
9. The presence of written minutes, prepared and distributed to committee members, had a significant effect on the Effectiveness Score.
10. Having a planned agenda, distributed before each advisory committee meeting, resulted in more effectiveness at a statistically significant level than having no agenda.
11. The presence of officers for the advisory committee increased effectiveness to a statistically significant extent when compared to a lack of official leadership. However, the analysis did not indicate a statistically significant difference in effectiveness between having elected versus appointed officials.
12. The overall percentage of committee meeting attendance was shown to have a statistically significant relationship with overall committee effectiveness.

13. The size of school was the only factor from among type of personnel, type of group, and size of school which had a statistically significant effect on the effectiveness dimension.
14. Responses to Questions #17 through #23 on the questionnaire tended to covary directly with the Effectiveness Score at a statistically significant level. The dimensions covered by these items were:
 - a. extent to which committee assumes responsibilities;
 - b. extent to which members have a positive attitude toward each other;
 - c. extent to which the vocational personnel in the school seek advice and counsel from the committee;
 - d. extent to which vocational instructors follow advice of the committee as to significant changes in course content;
 - e. extent to which committee has directly assisted with improving the quality or method of instruction;

- f. extent to which committee has directly assisted with recommendations for classroom equipment and other physical instructional facilities; and
- g. extent to which committee has direct value to overall vocational program.

V. INTERPRETATION OF RESULTS AND RECOMMENDATIONS FOR FUTURE RESEARCH

Several of the variables involved in the study seemed to have rather powerful interrelationships which are relevant to the interpretation of the statistical analysis results. Since the effect variables each provided independent measures of the effectiveness dimension, the significant statistical relationship that those effect variables had with the Effectiveness Score should be viewed as affirmation of the content validity of the Effectiveness Score as a true measure of effectiveness.

Among the characteristic variables were: having written agendas, minutes, written statements of objectives, officers, and mechanisms for dropping ineffective members. These factors seem to be centered around a hypothetical construct, "task orientation", which leads to a formal organizational structure. The presence of this construct in the effective committees may be related to yet another variable, size of school, which was found to have a significant effect on the Effectiveness Score. Large schools are more likely to have a relative abundance of formally educated persons. Their professional expertise may be utilized more frequently in these larger school districts.

A topic for further research would be the investigation of the effects of committee members' educational levels on committee

effectiveness. Similarly, a study could be made of the interaction effects between committee members' educational disciplines and the types of advisory committees to which they belong as these variables relate to the effectiveness dimension.

Another characteristic variable was the type of person who selects committee members. From Table 8, it appeared that Vocational/Career Director and Vocational Staff were the least desirable persons to select committee members because 83.3 percent and 63.6 percent of their committee's consolidated Effectiveness Scores, respectively, fell in the lowest range. The Advisory Committee itself was the most desirable agent to select committee members because 60.9 percent of their committees' consolidated Effectiveness Scores fell in the middle range and 4.3 percent were in the highest consolidated Effectiveness Score category. Since this study was limited in the number of different levels of this variable due to small cell sizes, a future study might more fully assess this factor.

In summation, based on the analysis of the data gathered in this study, it appears that a vocational advisory committee will receive high subjective ratings on committee effectiveness if it has the following characteristics: (1) the committee operates within a large school district, with a membership of eight to ten members selected by the advisory members themselves (subsequent to the initial formation of the committee); (2) the committee has stated objectives, has written agendas and minutes both distributed to

members, and has officers; (3) the committee makes recommendations as part of its functioning and a high percentage of the members attend each meeting; and (4) the committee has a mechanism for ridding itself of ineffective members.

Future research could attempt to verify that the preceding characteristics are requisite to advisory committee effectiveness by setting up a controlled experiment. The experiment would require that, for each characteristic to be tested, several advisory committees would have to be randomly assigned to either a control group or an experimental group. The experimental group would be made to have the "expected optimum" level of the characteristic being tested, and the control group would be given some alternative level of that characteristic. The "expected optimum" level would be the one which produced the highest effectiveness rating in the present study. The researcher would have to develop an objective measure to assess the effectiveness of the committees in the experimental group as compared to the control group. The researcher should try to avoid the problems described in the literature with regard to the effectiveness concept.

