

EVALUATION OF OBJECTIVES OF VOCATIONAL OFFICE
EDUCATION PROGRAMS IN MONTANA

by

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CHAPTER I

INTRODUCTION

Because more and more vocational office programs are being established throughout the state of Montana, it is important that the vocational office instructors conducting these programs have an understanding of the purposes and objectives of the program and possess the knowledges and skills necessary to conduct a successful program in their community in order to prepare their students for gainful employment.

According to John D. Lee (9:302), Chief State Supervisor of Business and Office Education in the state of Indiana:

The program (vocational office education) is directly related to employment opportunities with all course work set up and maintained with advice from the occupational groups concerned. The length of instruction is determined by the requirements of the occupation and the needs of the student. Continuous research and a follow-up of each graduate are an integral part of the program.

Together with the establishment of new programs in vocational office education, increased emphasis is being placed on the improvement of already existing vocational office education programs in the state of Montana.

Interviews with the administrative staff and instructional personnel in the School of Commerce at Montana State University and with others in the vocational business field indicated that there was a need to examine what actual practices and procedures were currently being conducted in vocational office education programs throughout the state as compared to what the vocational office educators felt the desirable practices and procedures should be in their programs.

Because of the factors mentioned, the writer decided to conduct a study to determine the relationship among the vocational office educators at the secondary level within the state of Montana between desirable objectives of vocational office programs and those objectives that were currently being practiced within their school. The secondary level was selected because this is the educational level in the state that is presently experiencing the greatest growth in new vocational office programs. This level was also selected because of the number of vocationally certified instructors involved in existing and new vocational office programs.

Statement of the Problem

There were several specific purposes in conducting this study.

First, the study was conducted to determine if the vocational office educators in the state of Montana agreed that the objectives listed in the questionnaire were desirable for vocational office programs.

Second, if the vocational office instructors agreed that the stated objectives were desirable, the study was to determine if the stated objectives were currently being practiced in their vocational office programs.

Third, the study was conducted to determine the apparent strengths and weaknesses of the vocational office programs in the state as they now exist.

Fourth, the study was conducted to establish guidelines of accepted objectives for vocational office programs for those vocational office teachers desiring to establish or improve their vocational office education programs.

Procedure

The following procedures were involved in this study:

The selection of respondents was based upon a listing received from the Montana State Department of Public Instruction. Those secondary business teachers termed "vocational office instructors" were selected to participate in the survey. (See first definition listed under "Definition of Terms" for a more detailed description of vocational office instructors.)

The questionnaire used in this study was devised by analyzing the objectives of vocational office education programs used in various states throughout the nation. An attempt was made to incorporate into the questionnaire those objectives that appeared to be most commonly accepted in the various areas of vocational office education programs.

Each objective stated in the questionnaire was to be answered by the respondents in terms of its desirability in vocational office education programs in Montana and if the objective was currently being practiced in their specific vocational office education program.

Each of these two categories (Desirable and Actual) provided a yes-no column for convenient selection by the respondents. The participants were encouraged to make any additional comments or suggestions.

A letter describing the purpose of the study and a questionnaire were sent to each vocational office education instructor selected to participate in the study (See Appendix A and B). A second questionnaire and letter were sent to those who did not return the first questionnaire (See Appendix C) and a final follow-up was sent to those who did not return the second questionnaire (See Appendix D).

Limitations

This study was limited to 63 educators, 62 who were qualified vocational office educators in Montana secondary schools and one who was a vocational office instructor at one of the five area vocational schools in the state. Sixteen questionnaires were disqualified because they were not returned after the second follow-up was sent. Seven other questionnaires were disqualified because the vocational office educators felt they were not qualified to answer the questions. Thus, a total of 40 responses were used in the analysis of data.

Definition of Terms

Vocational Office Instructors. Vocational office instructors in the state of Montana are defined as those who hold a valid state certificate for secondary teaching and have completed a minimum of 2,000 hours or one year of work experience in office occupations. It is also recommended by the State Department of Vocational Instruction that nine credit hours be completed in vocational courses such as Foundations of Vocational Education, Administration of Vocational Education Programs, Organization of Vocational Education Programs, Methods of Instruction in Vocational Education, and others.

Vocational Office Occupations. The vocational office occupations are those occupations performed by individuals in public or private enterprises including managing functions such as planning, organizing, staffing, coordinating, controlling, and supervising and facilitating functions such as recording, communicating, processing, reporting, storing, retrieving, and

interpreting business data and information. It is the body of subject matter or combinations of courses and practical experience organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in selected office occupations.

Advisory Committee. An advisory committee is a group of lay citizens either appointed or chosen from the community to assist in planning, promoting, and evaluating the vocational education program.

Occupational Competencies. Occupational competencies are specific skills, knowledges, and understandings and attitudes necessary for success in chosen careers.

Related Classroom Instruction. Related classroom instruction is instruction given by teacher-coordinators within a formal class organized for those students enrolled in the vocational education program to provide them with needed knowledges, skills, attitudes, and understandings facilitating development of job competencies.

Career Objective. A career objective refers to an area (either a specific occupation or cluster of occupations) in which a student has professed an interest and in which he aspires to train himself. He usually pursues a career objective by enrolling in a particular class of vocational education.

Training Agreement. The training agreement is a non-legal memorandum of agreement between the employer, student, teacher-coordinator, and the parents stating the purpose of the program and the responsibilities of each party involved in the vocational education program.

Training Plan. A training plan is an outline of educational activities,

both classroom and laboratory experiences, prepared cooperatively by the teacher-coordinator, the training sponsor, and the student.

Training Period. The training period is the time during which a student receives related classroom instruction and laboratory experience under the supervision of the teacher-coordinator.

Training Profile. The training profile is a listing of the competencies needed by the student for the job for which he is preparing. The profile is usually prepared with the training plan but used later in the program by the training sponsor and teacher-coordinator as evaluative criteria.

Training Sponsor. The training sponsor is the person within a business designated by the employer to be responsible for teaching and supervising the student.

Occupational Laboratory. The occupational laboratory is a business establishment that employs part-time student-learners to provide them with needed knowledges, skills, and work attitudes in areas closely related to the students' career objectives.

CHAPTER II

REVIEW OF LITERATURE

Van Wagenen (22:14) states that "business workers form the largest segment of the nation's work force and business occupations offer the greatest opportunity for expanding employment in the years ahead." Because of this, better trained employees are needed and business educators have a great challenge ahead of them to meet this need.

In 1961 President John F. Kennedy appointed a panel of consultants to study and make recommendations to improve vocational education. One of the recommendations made by the panel was in regard to the quality standards that should be maintained in secondary vocational education programs (18:44):

1. Students should be selected for specific education programs only when their aptitudes, interests, and achievements indicate they will be able to attain the required occupational skill.
2. No person should be certified as having completed a program if his achievements do not make it possible for him to obtain and hold a job related to the educational program.
3. Follow-up studies should be conducted to determine the relevance of the educational program to job placement and the ability to hold a job and advance to a better one.
4. The course content should be developed from an analysis of the occupation for which training is to be given, subject to constant review in order to prevent obsolescence.
5. Continuous cooperation should be maintained with industry, labor, management, and public employment services to develop job specifications and employment opportunity data.

In the state plan for vocational business and office education programs that was prepared for the state of Indiana, the following characteristics

were listed as being essential to office education programs (8:17-18):

1. The program is directly related to employment opportunities. Course work should be organized and maintained with advice from the groups concerned with the specific occupations. Periodic analyses should be conducted.
2. Each student in the program has a statement of his career objective which is a matter of record.
3. The facilities and equipment used in instruction are comparable to those found in the particular occupation.
4. The instruction duplicates as nearly as possible desirable conditions found in the particular occupation and at the same time provides effective learning situations.
5. The requirements of the occupation and the needs of the student determine the length of teaching periods and total hours of instruction needed.
6. Training in a particular occupation or occupational area is carried to the point of developing marketable skills, abilities, understandings, attitudes, work habits, and appreciations sufficient to enable the trainee to obtain and hold a job.
7. Instruction is offered only to persons who want, need, and can profit from the program occupationally.
8. Instruction is scheduled at hours and during seasons convenient to the enrollees.
9. There is a vocationally competent and experienced teacher.
10. Vocational guidance, including effective follow-up of all students who finish or drop out of a course, is an integral and continuing part of the program.
11. Continuous research is an integral part of the program.

A study was conducted by Robert S. Driska (4:8-11) to determine current practices and procedures in office education at the secondary level in the United States as reported by state supervisors in business education and to determine what the practices and procedures in office education at the

secondary level should be as recommended by chairmen of business education departments in the National Association of Business Teacher Education and by teacher-educators of office education. Three hundred six responses were utilized in the study and some of the findings include:

Curriculum. Co-op office education classes are and should be the most frequently offered vocational office education classes at the secondary level for junior and senior students.

The areas of data processing, human relations, and office machines are the areas in office education that need additional material.

Teacher. The minimum educational and work experience requirements for the office education teacher are a bachelor's degree, no minimum number of hours in professional vocational education, and one year's work experience which has no time limitation set as to its recency.

The minimum educational and work experience requirements for the office education teacher should be a bachelor's degree, six semester hours in professional vocational education which include the following two courses: method and content in vocational education and foundations and philosophy of vocational education, and one year's work experience which was completed within the last five years.

State supervisors of business education indicated that two periods per day was the amount of released time given to the office education teacher to coordinate the cooperative program. NABTE department chairmen and teacher-educators of office education recommended one-half of each school day as released time for coordination activities.

Student. Students in the non-cooperative office education classes are and should be selected on the basis of a career objective in office education and business course prerequisites.