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APPENDIX A

GROUPS PARTICIPATING IN THE
STUDY

Groups Participating in the Study

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
1. Amity High School Amity, OR 97101	Amity 4J, Yamhill	Home Ec 3*
2. Astoria High School 1001 W. Marine Dr. Astoria, OR 97103	Astoria 1C, Clatsop	Trade & Industrial
3. Baker High School 2500 E. Street Baker, OR 97814	Baker 5J, Baker	Agriculture/Business
4. Banks High School Banks, OR 97106	Banks 13, Washington	Business
5. Beaverton Schools PO Box 200 Beaverton, OR 97005	Beaverton 48J, Washington	Home Economics
6. Bend High School 230 NE 6th Street Bend, OR 97701	Bend 1, Deschutes	Agriculture/Trade & Industrial
7. Benson Polytechnical High School 546 NE 12th Avenue Portland, OR 97232	Portland 1J, Multnomah	Trade & Industrial
8. Camas Valley High School PO Box 57 Camas Valley, OR 97416	Camas Valley 21, Douglas	Agriculture
9. Canby High School 721 SW 4th Canby, OR 97103	Canby UH1, Clackamas	Agriculture
10. Cascade High School Route 1 Turner, OR 97392	Cascade UH5, Marion	Business (Mkt.)
11. Central High School 1530 Monmouth Street Independence, OR 97351	Central 13J, Polk	Agriculture/Trade & Industrial

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
12. Central Linn HS Halsey, OR 97348	Central Linn 522, Linn	Home Ec 3*
13. Cleveland High School 3400 SE 26th Avenue Portland, OR 97202	Portland 1J, Multnomah	Business (Mkt.)
14. Colton High School PO Box 38 Colton, OR 97017	Colton 53, Clackamas	Trade & Industrial
15. Coquille High School 499 W. Central Coquille, OR 97423	Coquille 8, Coos	Home Ec 3*
16. Corvallis High School 836 NW 11th Street Corvallis, OR 97330	Corvallis 509J, Benton	Home Ec 3*
17. Crater High School 4410 N. Pacific Hwy. Central Point, OR 97501	Central Point 6, Jackson	Agriculture
18. Creswell High School 143 N. 5th Street Cresswell, OR 97426	Creswell 40, Lane	Home Ec 3*
19. Crook County High School East 1st Street Prineville, OR 97754	Crook County Unit, Crook	Agriculture
20. Culver High School Culver, OR 97734	Culver 4, Jefferson	Business
21. Dallas High School 901 SE Ash Dallas, OR 97338	Dallas 2, Polk	Agriculture/ Business
22. David Douglas High School 1500 SE 130th Avenue Portland, OR 97233	David Douglas 40, Multnomah	Business/Home Ec 1*/ Home Ec 2*
23. Days Creek High School Box 10 Days Creek, OR 97429	Days Creek 15, Douglas	Agriculture

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
24. Dayton Jr.-Sr. High School Dayton, OR 97114	Dayton 8, Yamhill	Home Ec 3*
25. Douglas High School Box 288 Dillard, OR 97432	Winston-Dillard 116, Douglas	Agriculture
26. Eagle Point High School PO Box 198 Eagle Point, OR 97524	Eagle Point 9, Jackson	Business
27. Elmira High School Fern Ridge School Dist. Elmira, OR 97437	Fern Ridge 28J, Lane	Trade & Indus.
28. Estacada High School PO Box 518 Estacada, OR 97023	Estacada 108, Clackamas	Business/Trade & Industrial
29. Forest Grove High School 1341 Pacific Avenue Forest Grove, OR 97116	Forest Grove 15, Washington	Business/Home Ec 2* (FEAST)
30. Gervais High School Gervais, OR 97026	Gervais UH1, Marion	Business/ Home Ec 2* Home Ec 3*
31. Gladstone High School PO Box 165 Gladstone, OR 97027	Gladstone 115, Clackamas	Business
32. Glide High School Glide, OR 97443	Glide 12, Douglas	Agriculture
33. Heppner High School Heppner, OR 97836	Morrow 1, Morrow	Agriculture/ Business
34. Hermiston High School 600 South First Street Hermiston, OR 97838	Hermiston 8, Umatilla	Business
35. Hillsboro High School 3285 SW Rood Bridge Rd. Hillsboro, Oregon 97321	Hillsboro UH3J, Washington	Business/ Home Ec 2* (FEAST)
36. Jefferson High School Route 1, Box 28 Jefferson, OR 97352	Jefferson 14J, Marion	Business

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
37. Jefferson High School 5210 N. Kerby Avenue Portland, OR 97217 (AREA I)	Portland 1J, Multnomah	Home Ec 2*
38. Junction City High School 1135 W. 6th Junction City, OR 97448	Junction City 69, Lane	Trade & Industrial
39. La Grande High School 708 K Street La Grande, OR 97850	La Grande 1, Union	Home Ec 2*
40. Lake Oswego HS 2501 SW Country Club Rd. Lake Oswego, OR 97034	Lake Oswego 7, Clackamas	Business/Trade & (Mkt.) Industrial
41. Madras High School 650 10th Street Madras, OR 97741	Jefferson 509J, Jefferson	Trade & Industrial
42. McMinnville High School 15th and Ford McMinnville, OR 97128	McMinnville 40, Yamhill	Trade & Industrial
43. McNary High School 505 Sandy Drive N. Salem, OR 97303	Salem 24J, Marion	Trade & Industrial
44. Molalla High School PO Box 7 413 S. Molalla Ave. Molalla, OR 97038	Molalla UH4, Clackamas	Trade & Industrial
45. Myrtle Point HS 817 4th Street Myrtle Point, OR 97458	Myrtle Point 41, Coos	Home Ec 3*
46. North Douglas HS PO Box 488 Drain, OR 97435	No. Douglas 22, Douglas	Business
47. North Marion Jr.-Sr. High School Route 3, Box 4000 Aurora, OR 97002	No. Marion 15, Marion	Agriculture

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
48. North Salem High School 765 14th Street NE Salem, OR 97301	Salem 24J, Marion	Agriculture
49. Oakland High School Oakland, OR 97462	Oakland 1, Douglas	Agriculture
50. Oregon City High School 1306 12th Street Oregon City, OR 97045	Oregon City 62, Clackamas	Business/Trade & Industrial
51. Owen Sabin Skills Center 14211 SE Johnson Rd. Milwaukie, OR 97222	No. Clackamas 12, Clackamas	Agriculture/Business (Mkt.)
52. Pendleton High School 1800 NW Carden Pendleton, OR 97801	Pendleton 16, Umatilla	Agriculture/Trade & Industrial
53. Phoenix High School PO Box 697 Phoenix, OR 97535	Phoenix 4, Jackson	Trade & Industrial
54. Rainier High School PO Box 498 Rainier, OR 97048	Columbia Co. 13, Columbia	Home Ec 3*
55. Redmond High School 675 SW Rimrock Drive Redmond, OR 97756	Redmond 2J, Deschutes	Agriculture
56. Rogue River High School PO Box A Rogue River, OR 97537	Rogue River 35, Jackson	Trade & Industrial
57. Roosevelt High School 6941 N. Central Street Portland, OR 97203	Portland 1J, Multnomah	Home Ec 2*
58. Sam Barlow High School 5105 SE 302nd Gresham, OR 97030	Gresham UH2J, Multnomah	Agriculture
59. Scio High School Route 2, Box 4 Scio, OR 97374	Scio 95, Linn	Trade & Industrial
60. Sheridan High School 433 S. Bridge Street Sheridan, OR 97378	Sheridan 48J, Yamhill	Trade & Industrial