Cooperative office education students are and should be selected who have career objectives in office occupations, who are employable from the standpoint of having fundamental skills and personality traits, who are 16 years of age or older, and who have good attendance records.

Cooperative office education students are and should be

working a minimum of 15 hours per week, receiving both pay and credit for the office work phase of cooperative education, and receiving job performance ratings periodically by their training station sponsors.

Cooperative office education students are and should be receiving salaries comparable to those paid other beginning workers in similar types of work and enjoying the same status as other part-time employees in matters relating to social security, insurance, and labor laws.

Program Administration. Office education can be improved at the secondary level by activities of state departments of education. State departments of education should prepare publications and releases, conduct statewide and regional conferences of office education teachers; conduct or sponsor experimental studies in office education; and conduct or sponsor research in office education.

Office education can be improved at the secondary level by the activities of teacher education institutions. Teacher education departments should revise their curriculum offerings, hold conferences and workshops for office education teachers, participate in the preparation of office education materials, add new courses for office education teachers, and participate in research related to office education.

Miscellaneous Findings. Few office education programs are utilizing advisory committees.

Advisory committees should be used to recommend minimum standards for student workers, to help secure proper training stations, to assist with community surveys, to assist with job placement after graduation, and to suggest and help secure resource speakers. . . .

Specific activities for youth with special needs have been undertaken in less than a third of the states; states should conduct the following activities for youth with special needs: hold conferences and seminars to help teachers who teach these youngsters, develop special teaching materials, and provide for individualized instruction in the classroom by using ability grouping with fewer students per class.

Follow-up of graduates is and should be the joint responsibility of office education teachers and state departments of education.

Organization

Kemp (7:13) states that "all youths and adults should have access to the highest quality vocational education that will prepare them to work productively and live decently." By providing legislation for vocational education, the Federal government has provided schools with an opportunity to show that business and office education are necessary and important to our economy (1:17).

Blackstone and Cote (2:162) agree that vocational office education should be offered in schools that meet the specific requirements for office occupations as presented in the state plans. The courses that are offered should be established to provide subject matter and experiences needed in office occupations and should be organized to meet the specific career objectives of the students. It is important that the students function well in their chosen office occupation as citizens and members of a business-oriented society.

According to Tonne and Nanassy (18:72), community surveys can be very useful in presenting information about training needs that high schools can provide in their vocational programs. The surveys can help vocational office teachers become more aware of the community and also help establish relationships with businessmen in the community.

Tonne and Nanassy (18:35-36) also state that several criteria should be taken into consideration in determining the types of occupational training that should be offered in a secondary school:

1. The occupational training should stress acquiring knowledges and abilities necessary to develop good judgment. Acquiring

increased speed in some repetitive task should not be the only objective in occupational training.

2. The acquired skills should be applicable to a variety of occupational situations (cluster concept).
3. Opportunities should be provided for the student to enter the occupation for which he received training soon after he completes the program.
4. The program should provide satisfactory training that is recognized as valuable by employers in the occupational field.
5. Programs should be offered in areas where interest and need are sufficient to make instruction economical.

Blackstone and Cote (2:163) emphasize that vocational guidance can help students become more aware of their personal abilities, aptitudes, and interests. The program can also make the students aware of the sources of help and educational and occupational training opportunities available to him. A sound vocational guidance program can also prepare the student for his appropriate role in the world of work and assist him in getting the necessary preparation needed.

White (24:162), in reporting on selection of students for the vocational office education program, states that standardized tests should be administered to students to help determine scholastic ability, achievement, aptitude, and interest. The results of the tests can serve as an aid in helping students set educational and vocational goals, help teachers understand students better, and determine the students' eligibility for the specific programs available.

According to William Mitchell (11:28), there are three ideals that serve as the basic framework in which vocational office education teachers function:

1. All educable students with the interest and desire to pursue a program leading to employment in the area of office occupations must be given the opportunity to enroll.
2. Upon completion of a program in office education, the student must possess the skills, knowledge and ability to reason that will encourage him to grow in his work to the extent of his capabilities.
3. The program in office occupations must be sufficiently flexible to adjust to the needs of business and the students we serve.

Student

According to the Vocational Act of 1963, Selden (16:37) states that vocational business education is designed for those persons who can profit from the instruction offered. The students must have an occupational objective that is a matter of record. Instruction should be geared to relate directly to these occupational objectives as "determined by an analysis of occupational duties, traits, and skills which will be translated into educational activities."

The qualities a student should possess in order to become a good employee include adequate competence and skill and good personal habits and characteristics. Attitudes about one's job is important and a person should be interested in improving himself professionally. Each student should be part of a team and learn to work effectively with others. The student should have the habit of being on time, finishing what he starts, be organized, possess initiative, and have adequate skills necessary for successful job performance (12:288-89).

Mavis C. Sparks (17:30-31) believes that there are many features in office education programs that are adaptable and suited to the learning

styles of disadvantaged students. Because so much of the office program is geared to individual skills, the disadvantaged have the opportunity of "learning by doing" that is adapted to their individual pace of learning. Also, because the students are termed "disadvantaged" by at least one or more of the characteristics of disadvantaged students, it is important that vocational office educators start students in the program where they are at the present time. This means that they may need special instruction in various areas of the program. Some of the innovations being used in office programs to help the disadvantaged students include "individualized instruction, interdisciplinary approaches, correlated curricula, integrated subjects, special clerical practice classes, training for specific jobs, and special clerical courses." The goal that the vocational office educators have is to keep the disadvantaged students in school and help make them employable individuals.

Coordinators and Teachers

According to Van Hook and Brown (20:15), no vocational program can be successful unless a well-qualified teacher is available and utilized in the program. It is important, therefore, that vocational teachers meet certain requirements to be certified as vocational office education teachers.

Office education teachers should utilize the services of outside educational institutions to aid them in getting proper certification requirements for the vocational program, to work with special and disadvantaged students, and to help them to prepare for new innovations in the office program.

It is also important that the office education teachers work with guidance counselors, advisory committees, other business teachers, state supervisors and the community to make their programs more effective (10:109-10).

Olszewski (13:96-97) states that it is the function of the vocational business teacher to:

1. Counsel students concerning both short-range and long-range education plans.
2. Sponsor a club as part of the program.
3. Counsel students concerning the development of desirable attitudes, personal traits, and work habits.
4. Ask businessmen to act as guest lecturers and resource people in their field of specialization . . . to help furnish students with up-to-date occupational information.

Blackstone and Cote (2:165) assert that it is the role of vocational business instructors to help guidance personnel provide occupational information to students. Efforts have also been made in the past for business teachers to provide occupational information to students in the classroom but this method is not as effective as it could be.

Charles Long (10:109-10) makes the following statements that the office education teacher at the secondary level has several direct responsibilities:

Among these are his responsibilities to develop, maintain, and continually improve the vocational curriculum, comprehensive or differentiated, to meet the needs of his employing community. Of equal, if not of greater, importance is the office education teacher's responsibility to his students. The office education program must be designed with the student--all students in mind.

Office education is a program for people. People who are interested can find an office occupation to match their

knowledges, skills, and occupational experiences. The office education teacher relies upon the talents and abilities of his 'team of experts' as he is challenged to meet the varying needs of people seeking preparation for an office occupation.

According to the State Department in Vocational Business and Office Education in Alabama, it is the responsibility of the coordinator to teach activities of the school to specific occupations and give direction to the individual who serves as a training sponsor. The coordinator also works out training agreements for the student which is done by him and the training sponsor, visits the student at the place of employment to see what progress the student is making and the nature of the job in which the student is participating. The coordinator also surveys the local community to determine opportunities and provides instruction in various skill development areas to meet the vocational needs of students (6:5).

Related Classroom Instruction

Tonne and Nanassy (18:28-29) make the statements that "job training, such as expertness in shorthand, typewriting, bookkeeping, and in operating business machines is not sufficient preparation for earning a living . . ." The requisites for vocational success include acquiring a solid general educational background, acquiring a general business comprehension which should give the students an understanding and appreciation of his job in relation to other jobs and employees, and acquiring some specific job training.

Olszewski (13:96-97) asserts that vocational goals of office education programs are often overlooked because of the lack of time in the classroom. The block approach therefore makes it easier to incorporate practical

learning experiences that help students see a relationship between work that is actually done in an office. More efficient work habits can be developed, the students can learn to work together, and they can use skills that are actually needed to carry out an office situation. The block approach also can be used to provide initial learning experiences, advanced learning experiences, application experiences, and simulated experiences.

Olszewski goes on to say that the block approach is different than the traditional one-hour classes in that more time can be allowed for decision-making, solving case problems, and role playing. The teacher can also spend more time with individual students and can become more concerned with the vocational needs of the students to make him employable. Because the students have more classroom time, they can become more involved in complicated projects. More satisfaction comes to the student and more motivation is apparent in the block approach.

Ritz (14:287-88) states that it is important in the office education curriculum to assist students in securing jobs in the business world.

Several approaches can be utilized in teaching students how to obtain jobs:

1. Bring in resource speakers
2. Provide field trips to business organizations
3. Make class assignments to visit employment offices
4. Have students write career reports about specific jobs in order to acquaint the students in what they should look for in specific jobs
5. Have students write application letters asking for the opportunity to appear for a personal interview
6. Have students maintain personal files about themselves

The vocational business curriculum should be arranged into an occupational pattern or program of training rather than composing the business program of individual courses such as typing and shorthand. The courses must be arranged into a pattern that fits specific job requirements of various occupations (21:14).

Elaine Uthe (19:60-62) believes that vocational office educators today cannot limit themselves to traditional classroom teaching. There is a sharp contrast between the qualities needed by the traditional classroom teacher and the vocational office educator. The contrast between these two types of teachers lies in their objectives, course syllabus, setting of goals, content emphasis, teaching methods, assignments and direction, relationship between the students and teachers, and the classroom materials.

The vocational teacher's objective is to relate a course to the occupational goals of the student; whereas, the traditional classroom teacher expects students to meet the grading standards of the course.

The course syllabus of the vocational office educator centers around the career objectives of the student rather than just provide general preparation for the group.

Rather than set goals for all students to meet, the vocational teacher and student set goals to fit the individual student's goals.

The content emphasis of the traditional classroom teacher is to cover the material (a survey of office areas and application of assignment); whereas, the emphasis of the vocational office instructor is this plus emphasis on "developing skills and training oneself . . . application of

these skills, facts, knowledge and understanding in integrated activities and situations."

The traditional classroom teacher uses the same teaching methods for everyone whereas the vocational teacher uses more individualized and group instruction, special projects, and more observation in the classroom.

The vocational office instructor gives directions and assignments that involve decision-making, judgment and organization on the part of the student. Procedures are usually taught once and the students select suitable styles of completing the projects. On the other hand, the traditional classroom teacher usually makes assignments on a day-to-day basis.

Rather than having a student-teacher relationship in the traditional sense, the vocational office approach uses more of a supervisor-co-worker atmosphere and production is based on usable work.

The traditional classroom teacher usually uses published materials and textbooks for assignments whereas the vocational office teacher incorporates the entire business community as the classroom.

Advisory Committee

Some of the specific contributions an advisory committee can make to the vocational program include (10:109-10):

1. Providing for excellent public relations
2. Assisting in placement of cooperative office education students in local businesses for work experience
3. Assisting in conducting community surveys to determine office occupational needs
4. Assisting in evaluation of programs and courses of study

5. Serving as a liaison between the school, the employing community, and the local and state departments of public instruction
6. Assisting the office education teacher in the better understanding of student problems
7. Providing for space for office education teachers to provide assistance of non-teaching nature
8. Developing of continuing effective programs in office education
9. Assisting in the acquisition of funds not provided by local, state, or federal agencies

Samuel Burt (3:13-14) developed a checklist of thirty activities and services that can be performed by vocational advisory committees in order to help them plan their programs more effectively. The checklist can easily be adapted to any time span desired and is useful in describing various responsibilities of the committee. It also presents a variety of choices available to the committee to incorporate in the vocational program. The plan includes guidelines for student recruitment; selection and placement; guidelines for the instructional programs such as evaluation of facilities, course content, standards of achievement; guidelines for teacher assistance such as assisting in establishing teacher qualification requirements; aiding in providing resource speakers; guidelines for student recognition; and guidelines for public relations.

Evaluation

According to Ralph White (23:114-17), "every secondary school should have an organized follow-up program of graduates and drop-outs. This program should serve as a measuring device against which the school can

compare its program from year to year." Both former students and their employers should be considered in order to make a more thorough evaluation and reach sound conclusions and recommendations for improvement of the program.

White also states:

Job placement is the culmination of the vocational aspects of both the business education program and the guidance program of the secondary school. To train students without providing an opportunity for the proper utilization of these vocational skills once they are learned is only fulfilling part of the responsibility of the business education and guidance programs of any secondary school.

In further evaluation of the vocational office education program, Griffitts (5:278-79) makes the following statements:

Every high school . . . business department, if it is to offer vocational training, must undergo thorough curriculum evaluation on a course-by-course basis. This evaluation must parallel the needs of the students in assuming their place in the world of work. Thus, the curriculum in vocational office education will vary from school to school. Specific vocational sequences--such as clerical, stenographic, and secretarial--should be offered if at all practical, permitting students to graduate with real occupational competencies.

Long (10:109) believes that "an office education program that has been properly vocationalized has built within it an evaluation system that will continually assess the effectiveness of the teaching-learning process."

Problems in Vocational Office Education

Robert Driska (4:10) states that the "three biggest problems facing office education at the secondary level are the supply of properly trained and qualified teachers, the attitude of teachers, and the attitude of administrators."

Some of the areas in vocational business and office education that need further research include the following (15:21-22):

1. Occupational information about business and office occupations for both guidance and curriculum purposes.
2. Up-dating knowledges of the teacher (improved teacher education).
3. Instructional effectiveness within the subject areas taught under the label of office education.
4. Determining what is absolutely essential for the beginning office worker.
5. Experimental research to determine if blocked-time programs are more conducive to developing occupational competencies than single-period classes.
6. The level of intelligence qualifying students for existing jobs.
7. The level of educational achievement qualifying students for entry-level jobs.
8. Determining what the duties and functions of office workers really are and determining the standards that businesses really expect in their workers.

CHAPTER III

ANALYSIS OF DATA

The questionnaire that was completed by the vocational office educators was divided into the following areas of a vocational office program: (1) objectives relating to organization of the program, (2) objectives relating to the students, (3) objectives relating to related classroom instruction, (4) objectives relating to on-the-job training, (5) objectives relating to training stations, (6) objectives relating to the Office Education Association, (7) objectives relating to community relations, (8) objectives relating to the coordinator, (9) objectives relating to the advisory committee, and (10) objectives relating to evaluation of the vocational office program.

Because some of the stated objectives related specifically to cooperative office programs, that particular data will be presented separately from the regular vocational office programs and will be found in Part II of this chapter.

I. Vocational Office Programs

In the following tables presented in Part I, forty responses were utilized which included the responses received from the co-op office instructors.

Organization

TABLE I. PROGRAM INTEREST AND NEED IS DETERMINED BY CONDUCTING STUDENT, PARENT, AND COMMUNITY SURVEYS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	16	40.0
			No	20	50.0
			No Response	2	5.0
			Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table I was: Program interest and need is determined by conducting student, parent, and community surveys. The results indicated that all of the vocational office educators questioned agreed that the objective was desirable for vocational office education programs. However, only 40.0 per cent stated that such surveys were actually being taken in their program. Fifty per cent indicated that the objective was not currently being practiced in their program, 5.0 per cent did not answer, and 2 of the 40 responses received were unusable.

TABLE II. GUIDANCE COUNSELORS, FACULTY, PARENTS, PARTICIPATING EMPLOYERS, ADMINISTRATORS, ADVISORY COMMITTEES, AND OFTEN TIMES STUDENTS ARE UTILIZED, WHERE FEASIBLE, IN SELECTION OF STUDENTS FOR THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	37	92.5	Yes	17	42.5
No	2	5.0	No	18	45.0
No Response	1	2.5	No Response	2	5.0
			Unusable	3	7.5
Total	40	100.0	Total	40	100.0

The objective stated in Table II was: Guidance counselors, faculty, parents, participating employers, administrators, advisory committees, and often times students are utilized, where feasible, in selection of students for the program. The results of the survey revealed that 92.5 per cent agreed that the objective was desirable for vocational office programs. Five per cent felt it was not a desirable objective and one person did not respond. In regard to actual practice of the objective, 42.5 per cent stated that the objective was being used in their program, 45.0 per cent were not using the objective, 5.0 per cent did not respond and 3 of the 40 responses were unusable.

TABLE III. PARENTS ARE PROVIDED WITH A WRITTEN STATEMENT OF THE PURPOSE OF THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	33	82.5	Yes	12	30.0
No	7	17.5	No	26	65.0
			No Response	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table III was: Parents are provided with a written statement of the purpose of the program. The results indicated that the majority agreed that the objective was desirable and 17.5 per cent felt that it was not desirable to furnish parents with a written statement of the purpose of the program. Only 30.0 per cent stated that they were providing such a statement as compared to 65.0 per cent who were not following such a practice. Five per cent of the instructors did not respond to the question.

TABLE IV. THE PROSPECTIVE STUDENTS ARE PROVIDED WITH THE NECESSARY INFORMATION ABOUT THE PROGRAM SO THAT THEY HAVE A CLEAR UNDERSTANDING OF THE PURPOSES AND NATURE OF THE PROGRAM BEFORE ENROLLING.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	27	67.5
			No	11	27.5
			No Response	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table IV was: The prospective students are provided with the necessary information about the program so that they have a clear understanding of the purposes and nature of the program before enrolling. The survey results revealed that all of the vocational office educators agreed that the objective was desirable. In regard to currently practicing the objective, 27 vocational office educators stated they were using the objective, 27.5 per cent stated that they were not, and 5.0 per cent did not respond to the question.

TABLE V. VOCATIONAL GUIDANCE AND COUNSELING IS PROVIDED TO HELP EACH STUDENT ASSESS HIS OWN APTITUDE, INTERESTS, AND ABILITIES IN ORDER TO DETERMINE FUTURE EDUCATIONAL AND OCCUPATIONAL NEEDS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	39	97.5	Yes	26	65.0
No	1	2.5	No	12	30.0
			No Response	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table V was: Vocational guidance and counseling is provided to help each student assess his own aptitude, interests, and abilities in order to determine future educational and occupational needs. The survey results indicated that 97.5 per cent of the vocational office educators agreed that the objective was desirable and only one respondent felt the objective was undesirable. Sixty-five per cent stated that the objective was currently being practiced in their program, 30.0 per cent were not practicing the objective, and 5.0 per cent did not respond.

TABLE VI. A SCHEDULE OF EXPERIENCES IS ESTABLISHED AT THE BEGINNING OF THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	39	97.5	Yes	22	55.0
No	1	2.5	No	14	35.0
			No Response	4	10.0
Total	40	100.0	Total	40	100.0

The objective stated in Table VI was: A schedule of experiences is established at the beginning of the program. The results of the survey revealed that a vast majority stated that the objective was desirable and only one respondent felt the schedule of experiences was unnecessary. As far as actual practice of the objective was concerned, over one-half of the vocational office educators stated that they were using a schedule of experiences, 35.0 per cent stated that they were not, and 10.0 per cent of the 40 questioned did not respond.