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
61. Sherman High School Moro, OR 97039	Sherman UH1, Sherman	Agriculture
62. Sherwood High School 1155 Meinecke Road Sherwood, OR 97140	Sherwood UH88J, Washington	Business
63. Siuslaw High School Florence, OR 97439	Florence 97J, Lane	Trade & Industrial
64. South Salem High School 1910 Church Street SE Salem, OR 97302	Salem 24J, Marion	Home Ec 1*/Trade & Industrial
65. Sprague High School 2373 Kubler Road S. Salem, Oregon 97302	Salem 24J, Marion	Trade & Industrial
66. Sutherlin High School PO Box 160 500 East 4th Street Sutherlin, OR 97479	Sutherlin 130, Douglas	Business
67. Sweet Home High School 1641 L Street Sweet Home, OR 97386	Sweet Home 55, Linn	Trade & Industrial
68. The Dalles High School 10th and Washington St. The Dalles, OR 97058	The Dalles 12, Wasco	Agriculture
69. Tigard High School 9000 SW Durham Tigard, OR 97223	Tigard 23J, Washington	Business/ Home Ec 1*
70. Umapine High School Route 2, Box 87X Milton-Freewater, OR 97862	Umapine 13, Umatilla	Agriculture
71. Vale High School Vale, OR 97918	Vale UH3, Malheur	Agriculture
72. Willamette High School 1801 Echo Hollow Rd. Eugene, OR 97402	Bethel 52, Lane	Business/ Home Ec 2*

<u>SCHOOL & ADDRESS</u>	<u>DISTRICT/COUNTY</u>	<u>GROUP STUDYING</u>
73. Willamina High School PO Box 67 Willamina, OR 97396	Yamhill 30J, Yamhill	Agriculture
74. Winston Churchill HS 1850 Bailey Hill Rd. Eugene, OR 97401	Eugene 4J, Lane	Home Ec1*
75. Woodburn High School 1785 N. Front Street Woodburn, OR 97071	Woodburn 103, Marion	Home Ec1*

*Home Economics

- (1) Child Care
- (2) Food Service
- (3) Home Economics

APPENDIX B

INITIAL SURVEY QUESTIONNAIRE

SURVEY QUESTIONNAIRE
FOR
EXISTING VOCATIONAL AND CAREER ADVISORY GROUPS

1. Name of School District:

2. Name of School (unless this is a district-wide lay advisory group):

3. Please fill out the following information on the vocational and career advisory groups within your setting and place it under its appropriate column*:

TYPE OF ADVISORY GROUP (e.g., Building Trades Cluster)	LIST OF ADVISORY GROUP MEMBERS (Designate Chairperson)	ADDRESS AND PHONE NO. of Chairperson
--	--	---

*On a separate sheet, please make a similar chart for each vocational and career advisory group which exists in your setting.

4. In the space below, indicate any noteworthy information about your advisory group set-up which you feel would be of special interest in this initial survey attempt:

RETURN THIS QUESTIONNAIRE by March 1, to Marilyn Johnston, State Advisory Council for Career and Vocational Education, 495 State Street, S.E., Salem, Oregon 97310.

APPENDIX C

INITIAL QUESTIONNAIRE COVER LETTER



State Advisory Council for Career and Vocational Education

Page 69

495 STATE STREET, SALEM, OREGON 97310 PHONE 378-3921

February 1, 1977

MEMO

TO: All Secondary School Career and Vocational Education
Administrators and IED Regional Coordinators

RE: Information on Existing Vocational and Career Advisory
Groups

The State Advisory Council for Career and Vocational Education (SACCVE) is conducting a survey of the numbers of advisory groups concerned with career and vocational education programs that exist within the State.

The intent is to effectively study these groups in order to learn more about the needs of vocational advisory groups within Oregon and how SACCVE can provide the technical assistance to further meet these needs.

To aid the Council in this study, please fill out the appropriate information on the attached form as soon as possible, returning the completed questionnaire to Marilyn Johnston, the project coordinator, by March 1.

It is important that this information be an accurate reflection of your vocational and career advisory groups. If the groups exist on paper, however active or inactive, it is hoped that they can be included in this initial survey.