TABLE VII. UP-TO-DATE FILES AND INFORMATION ARE MAINTAINED ON STUDENTS ENROLLED IN THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	39	97.5	Yes	24	60.0
No	1	2.5	No	10	25.0
			No Response	4	10.0
			Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table VII was: Up-to-date files and information are maintained on students enrolled in the program. All but one of the vocational office educators questioned agreed that the objective was desirable; however, only 60.0 per cent of them were actually practicing the objective in their program. One-fourth of the instructors stated that they were not keeping up-to-date files on the enrolled students, 10.0 per cent of the teachers did not respond, and 2 of the responses were unusable.

Student

TABLE VIII. THE NECESSARY SKILLS, ATTITUDES, AND COMPETENCIES ARE DEVELOPED THAT ARE NEEDED FOR THE HIGH SCHOOL STUDENT FOR ENTRY-LEVEL EMPLOYMENT IN OFFICE OCCUPATIONS AND ADVANCEMENT ON THE JOB.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	33	82.5
			No	4	10.0
			No Response	2	5.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table VIII was: The necessary skills, attitudes, and competencies are developed that are needed for the high school student for entry-level employment in office occupations and advancement on the job. The survey results revealed that the entire group of vocational office educators questioned believed the objective was desirable. Most of the respondents were practicing the objective in their program and 10.0 per cent were not. Two of the teachers did not respond and 1 response was unusable.

TABLE IX. STUDENTS ARE AIDED IN IDENTIFYING CAREER GOALS THAT CAN BE MET THROUGH PARTICIPATION IN THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	35	87.5
			No	2	5.0
			No Response	3	7.5
Total	40	100.0	Total	40	100.0

The objective stated in Table IX was: Students are aided in identifying career goals that can be met through participation in the program. The results indicated that all of the vocational office educators agreed that the objective was desirable and a vast majority were using the objective in their program. Only 5.0 per cent were not practicing the objective and 7.5 per cent did not respond to the question.

TABLE X. YOUTHS, INCLUDING THOSE WHO HAVE ACADEMIC, SOCIO-ECONOMIC, PHYSICAL, AND OTHER HANDICAPS, ARE ENCOURAGED TO PARTICIPATE IN THE PROGRAM IN ORDER TO BROADEN THEIR OCCUPATIONAL ASPIRATIONS AND OPPORTUNITIES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	29	72.5
			No	8	20.0
			No Response	3	7.5
Total	40	100.0	Total	40	100.0

The objective stated in Table X was: Youths, including those who have academic, socio-economic, physical, and other handicaps, are encouraged to participate in the program in order to broaden their occupational aspirations and opportunities. A comparison of the desirable practice to the actual practice revealed that all of the instructors agreed that the objective was important to the vocational office program and the majority of the instructors were practicing the objective in their program. Twenty per cent were not making use of the objective and 7.5 per cent of the responses could not be used.

TABLE XI. OPPORTUNITIES ARE PROVIDED TO HELP STUDENTS DEVELOP PERSONAL AND SOCIAL NEEDS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	38	95.0	Yes	31	77.5
No Response	1	2.5	No	5	12.5
Unusable	1	2.5	No Response	2	5.0
			Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XI was: Opportunities are provided to help students develop personal and social needs. The results revealed that 95.0 per cent of the respondents agreed that the objective was desirable, 1 person did not respond, and 1 response was unusable. In regard to making use of the objective in their program, over three-fourths of those questioned stated the objective was being utilized in their particular program, 12.5 per cent were not using the objective, 5.0 per cent did not respond, and 5.0 per cent of the responses could not be used.

TABLE XII. STUDENTS ARE PROVIDED WITH THE UNDERSTANDING THAT THROUGH WORK HE CAN MAKE A CONTRIBUTION IN HIS OWN UNIQUE WAY TO THE BEST OF HIS ABILITY TO THE CULTURE AND WELFARE OF HIMSELF, OF THE BUSINESS FOR WHOM HE WORKS, AND OF SOCIETY.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	33	82.5
			No	3	7.5
			No Response	3	7.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XII was: Students are provided with the understanding that through work he can make a contribution in his own unique way to the best of his ability to the culture and welfare of himself, of the business for whom he works and of society. All of the respondents agreed that the objective was most desirable for vocational office programs and the majority were currently using the objective in their program. Less than 10.0 per cent were not using the objective at that time, 7.5 per cent did not respond and 1 response could not be used.

TABLE XIII. A PROGRAM IS PROVIDED THAT WILL ENABLE STUDENTS TO SEE A NEED TO STAY IN SCHOOL WHO WOULD OTHERWISE DROP OUT.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	40	100.0	Yes	29	72.5
			No	7	17.5
			No Response	2	5.0
			Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XIII was: A program is provided that will enable students to see a need to stay in school who would otherwise drop out. The results indicated that the entire group believed that the objective was desirable. Over four times as many of the instructors were practicing the objective as compared to those who were not making use of the objective. Ten per cent of the responses were not considered because no answer was given or the response provided was not clearly stated.

Related Classroom Instruction

TABLE XIV. RELATED CLASSROOM INSTRUCTION IS STUDENT-CENTERED RATHER THAN SUBJECT-MATTER ORIENTED.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	35	87.5	Yes	29	72.5
No	4	10.0	No	8	20.0
No Response	1	2.5	No Response	3	7.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XIV was: Related classroom instruction is student-centered rather than subject-matter oriented. The survey results revealed that most of the vocational educators questioned agreed that the objective was most desirable and only 10.0 per cent felt it was undesirable. Approximately three-fourths of the educators were utilizing the objective in their program as compared to 20.0 per cent who were not. Three teachers did not respond to the objective.

TABLE XV. INSTRUCTION IS PROVIDED THAT WILL EMPHASIZE THE UNDERSTANDING AND APPLICATION OF PRINCIPLES AND CONCEPTS RATHER THAN REPETITIVE TASKS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	37	92.5	Yes	32	80.0
No	3	7.5	No	3	7.5
			No Response	4	10.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XV was: Instruction is provided that will emphasize the understanding and application of principles and concepts rather than repetitive tasks. The results of the survey indicated that nearly all of the respondents agreed that the objective was desirable and only 7.5 per cent did not feel it was desirable. Eighty per cent stated the objective was currently being used in their program as compared to 7.5 per cent who were not utilizing the objective in their program. Four instructors did not respond and 1 response was unusable.

TABLE XVI. AT LEAST ONE PERIOD A DAY IS PROVIDED FOR RELATED CLASSROOM INSTRUCTION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	37	92.5	Yes	27	67.5
No	3	7.5	No	7	17.5
			No Response	6	15.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XVI was: At least one period a day is provided for related classroom instruction. The survey results indicated that nearly all of the vocational office educators agreed upon the desirability of the objective and the majority of the instructors were using at least one period a day for related classroom instruction. Less than 20.0 per cent were not practicing the objective and 15.0 per cent did not respond.

TABLE XVII. LEARNER-CENTERED ACTIVITIES ARE PROVIDED THROUGH TOTAL CLASSROOM ACTIVITIES, SMALL GROUP ACTIVITIES, AND INDIVIDUAL ACTIVITIES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	38	95.0	Yes	32	80.0
No	1	2.5	No	4	10.0
No Response	1	2.5	No Response	3	7.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XVII was: Learner-centered activities are provided through total classroom activities, small group activities, and individual activities. The results indicated that all but two of the vocational office educators agreed that a variety of learner-centered activities should be provided. Of the remaining two, 1 instructor did not respond and the other felt the objective was undesirable. Eighty per cent of the instructors were providing various learner-centered activities in the related classroom instruction, 10.0 per cent were not, 3 people did not respond, and 1 response could not be used.

TABLE XVIII. STUDENTS ARE PROVIDED WITH THE NECESSARY INSTRUCTION AND INFORMATION NEEDED IN JOB APPLICATIONS AND INTERVIEWS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	39	97.5	Yes	34	85.0
No Response	1	2.5	No	3	7.5
			No Response	3	7.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XVIII was: Students are provided with the necessary instruction and information needed in job applications and interviews. All of the educators who responded felt this instruction and information should be provided to the students and a vast majority of the group was utilizing the objective in their program. Only 7.5 per cent were not practicing the objective and 7.5 per cent did not respond to the question.

TABLE XIX. CONTINUOUS UPGRADING OF INSTRUCTIONAL MATERIALS IS CONDUCTED BASED UPON THE NEEDS OF THE STUDENTS AND THE OCCUPATIONS FOR WHICH TRAINING IS BEING RECEIVED.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	38	95.0	Yes	33	82.5
No	1	2.5	No	3	7.5
No Response	1	2.5	No Response	3	7.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XIX was: Continuous upgrading of instructional materials is conducted based upon the needs of the students and the occupations for which training is being received. The survey results revealed that almost all of the vocational office educators agreed that the objective was desirable. As far as actual practice was concerned, a vast majority stated that the objective was currently being used in their program, 7.5 per cent were not using the objective, 7.5 per cent did not respond to the question, and 1 response was unusable.

TABLE XX. EQUIPMENT AND FACILITIES ARE PROVIDED IN THE RELATED CLASSROOM LABORATORY THAT WILL ENABLE THE STUDENT TO ACHIEVE AN ACCEPTABLE VOCATIONAL PROFICIENCY IN PREPARATION FOR EMPLOYMENT.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	39	97.5	Yes	29	72.5
No Response	1	2.5	No	7	17.5
			No Response	3	7.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XX was: Equipment and facilities are provided in the related classroom laboratory that will enable the student to achieve an acceptable vocational proficiency in preparation for employment. The survey results indicated that all but one of the educators questioned agreed that the objective was desirable. One instructor did not respond to the objective. Approximately three-fourths of the instructors were providing adequate equipment and facilities for their program, 17.5 per cent were not, 7.5 per cent did not respond, and 1 response could not be used.

TABLE XXI. EFFORTS ARE MADE TO DETERMINE IF THE RELATED CLASSROOM INSTRUCTION IS RELEVANT TO THE OCCUPATIONAL NEEDS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	37	92.5	Yes	28	70.0
No Response	3	7.5	No	6	15.0
			No Response	5	12.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXI was: Efforts are made to determine if the related classroom instruction is relevant to the occupational needs. Nearly all of the vocational office educators felt relevant classroom instruction should be provided and 3 instructors did not respond. The majority of the educators stated that they were providing relevant classroom instruction as it related to occupational needs. Fifteen per cent stated that their classroom instruction was not relevant to the occupational needs, 12.5 per cent did not respond, and 1 response could not be used.

Office Education Association

TABLE XXII. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO DEVELOP STUDENT LEADERSHIP.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	25	62.5	Yes	12	30.0
No	2	5.0	No	12	30.0
No Response	12	30.0	No Response	15	37.5
Unusable	1	2.5	Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXII was: The activities of the O.E.A. are utilized to develop student leadership. The survey results indicated that only 62.5 per cent of the vocational office educators questioned agreed that the objective was desirable and only 2 felt it was undesirable. Almost one-third of the instructors did not respond and 1 response could not be used. The same percentage (30.0) was stated in regard to actual practice as compared to those who were not using the O.E.A. to develop student leadership. However, over one-third of the educators did not respond to the stated objective and 1 response was unusable.

TABLE XXIII. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO IMPROVE POISE, SOCIABILITY, ATTITUDE, AND TACT.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	26	65.0	Yes	12	30.0
No	1	2.5	No	12	30.0
No Response	12	30.0	No Response	15	37.5
Unusable	1	2.5	Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXIII was: The activities of the O.E.A. are utilized to improve poise, sociability, attitude, and tact. The results indicated that almost two-thirds of the educators felt the activity was desirable in comparison to only 1 instructor who felt this was undesirable. However, approximately one-third of the educators did not respond to the stated objective. Once again, the same percentage (30.0) was exhibited in both actual practice as compared to those who were not currently using the objective in their program. Fifteen of the educators did not respond and 1 response could not be used.

TABLE XXIV. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO DEVELOP VOCATIONAL COMPETENCE IN OFFICE OCCUPATIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	25	62.5	Yes	13	32.5
No	2	5.0	No	11	27.5
No Response	12	30.0	No Response	15	37.5
Unusable	1	2.5	Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXIV was: The activities of the O.E.A. are utilized to develop vocational competence in office occupations. The survey results revealed that 62.5 per cent of the educators questioned agreed that the activities of the O.E.A. should aid in developing vocational competence in office occupations. Only 2 instructors felt the practice was undesirable and approximately one-third of those questioned failed to respond. In regard to actual practice, the results were somewhat divided. Thirteen of those questioned were using club activities to help develop vocational competence, 11 stated that they were not, 15 of the teachers did not respond, and 1 response could not be used.

TABLE XXV. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO PROMOTE STUDENT AMBITION FOR USEFUL PURPOSES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	26	65.0	Yes	12	30.0
No	1	2.5	No	11	27.5
No Response	12	30.0	No Response	16	40.0
Unusable	1	2.5	Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXV was: The activities of the O.E.A. are utilized to promote student ambition for useful purposes. The results revealed for this objective seemed to follow the same trend that has been exhibited in the other objectives relating to the Office Education Association. Approximately two-thirds of those questioned agreed that the objective was desirable, 1 felt it was not, almost one-third of the educators failed to respond, and 1 response was unusable. In regard to actual practice of the objective, over one-third of the teachers did not respond, 30.0 per cent stated that they were utilizing the objective to promote student ambition, 27.5 per cent stated that they were not, and 2.5 per cent could not be used.

TABLE XXVI. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO LEARN TO PLAN EFFECTIVELY.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	26	65.0	Yes	12	30.0
No	1	2.5	No	12	30.0
No Response	12	30.0	No Response	15	37.5
Unusable	1	2.5	Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXVI was: The activities of the O.E.A. are utilized to learn to plan effectively. Only one person felt this objective was undesirable as compared to 65.0 per cent who felt the activity should be used to help students plan effectively. The results of the actual practice were once again split. Thirty per cent stated they were currently using the objective, 30.0 per cent stated that they were not, over one-third of the teachers did not respond, and 1 response could not be used.

TABLE XXVII. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO DEVELOP AN ENTHUSIASM FOR LEARNING AND FOR REMAINING KNOWLEDGEABLE IN THE OFFICE FIELD.

Desirable			Actual.		
Response	Number	Percent	Response	Number	Percent
Yes	26	65.0	Yes	11	27.5
No	1	2.5	No	11	27.5
No Response	12	30.0	No Response	16	40.0
Unusable	1	2.5	Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXVII was: The activities of the O.E.A. are utilized to develop an enthusiasm for learning and for remaining knowledgeable in the office field. The results of the survey revealed that 65.0 per cent of the respondents agreed that the objective was desirable for vocational office programs, 1 individual disagreed, 30.0 per cent did not respond, and 1 response was unusable. In regard to actual practice of the objective, 27.5 per cent stated that they were currently using the objective in their program, 27.5 per cent stated that they were not, 40.0 per cent did not respond, and 5.0 per cent of the responses could not be used.

TABLE XXVIII. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO DEVELOP CONFIDENCE AND A SPIRIT OF COMPETITION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	26	65.0	Yes	12	30.0
No	1	2.5	No	11	27.5
No Response	12	30.0	No Response	15	37.5
Unusable	1	2.5	Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXVIII was: The activities of the O.E.A. are utilized to develop confidence and a spirit of competition. The survey results in regard to the desirableness of the objective were the same as the results obtained in Table XXVII. Thirty per cent of the educators stated that they were currently practicing the objective as compared to 27.5 per cent who were not. Fifteen of the instructors did not respond to the stated objective and 2 responses could not be used.

TABLE XXIX. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO DEVELOP LOYALTY THROUGH ESPRIT DE CORPS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	25	62.5	Yes	11	27.5
No	1	2.5	No	11	27.5
No Response	13	32.5	No Response	16	40.0
Unusable	1	2.5	Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXIX was: The activities of the O.E.A. are utilized to develop loyalty through esprit de corps. The survey results indicated that a near majority of the vocational office educators agreed that the objective was desirable, 1 felt it was undesirable, 13 did not respond, and 1 response could not be used. Forty per cent of the instructors did not respond to the actual use of the objective, 27.5 per cent stated that they were using the objective and the same percentage stated that they were not practicing the objective in their program.

TABLE XXX. THE ACTIVITIES OF THE O.E.A. ARE UTILIZED TO UNDERSTAND AND PROMOTE BUSINESS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	26	65.0	Yes	11	27.5
No	1	2.5	No	10	25.0
No Response	12	30.0	No Response	17	42.5
Unusable	1	2.5	Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXX was: The activities of the O.E.A. are utilized to understand and promote business. Once again, a near majority of the educators agreed that the objective was desirable and only 1 felt it was undesirable. Nearly one-third of the instructors did not respond and 1 response could not be used. Eleven of the vocational office educators indicated that they were currently using the O.E.A. activities to promote and understand business, 10 stated that they were not, 17 did not respond, and 2 responses could not be used.

Coordinator

TABLE XXXI. THE COORDINATOR PARTICIPATES IN OFFICE OCCUPATIONS EMPLOYMENT EXPERIENCE IN ORDER TO KEEP UP WITH CURRENT IDEAS AND UP-DATE HIS INSTRUCTIONAL METHODS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	31	77.5	Yes	20	50.0
No	1	2.5	No	8	20.0
No Response	8	20.0	No Response	12	30.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXI was: The coordinator participates in office occupations employment experience in order to keep up with current ideas and up-date his instructional methods. The results of the survey indicated that a vast majority of the educators agreed that the coordinator should engage in office occupations employment periodically and only one individual felt this objective was undesirable. One-fifth of those questioned failed to respond. One-half of the educators stated that they were currently participating or had participated in office occupations employment. Only 20.0 per cent were not currently practicing the stated objective. Approximately one-third of the instructors failed to respond.

TABLE XXXII. COORDINATORS HAVE AT LEAST ONE YEAR OR 2,000 HOURS OF OCCUPATIONAL EXPERIENCE AT WAGE EARNING PURSUITS OTHER THAN THE PROFESSIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	31	77.5	Yes	23	57.5
No	1	2.5	No	5	12.5
No Response	8	20.0	No Response	12	30.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXII was: Coordinators have at least one year or 2,000 hours of occupational experience at wage earning pursuits other than the professions. The survey results revealed that the majority of those questioned agreed that the objective was desirable, 1 person felt it was not, and 20.0 per cent did not respond. Over one-half of the vocational office educators stated that they met this requirement, 12.5 per cent did not, and approximately one-third of the instructors did not respond.

TABLE XXXIII. COORDINATORS HOLD A VALID MONTANA CERTIFICATE AND HAVE EARNED A MINIMUM OF FIFTEEN (15) QUARTER CREDITS IN VOCATIONAL EDUCATION, INCLUDING ADMINISTRATION OF COOPERATIVE EDUCATION AND COORDINATING PRACTICES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	30	75.0	Yes	21	52.5
No	2	5.0	No	7	17.5
No Response	8	20.0	No Response	12	30.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXIII was: Coordinators hold a valid Montana certificate and have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices. The results indicated that three-fourths of the vocational office educators felt this requirement was desirable, only 2 instructors felt it was undesirable, and 20.0 per cent did not respond. Over one-half of the instructors met this stated requirement and 17.5 per cent did not. Thirty per cent of the educators did not respond to the question.