Thank you for your help in presenting this information to SACCVE.

Sincerely,

STATE ADVISORY COUNCIL FOR CAREER

AND VOCATIONAL EDUCATION

Mrs. Marilyn E. Johnston

Project Coordinator

MJ:rh

Encs.

APPENDIX D

CHARACTERISTICS AND EFFECTS QUESTIONNAIRE

No. _____

LOCAL ADVISORY COMMITTEE STUDY
for
OREGON STATE ADVISORY COUNCIL FOR CAREER
AND
VOCATIONAL EDUCATION

This information will be kept confidential for individual districts. A state report will be made available.

GENERAL DIRECTIONS

Please complete the entire questionnaire to the best of your knowledge on the basis of the procedure used by the local advisory committee since September, 1975 through May, 1977.

NAME _____

ADVISORY COMMITTEE/ADMINISTRATIVE POSITION _____

SCHOOL _____

Check here if you desire a copy of the results. []

1. How many members are on the vocational advisory committee under consideration? []
I don't know. []

2. Indicate the number of persons on the advisory committee who are in the following categories. (If a person fits into multiple categories, please choose only the one which is most applicable).

GENERAL STATUS

- Faculty Members []
- School Administrators []
- Professionals []
 (doctors, lawyers, social workers, etc.)
- Supervisors []
 (non-educators and non-professionals)
- Employees []
 (non-educators and non-professionals)
- Self-Employed Persons []
 (non-professionals)
- Students []
- Housewives/Househusbands []
- Other (specify) []

_____ []
 _____ []
 _____ []

I don't know. []

JOB CLASSIFICATION

- Agriculture []
- Education []
- Health Occupations []
- Business and Industry []
- Legal []
- Social Services []
- Other (specify) []

I don't know.

3. How many times did your advisory committee meet in 1975-76? []
 . . .in 1976-77? []
 . . .I don't know. []

4. Does the advisory committee specifically make recommendations? Yes []
No []

5. If so, how many recommendations were made in 1975-76? []
 ...in 1976-77? []
 ...I don't know. []

6. Have you been able to observe the effects of recommendations? (e.g., resulted in program changes, new programs, put in budget for next year).
- Yes []
No []

7. What percentage of the overall recommendations that were forwarded from the advisory committee received official action?
- | | |
|--------------|-----|
| 0-25% | [] |
| 26-50% | [] |
| 51-75% | [] |
| 76-100% | [] |
| I don't know | [] |

8. Who selects the local advisory committee member for appointments? (Check the one or more appropriate answers.)

Vocational/Career Director	[]
Principal	[]
Superintendent	[]
Advisory Committee	[]
Local School Board	[]
Vocational Staff	[]
I don't know	[]

9. What is the length of appointment for members? (in years) []
I don't know. []

10. Is there a mechanism by which ineffective members may be dropped from the advisory committee? Yes []
No []
I don't know []

11. Who is responsible for seeing that the recommendations of the vocational advisory committee are carried out?

Superintendent	[]
Principal	[]
Vocational/Career Director	[]
School Board	[]
Teachers	[]
I don't know	[]

12. Does the advisory committee have a written policy or statement of objectives? Yes []
No []
I don't know []

13. Are official minutes recorded and distributed for each advisory committee meeting? Yes []
No []
I don't know []

14. Is there an agenda planned and sent out prior to each advisory committee meeting? Yes []
No []
I don't know []

15. Do officers exist (e.g., chairperson, secretary, etc.) for the local advisory committee? Yes []
No []
I don't know []

16. How would you describe the overall general attendance at advisory committee meetings?

0-25% present []
 26-50% present []
 51-75% present []
 76-100% present []
 I don't know []

DIRECTIONS: Check the appropriate column for each potential characteristic along the following scale:
 (1 for little; 2 for some; 3 for much; and 4 for very much.)