TABLE XXXIV. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO HELP DETERMINE CURRICULUM NEEDS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	32	80.0	Yes	18	45.0
No Response	8	20.0	No	9	22.5
			No Response	12	30.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXIV was: The services and advice of an advisory committee are utilized to help determine curriculum needs. The survey results revealed that all of those who responded (8 educators did not respond) agreed that an advisory committee should be used to help determine curriculum needs. Almost one-half of the educators were using their advisory committee for this purpose and 22.5 per cent were not. Thirty per cent did not respond to the objective and 1 response was unusable.

TABLE XXXV. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO HELP SELL THE PROGRAM TO THE COMMUNITY.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	32	80.0	Yes	20	50.0
No Response	8	20.0	No	7	17.5
			No Response	12	30.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXV was: The services and advice of an advisory committee are utilized to help sell the program to the community. The results indicated that of the 32 who responded to the desirableness of the objective, all of them agreed that the advisory committee should be used for the stated purpose. In regard to actual practice of the objective, one-half of the educators were using their advisory committee to help sell their program to the community and 17.5 per cent were not using their advisory committee for this purpose or else had no advisory committee for their program. Approximately one-third of the educators did not respond.

TABLE XXXVI. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO UP-DATE CONTENT AND PROCEDURES TO MAKE THE PROGRAM MORE EFFECTIVE.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	32	80.0	Yes	17	42.5
No Response	8	20.0	No	10	25.0
			No Response	12	30.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXVI was: The services and advice of an advisory committee are utilized to up-date content and procedures to make the program more effective. Of the eighty per cent who responded to the desirableness of the objective, all agreed that the advisory committee should be used for the stated purpose. One-fourth of the instructors stated that they were currently not using the advisory committee for this purpose or else had no advisory committee, 42.5 per cent stated that the advisory committee was currently being used to up-date content and procedures, and approximately one-third of the teachers did not respond.

TABLE XXXVII. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO AID IN PUBLICIZING THE ACTIVITIES OF THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	32	80.0	Yes	16	40.0
No Response	8	20.0	No	11	27.5
			No Response	12	30.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXVII was: The services and advice of an advisory committee are utilized to aid in publicizing the activities of the program. The survey results revealed that of those who responded to the specific objective, all agreed that the advisory committee should be used to publicize the activities of the program. Forty per cent of the educators stated that they were currently using the advisory committee for this purpose, 27.5 per cent were not, and, once again, approximately one-third of the educators did not respond to the actual practice of the objective.

TABLE XXXVIII. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO IMPROVE COMMUNITY RELATIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	33	82.5	Yes	22	55.0
No Response	7	17.5	No	8	20.0
			No Response	9	22.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXVIII was: The services and advice of an advisory committee are utilized to improve community relations. Seven individuals did not respond to the objective but the remaining 33 educators agreed that the advisory committee should be utilized to help improve community relations. Over one-half of the educators stated that the committee was being used for this purpose in their program and 20.0 per cent did not use the committee for this purpose or else did not have an advisory committee. The remaining 25.0 per cent either did not respond or their response was unusable.

TABLE XXXIX. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO AID IN PROGRAM EVALUATION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	32	80.0	Yes	13	32.5
No	1	2.5	No	17	42.5
No Response	7	17.5	No Response	9	22.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XXXIX was: The services and advice of an advisory committee are utilized to aid in program evaluation. The survey results revealed that 80.0 per cent agreed that the committee should be used for this purpose, 1 individual felt this was undesirable, and 17.5 per cent did not respond to the desirableness of the objective. Approximately one-third of the vocational office educators stated that their committees were currently being used to aid in program evaluation. Forty-two and one-half per cent were either not using an advisory committee or were not using the committee for this purpose, 22.5 per cent did not respond, and 1 response could not be used.

TABLE XL. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO AID IN STUDENT EVALUATION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	27	67.5	Yes	12	30.0
No	5	12.5	No	17	42.5
No Response	8	20.0	No Response	10	25.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XL was: The services and advice of an advisory committee are utilized to aid in student evaluation. The results of the survey indicated that a majority of the vocational office educators agreed that advisory committees should be used to aid in student evaluation, only 12.5 per cent disagreed, and 20.0 per cent did not respond to the stated objective. Only 30.0 per cent stated that they were using the advisory committee in student evaluation of the program and 42.5 per cent stated they were not using the committee for this purpose or were not utilizing an advisory committee at all. One-fourth of the educators did not respond to the actual practice of the objective.

Evaluation

TABLE XLI. FOLLOW-UP STUDIES OF GRADUATES ARE CONDUCTED AT ONE AND FIVE YEAR INTERVALS IN ORDER TO FURTHER MEET THE NEEDS OF THE STUDENTS AND TO DETERMINE IF THE INSTRUCTION IS RELEVANT TO THE OCCUPATIONAL NEEDS OF THE COMMUNITY AND JOBS AVAILABLE.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	34	85.0	Yes	17	42.5
No	1	2.5	No	14	35.0
No Response	5	12.5	No Response	9	22.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XLI was: Follow-up studies of graduates are conducted at one and five year intervals in order to further meet the needs of the students and to determine if the instruction is relevant to the occupational needs of the community and jobs available. The results revealed that a vast majority of the educators felt this objective was desirable, only 1 individual felt this was undesirable, and 12.5 per cent of the teachers did not respond. In regard to actual follow-ups to determine instructional relevancy and occupational needs, only 42.5 per cent stated that they were following this practice, 35.0 stated that they were not, and 22.5 per cent did not respond to the actual use of the objective.

TABLE XLII. FORMS ARE PROVIDED SO THAT EACH STUDENT CAN EVALUATE HIS OWN PERFORMANCE.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	32	80.0	Yes	19	47.5
No	3	7.5	No	14	35.0
No Response	5	12.5	No Response	7	17.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XLII was: Forms are provided so that each student can evaluate his own performance. The survey results indicated that a large percentage of the educators agreed that this objective was desirable and only 3 individuals felt this practice to be undesirable. Almost half of the vocational educators indicated that they were currently allowing students to evaluate their own performance. Over one-third of the instructors were not following this practice and 17.5 per cent did not respond to the question.

TABLE XLIII. THE PROGRAM IS EVALUATED IN TERMS OF ITS ESTABLISHED OBJECTIVES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	33	82.5	Yes	22	55.0
No Response	6	15.0	No	9	22.5
Unusable	1	2.5	No Response	7	17.5
			Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XLIII was: The program is evaluated in terms of its established objectives. Six of the respondents did not answer this question and 1 response was unusable. However, the remaining 33 vocational office educators agreed that it was desirable to evaluate a program in terms of its established objectives. Over one-half of the instructors indicated that they were following this type of evaluation in their program and approximately one-fourth of the teachers were not. Seven of the teachers did not respond and 2 responses could not be used.

TABLE XLIV. EVALUATION OF THE PROGRAM IS A CONSTANT EFFORT.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	35	87.5	Yes	24	60.0
No Response	5	12.5	No	8	20.0
			No Response	7	17.5
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XLIV was: Evaluation of the program is a constant effort. Of the 87.5 per cent who responded to this section of the objective, all of the educators agreed that this practice should be maintained in vocational office programs. Sixty per cent of the instructors expressed that they were currently using this approach in their program and 20.0 per cent stated that they were not. One of the responses could not be used and the remaining 17.5 per cent of the vocational office educators did not respond to the actual practice of this objective.

TABLE XLV. THE SERVICES OF THE STATE DEPARTMENT OF EDUCATION ARE UTILIZED TO HELP EVALUATE AND IMPROVE THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	30	75.0	Yes	17	42.5
No	4	10.0	No	14	35.0
No Response	5	12.5	No Response	8	20.0
Unusable	1	2.5	Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XLV was: The services of the State Department of Education are utilized to help evaluate and improve the program. The survey results revealed that 75.0 per cent of the vocational office educators agreed that the State Department should be used to help evaluate and improve the office programs. Only 10.0 per cent felt this practice was undesirable, 12.5 per cent did not respond, and 1 response could not be used. The results also indicated that over one-third of the educators were not utilizing the State Department of Education for this purpose as compared to 42.5 per cent who were. A total of 20.0 per cent did not respond and 1 response could not be used.

TABLE XLVI. STUDENT PROGRESS IS EVALUATED ACCORDING TO THE SCHEDULE OF EXPERIENCES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	33	82.5	Yes	14	35.0
No	2	5.0	No	18	45.0
No Response	5	12.5	No Response	8	20.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XLVI was: Student progress is evaluated according to the schedule of experiences. The results revealed that the vast majority of educators agreed that this practice was desirable and only 5.0 per cent felt the practice was undesirable. Five individuals did not respond. However, only 35.0 per cent were actually evaluating their students according to the schedule of experiences and 45.0 per cent stated that they were not following this practice. Twenty per cent of the educators did not respond to the actual practice of the objective.

TABLE XLVII. UPON COMPLETION OF THE PROGRAM, THE STUDENT POSSESSES THE COMPETENCIES AND PERFORMANCE STANDARDS CONSIDERED ACCEPTABLE IN THE SPECIFIC OCCUPATION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	35	87.5	Yes	22	55.0
No Response	5	12.5	No	7	17.5
			No Response	9	22.5
			Unusable	2	5.0
Total	40	100.0	Total	40	100.0

The objective stated in Table XLVII was: Upon completion of the program, the student possesses the competencies and performance standards considered acceptable in the specific occupation. The survey results indicated that a large percentage (87.5) agreed that this was desirable and the remaining 12.5 per cent did not respond. The results also indicated that over one-half of the educators were actually practicing this objective, 17.5 per cent felt that the students did not possess the necessary competencies and performance standards upon completion of the program, 22.5 per cent did not respond, and 2 responses could not be used.