- | | | 1 | 2 | 3 | 4 |
|---|-----|---|---|---|---|
| 17. To what extent do you feel your committee assumes responsibilities? | 17. | | | | |
| 18. To what extent do you feel that the advisory committee members have a positive attitude toward each other? | 18. | | | | |
| 19. To what extent do the vocational personnel in your school seek advice and counsel from the vocational advisory committee? | 19. | | | | |
| 20. Do the vocational instructors follow the advice of the vocational advisory committee with significant changes in course content? | 20. | | | | |
| 21. Has your vocational advisory committee been of direct assistance with improving the quality or method of instruction? | 21. | | | | |
| 22. Has your vocational advisory committee been of direct assistance with recommendations for classroom equipment and other physical instructional facilities for the vocational program? | 22. | | | | |
| 23. How much direct value is your occupational advisory committee to your overall program? | 23. | | | | |

DIRECTIONS: *Rate each advisory committee function according to the following scale:*

(1 for slightly effective; 2 for moderately effective; 3 for very effective; and 4 for extremely effective).

		1	2	3	4
24. Advise on student curriculum.	24.				
25. Develop objectives for vocational program.	25.				
26. Determine area occupational needs.	26.				
27. Conduct community survey to determine need for training.	27.				
28. Assist in placement of graduates.	28.				
29. Determine criteria to help evaluate student performance.	29.				
30. Assist in follow-up studies of graduates.	30.				
31. Interpret the program to the community.	31.				
32. Provide accurate occupational information (i.e., trends and legislation).	32.				
33. Help plan facilities and instructional materials.	33.				
34. Evaluate on-going programs.	34.				
35. Select prospective vocational students.	35.				
36. Assist with youth organization in the vocational areas.	36.				
37. Select vocational teachers.	37.				
38. Approve work station sites for cooperative and work-study students.	38.				
39. Approve program budgets and requisitions.	39.				

APPENDIX E

COVER LETTERS AND FOLLOW-UP LETTER FOR
CHARACTERISTICS AND EFFECTS QUESTIONNAIRE



State Advisory Council for Career and Vocational Education

Page 78

495 STATE STREET, SALEM, OREGON 97310 PHONE 378-3921

May 1, 1977

Dear Local Advisory Committee Member:

Your name has been given to us as the person who can best answer questions about the function and use of vocational and career advisory committees in your special area.

I ask that you take about ten minutes to answer the enclosed questionnaire and return it to me by return mail in the addressed stamped envelope.

You will be doing our State Advisory Council for Career and Vocational Education a great favor by helping to supply this information to us. Please use your best judgment in answering these items. If you are not 100 percent sure, please advise us how you feel it is in your operation to the best of your knowledge.

Your help is appreciated. We will send a copy of the results for the state if you so indicate. Thank you for helping us.

Sincerely,

STATE ADVISORY COUNCIL FOR
CAREER AND VOCATIONAL EDUCATION
Mrs. Marilyn E. Johnston
Project Coordinator

MJ:rh
Encs.



State Advisory Council for Career and Vocational Education

Page 79

495 STATE STREET, SALEM, OREGON 97310 PHONE 378-3921

May 1, 1977

Dear Administrator:

Please take a few moments to fill in the enclosed questionnaire.

A similar instrument has also been sent to the person on a local advisory council you or your career coordinator designated to be spokesperson for the group. One purpose for sending a similar instrument to the two of you is to see how effective you each feel local advisory committees are in aiding and creating significant changes within career and vocational programs in your school(s). Through your input, inferences and possible suggestions for improved use of local advisory committees may become apparent.

Thank you for answering the questions. It will prove helpful to the State Advisory Council.

Please check if you desire to receive a copy of the state results when they are made available.

Please use the addressed-stamped envelope to return your answers to us.

Sincerely,

STATE ADVISORY COUNCIL FOR
CAREER AND VOCATIONAL EDUCATION
Mrs. Marilyn E. Johnston
Project Coordinator

MJ:rh
Encs.



State Advisory Council for Career and Vocational Education

Page 80

495 STATE STREET, SALEM, OREGON 97310 PHONE 378-3921

June 5, 1977

Memo

RE: Questionnaire on Local Advisory Committees

FROM: The State Advisory Council for Career and Vocational
Education

Mrs. Marilyn E. Johnston, Project Coordinator

Several weeks ago a questionnaire was sent to you concerning a particular advisory committee(s) in your local school.