TABLE XLVIII. FOLLOW-UP STUDIES ARE CONDUCTED TO DETERMINE DIFFICULTY AND EASE OF OBTAINING EMPLOYMENT.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	29	72.5	Yes	15	37.5
No	1	2.5	No	14	35.0
No Response	10	25.0	No Response	11	27.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XLVIII was: Follow-up studies are conducted to determine difficulty and ease of obtaining employment. The survey results revealed that the majority of vocational office instructors agreed that follow-up of this nature was desirable and only 1 individual felt this practice was undesirable. Ten of the instructors did not respond. Over one-third of the educators indicated that they were currently conducting such follow-up studies in their programs, 35.0 per cent stated that they were not, and 27.5 per cent of the educators did not respond to the actual practice of the objective.

TABLE XLIX. FOLLOW-UP STUDIES ARE CONDUCTED TO DETERMINE THE NUMBER OF STUDENTS WHO BECAME EMPLOYED IN THE SPECIFIC JOB OR RELATED OCCUPATIONS FOR WHICH THEY RECEIVED INSTRUCTION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	30	75.0	Yes	18	45.0
No Response	10	25.0	No	11	27.5
			No Response	11	27.5
Total	40	100.0	Total	40	100.0

The objective stated in Table XLIX was: Follow-up studies are conducted to determine the number of students who became employed in the specific job or related occupations for which they received instruction. The results indicated that 25.0 per cent did not respond to the desirableness of the objective. However, the remaining 75.0 per cent agreed that this follow-up was necessary. Forty-five per cent of the vocational office educators stated that they were currently conducting this type of follow-up in their program, 11 educators were not, and 11 did not respond.

TABLE L. FOLLOW-UP STUDIES ARE CONDUCTED TO DETERMINE COMPETENCIES USED THAT WERE DEVELOPED IN THE SCHOOL.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	31	77.5	Yes	19	47.5
No Response	9	22.5	No	10	25.0
			No Response	10	25.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table L was: Follow-up studies are conducted to determine competencies used that were developed in the school. The results indicated that of the 77.5 per cent that responded to the objective, all of the educators agreed that this type of follow-up was desirable for the vocational office programs. In regard to actual practice, 47.5 per cent of the instructors stated that they were currently conducting a follow-up such as this. One-fourth of the instructors stated that they were not conducting such a follow-up and another one-fourth did not respond. One response could not be used.

TABLE LI. FOLLOW-UP STUDIES ARE CONDUCTED TO DETERMINE COMPETENCIES NEEDED THAT WERE NOT RECEIVED IN THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	31	77.5	Yes	19	47.5
No Response	9	22.5	No	10	25.0
			No Response	10	25.0
			Unusable	1	2.5
Total	40	100.0	Total	40	100.0

The objective stated in Table LI was: Follow-up studies are conducted to determine competencies needed that were not received in the program. Once again, the results of the objective stated in this table are identical to the results received in Table I. Over three-fourths of the educators felt this practice was desirable but only 47.5 were actually practicing the objective. Ten instructors did not respond and 10 stated that they were not making use of the objective in their program.

II. Cooperative Vocational Programs

The following tables that are presented include responses received from nine cooperative vocational office education instructors.

Organization

TABLE LII. REQUIREMENTS ARE ESTABLISHED SO THAT THE NECESSARY PRE-REQUISITE COURSES ARE COMPLETED BEFORE ENTERING THE CO-OP PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	9	100.0
Total	9	100.0	Total	9	100.0

The objective stated in Table LII was: Requirements are established so that the necessary pre-requisite courses are completed before entering the co-op program. The survey results indicated that all of the cooperative vocational office education instructors agreed that the necessary pre-requisite courses should be completed before entering the program. All nine of the co-op instructors stated that they were practicing this objective in their program.

TABLE LIII. ONE CREDIT HOUR IS GIVEN FOR PARTICIPATION IN ON-THE-JOB TRAINING AND ONE CREDIT HOUR IS GIVEN FOR RELATED CLASS INSTRUCTION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LIII was: One credit hour is given for participation in on-the-job training and one credit hour is given for related class instruction. The survey results revealed that the entire group questioned felt it was desirable to give one credit hour for participation in on-the-job training and related class instruction. All but one instructor stated that they were currently providing credit as stated in the objective.

Related Classroom Instruction

TABLE LIV. ORIENTATION SESSIONS ARE CONDUCTED WITH THE STUDENTS IN THE RELATED CLASSROOM ACTIVITIES BEFORE THEY BEGIN ON-THE-JOB TRAINING.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	7	77.8
			No	1	11.1
			Unusable	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LIV was: Orientation sessions are conducted with the students in the related classroom activities before they begin on-the-job training. The results indicated that all of the coordinators felt that orientation sessions were desirable and that seven of the instructors conducted such sessions before the students began working at their training stations. One person did not conduct orientation sessions and one person did not respond.

On-The-Job Training

TABLE LV. ON-THE-JOB TRAINING IS PROVIDED THAT WILL ENABLE STUDENTS UPON COMPLETION TO ACHIEVE A GREATER SENSE OF RESPONSIBILITY, BETTER JUDGMENT, ADJUSTABILITY TO NEW SITUATIONS AND PEOPLE, GREATER SKILL IN HUMAN RELATIONS AND INCREASED MOTIVATION.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	9	100.0
Total	9	100.0	Total	9	100.0

The objective stated in Table LV was: On-the-job training is provided that will enable students upon completion to achieve a greater sense of responsibility, better judgment, adjustability to new situations and people, greater skill in human relations and increased motivation. The survey results revealed that all of the coordinators felt this objective was desirable and all of them were attempting to provide on-the-job training experiences that would meet the stated goals.

TABLE LVI. ON-THE-JOB TRAINING IS MATCHED TO THE CAPABILITIES AND INTERESTS OF EACH STUDENT IN ORDER THAT HE LEARN THE REQUIREMENTS AND FUNCTIONS OF THE PARTICULAR JOBS IN WHICH HE HAS AN INTEREST.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			Unusable	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LVI was: On-the-job training is matched to the capabilities and interests of each student in order that he learn the requirements and functions of the particular jobs in which he has an interest. The survey results indicated that the entire group of coordinators felt this objective was desirable and all but one were trying to match on-the-job training to student capabilities and interests. One response could not be used.

TABLE LVII. TRAINING IS PROVIDED FOR OCCUPATIONS IN WHICH THERE IS A NEED AND DEMAND.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	9	100.0
Total	9	100.0	Total	9	100.0

The objective stated in Table LVII was: Training is provided for occupations in which there is a need and demand. The survey results indicated that all of the coordinators felt this was desirable and all of them were attempting to provide training for occupations that are in need and demand.

TABLE LVIII. THE CO-OP PROGRAM COMPLIES WITH LOCAL, STATE, AND FEDERAL LABOR REGULATIONS IN REGARD TO WAGES, HOURS, WORKING CONDITIONS, INSURANCE, AND HAZARDOUS OCCUPATIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	9	100.0
Total	9	100.0	Total	9	100.0

The objective stated in Table LVIII was: The co-op program complies with local, state, and Federal labor regulations in regard to wages, hours, working conditions, insurance, and hazardous occupations. Once again, the results revealed that all of the coordinators agreed that this was desirable and all of the programs represented complied with local, state, and Federal regulations.

Training Stations

TABLE LIX. SUITABLE TRAINING STATIONS ARE SELECTED THAT HAVE THE POTENTIAL OF PROVIDING COMPREHENSIVE AND MEANINGFUL TRAINING FOR OCCUPATIONS THAT ARE CHALLENGING AND WORTHY OF THE STUDENTS' LEARNING TIME AND EFFORT.

Desirable			Actual		
Reponse	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No Response	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LIX was: Suitable training stations are selected that have the potential of providing comprehensive and meaningful training for occupations that are challenging and worthy of the students' learning time and effort. The survey results indicated that the total group of coordinators agreed that the objective was desirable. All but one of them were actually selecting training stations according to this criteria and one coordinator did not respond.

TABLE IX. COMMUNITY SURVEYS ARE CONDUCTED TO LOCATE NEW TRAINING STATIONS AND MAKE NECESSARY CHANGES IN EXISTING TRAINING STATIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LX was: Community surveys are conducted to locate new training stations and make necessary changes in existing training stations. The survey results indicated that all of the co-op office education coordinators agreed that community surveys were desirable and all but one of them were using community surveys in their programs.

TABLE LXI. WRITTEN STATEMENTS ARE PREPARED OUTLINING THE CRITERIA BY WHICH TRAINING STATIONS ARE SELECTED.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	6	66.7	Yes	2	22.2
No	1	11.1	No	6	66.7
Unusable	2	22.2	Unusable	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXI was: Written statements are prepared outlining the criteria by which training stations are selected. The results of the survey revealed that only a majority of the coordinators agreed that it was desirable to prepare written statements outlining the criteria by which training stations are selected. One coordinator felt this practice was undesirable and two coordinators did not respond. Less than one-fourth of the coordinators were actually using the objective in their program and the majority of the coordinators were not utilizing the practice. One response could not be used.

TABLE LXII. TRAINING AGREEMENTS AND PLANS ARE PROVIDED AS GUIDELINES FOR EMPLOYERS, COORDINATORS, AND STUDENTS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXII was: Training agreements and plans are provided as guidelines for employers, coordinators, and students. The survey results revealed that there was very little difference between desirable and actual practice. All of the coordinators agreed that training agreements and plans were desirable and all but one of the coordinators were currently using the stated forms in their programs.