As of this date, your questionnaire has not been received by our office, and since the questionnaire was issued to only a limited sample, your response is most eagerly awaited.

Please forward your completed forms in the self-addressed envelope which was also sent to you at that time. If for any reason you have misplaced the questionnaire, please notify our office at the above address and another will be sent to you or someone whom you designate.

Hopefully, we will receive your completed questionnaire no later than July 5 so as to be included in the final report.

Thank you for your time and effort!

P. S. Please feel free to make any comments you care to share on the questionnaire when you return it to us. Those participants that have added personal feelings on their advisory committees have added greatly to our awareness of the advisory structure in their particular locales.

APPENDIX F

ANOVA TABLES:

ONE-WAY, TWO-WAY, AND THREE-WAY ANALYSIS
OF VARIANCE MODELS (FIXED DESIGN)

ANOVA TABLE: ONE-WAY ANALYSIS OF VARIANCE MODEL (FIXED DESIGN).

Source of Variation	df	SS	MS	F
Between	3	A	A/3	MS /MS
Error	n-4	B	B/n-4	Bet Error
Total	n-1	C		

ANOVA TABLE: TWO-WAY ANALYSIS OF VARIANCE MODEL (FIXED DESIGN).

Source of Variation	df	SS	MS	F
Main Effects	7	A	A/7	MS /MS
# Recom.	3	B	B/3	Main Error
% Acted	4	C	C/4	MS /MS
Interaction	9	D	D/9	# Error
Error	54	E	F/54	MS /MS
Total	70	F		% Error

ANOVA TABLE: THREE-WAY ANALYSIS OF VARIANCE MODEL (FIXED DESIGN).

Source of Variation	df	SS	MS	F	
Main Effects	6	A	A/6	MS	/MS
Size	2	B	B/2	MS	/MS
Personnel	1	C	C/1	MS	/MS
Type	3	D	D/3	MS	/MS
2-Way Interactions	11	E	E/11	MS	/MS
Size x Pers	2	F	F/2	MS	/MS
Size x Type	6	G	G/6	MS	/MS
Pers x Type	3	H	H/3	MS	/MS
3-Way Interactions	6	I	I/6	MS	/MS
Size x Pers x Type	6	J	J/6	MS	/MS
Error	155	K	K/155	SxPxT	Error
Total	178	L			

APPENDIX G

ANOVA TABLE:

THREE-WAY ANALYSIS OF VARIANCE (FIXED DESIGN)

WITH OBTAINED VALUES

ANOVA TABLE: THREE-WAY ANALYSIS OF VARIANCE
(FIXED DESIGN) WITH OBTAINED VALUES

Source of Variation	df	SS	MS	F
Main Effects				
Personnel	1	0.03	0.03	0.12
Type	3	1.49	0.50	1.96
Size	2	2.42	1.21	4.80*
2-Way Interactions				
Pers x Type	3	0.28	0.09	0.36
Size x Pers	2	1.33	0.66	2.63
Size x Type	6	1.26	0.21	0.83
3-Way Interactions				
Size x Pers x Type	6	1.26	0.21	0.83
Error	155	39.16	0.25	
Total	178	47.20		

*This was the only statistically significant ($p < .05$) F-ratio.

APPENDIX H

ANOVA TABLE:

TWO-WAY ANALYSIS OF VARIANCE (FIXED DESIGN)

WITH OBTAINED VALUES

ANOVA TABLE: TWO-WAY ANALYSIS OF VARIANCE
(FIXED DESIGN) WITH OBTAINED VALUES

Source of Variation	df	SS	MS	F
Main Effects				
# Recommendations	3	0.89	0.30	1.29*
% Acted Upon	4	2.61	0.65	2.83
Interaction	9	2.19	0.24	1.05
Error	54	12.45		
Total	70	18.74		

*This was the only statistically significant ($p < .05$) F-ratio.