TABLE LXIII. COORDINATORS HELP PREPARE TRAINING SPONSORS TO BE EFFECTIVE IN JOB TRAINING AND INSTRUCTING.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	8	88.9	Yes	4	44.4
No Response	1	11.1	No	2	22.2
			No Response	2	22.2
			Unusable	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXIII was: Coordinators help prepare training sponsors to be effective in job training and instructing. All of the eight coordinators who responded agreed that coordinators should help training sponsors to be more effective in training students on the job. However, only four coordinators stated that they were actually helping training sponsors become more effective supervisors, two coordinators stated that they were not practicing this objective, two coordinators did not respond, and one response could not be used.

TABLE LXIV. ATTEMPTS ARE MADE TO PROVIDE TRAINING SPONSORS WHO ARE COMPETENT IN THEIR OCCUPATIONS, WILL SERVE AS WORTHY MODELS FOR STUDENTS TO EMULATE, AND ARE WILLING TO AID IN PLANNING APPROPRIATE TRAINING EXPERIENCES.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			Unusable	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXIV was: Attempts are made to provide training sponsors who are competent in their occupations, will serve as worthy models for students to emulate, and are willing to aid in planning appropriate training experiences. The survey results revealed that all nine of the co-op coordinators agreed that this was desirable and all but one of them were currently practicing this in their program. One of the responses was unusable.

TABLE LXV. OPPORTUNITIES ARE PROVIDED TO HELP STUDENTS UNDERSTAND HOW THE TRAINING STATIONS IN WHICH THEY ARE EMPLOYED RELATE TO THE TOTAL ECONOMIC SPECTRUM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	6	66.7
			No	2	22.2
			Unusable	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXV was: Opportunities are provided to help students understand how the training stations in which they are employed relate to the total economic spectrum. All of the co-op coordinators agreed that this was desirable and the majority were currently providing such opportunities for their students. Two coordinators were not using this objective in their co-op office program and one response could not be used.

Community Relations

TABLE LXVI. OPPORTUNITIES ARE PROVIDED FOR CO-OP STUDENTS TO APPEAR BEFORE COMMUNITY GROUPS IN ORDER TO PROMOTE THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	5	55.6
			No	4	44.4
Total	9	100.0	Total	9	100.0

The objective stated in Table LXVI was: Opportunities are provided for co-op students to appear before community groups in order to promote the program. The survey results revealed that all of the co-op coordinators agreed that such opportunities should be provided. Over 50.0 per cent were providing opportunities for their co-op students to appear before community groups and 44.4 per cent of the coordinators were not currently using their students in such situations to help promote the vocational co-op office program.

TABLE LXVII. THE COORDINATOR PROMOTES, EXPLAINS, AND INTERPRETS THE COOPERATIVE PROGRAM TO THE STUDENTS, FACULTY, PARENTS, AND COMMUNITY.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	9	100.0
Total	9	100.0	Total	9	100.0

The objective stated in Table LXVII was: The coordinator promotes, explains, and interprets the cooperative program to the students, parents, faculty, and community. All of the nine co-op coordinators agreed that this objective was desirable and all of them were currently practicing the objective in their programs.

TABLE LXVIII. THE COORDINATOR DEVELOPS GOOD COMMUNITY-SCHOOL RELATIONS BY UTILIZING HUMAN AND PHYSICAL RESOURCES AVAILABLE IN THE COMMUNITY.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	9	100.0
Total	9	100.0	Total	9	100.0

The objective stated in Table LXVIII was: The coordinator develops good community-school relations by utilizing human and physical resources available in the community. Once again, there was no difference between desirable and actual practice among the coordinators. All nine were in agreement that this objective was desirable and was currently being used in their programs.

Advisory Committees.

TABLE LXIX. THE SERVICES AND ADVICE OF AN ADVISORY COMMITTEE ARE UTILIZED TO AID IN LOCATING TRAINING STATIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	6	66.7
			No	2	22.2
			No Response	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXIX was: The services and advice of an advisory committee are utilized to aid in locating training stations. The results revealed that all of the coordinators were in agreement that this practice was desirable. However, only six of them were using the advisory committee for this purpose and two were not. One educator did not respond.

Evaluation

TABLE LXX. FORMS ARE PROVIDED SO THAT EMPLOYERS CAN EVALUATE STUDENT PERFORMANCE.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXX was: Forms are provided so that employers can evaluate student performance. The survey results revealed that all of the coordinators felt this practice was desirable and all but one of them were providing employers with evaluation forms to rate student performance.

TABLE LXXI. BUSINESSMEN, PARENTS, AND STUDENTS WHO ARE PARTICIPATING IN THE PROGRAM ARE UTILIZED TO HELP EVALUATE THE NEEDS OF THE PROGRAM.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXXI was: Businessmen, parents, and students who are participating in the program are utilized to help evaluate the needs of the program. The survey results revealed that there was very little difference between desirable and actual practice of this objective. All nine of the coordinators agreed that this practice was desirable for co-op office programs and all but one of them were currently evaluating the needs of their program in this manner.

TABLE LXXII. STUDENT PROGRESS IS DETERMINED THROUGH THE USE OF RATING SHEETS, DISCUSSIONS WITH THE TRAINING SPONSOR, PERSONAL OBSERVATIONS, AND CONFERENCES WITH THE STUDENT.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	9	100.0	Yes	8	88.9
			No	1	11.1
Total	9	100.0	Total	9	100.0

The objective stated in Table LXXII was: Student progress is determined through the use of rating sheets, discussions with the training sponsor, personal observations, and conferences with the student. The survey results indicated that the entire group of coordinators agreed that student progress should be determined in such a manner and all but one of them were currently determining student progress through rating sheets, discussions, observations, and conferences.

TABLE LXXIII. FOLLOW-UP STUDIES ARE CONDUCTED TO DETERMINE NAMES OF BUSINESSES WHO MAY BE INTERESTED IN SERVING AS TRAINING STATIONS.

Desirable			Actual		
Response	Number	Percent	Response	Number	Percent
Yes	6	66.7	Yes	6	66.7
No Response	3	33.3	No Response	3	33.3
Total	9	100.0	Total	9	100.0

The objective stated in Table LXXIII was: Follow-up studies are conducted to determine names of businesses who may be interested in serving as training stations. Identical results were received for this objective. Two-thirds of the coordinators agreed that this type of follow-up was desirable and were currently practicing this objective in their co-op program. One-third of the coordinators did not indicate if they felt this objective was desirable and if they were currently practicing the objective in their program.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The following findings were evident as a result of the survey that was conducted through the use of a questionnaire of vocationally-certified secondary teachers in Montana:

Organization. Fifty per cent of the existing vocational office education programs in the state were not utilizing any type of parent, student, or community survey to determine program need and interest and yet 100.0 per cent of the vocational office educators felt these surveys were desirable.

Student. A rather high relationship existed between desirable practice and actual practice of the vocational office educators in regard to the students in the program. In all of the objectives stated under this section, 95.0 per cent or more of the educators felt it was desirable to have a program that would:

- (1) Help students develop necessary skills, attitudes, and competencies for entry level employment,
- (2) Aid students in identifying career goals,
- (3) Provide opportunities to develop social and personal needs,
- (4) Provide an understanding of work and what each student can contribute to society,
- (5) Provide a program that would help students stay in school, and
- (6) Provide a program that would help the disadvantaged and handicapped

For all but one of the objectives, over 75.0 per cent of the vocational office educators stated that they were following these practices in their

programs. Hence, the writer concluded that those vocational office education programs that were following the stated objectives were attempting to help meet the needs of the students enrolled.

Related Classroom Instruction. In all of the practices relating to related classroom instruction, no less than 87.5 per cent of the vocational office educators felt that the following objectives should be practiced in their programs:

- (1) Provide student-centered instruction,
- (2) Provide instruction that emphasizes understanding and application of principles and concepts,
- (3) Provide at least one period a day for related classroom instruction,
- (4) Utilize learner-centered activities through total class involvement and small group and individual activities,
- (5) Provide students with the necessary instruction and information needed in job applications and interviews,
- (6) Provide for the continuous upgrading of instructional materials,
- (7) Provide adequate facilities and equipment, and
- (8) Determine if the related classroom instruction is relevant to occupational needs

A close relationship existed between desirable practices and procedures as compared to actual practice. The majority of vocational office educators stated that they were currently conducting the practices and procedures listed in the survey.

Office Education Association. The findings obtained in regard to the Office Education Association indicated a noticeable difference between desirable and actual practice of the objectives of the O.E.A.

A near majority of the vocational office educators responded "yes" to

the desirable practice of the O.E.A. activities and purposes and most of the remaining vocational office educators did not respond to the objectives.

Approximately one-third of the educators stated that they were currently using the O.E.A. to develop, improve, and enhance student characteristics and traits. The remaining educators either did not respond or answered "no." The writer concluded that one of the reasons for such a large percentage of negative responses or no responses made was because there are many vocational office programs in the state that do not have an O.E.A. organization in their school.

Coordinator. About 75.0 per cent of those vocational office educators who responded to the objectives concerning the coordinator felt it was desirable for the coordinator to:

- (1) Participate in office occupations experiences in order to keep up with current ideas and up-date his instructional methods,
- (2) Have at least one year of occupational experience,
- (3) Hold a valid Montana teaching certificate, and
- (4) Have earned a minimum of 15 quarter hours in vocational education

About 50.0 per cent of the vocational office educators stated that they met all or a portion of the stated requirements. Approximately one-third of the vocational office educators did not respond and the remaining educators answered "no." The writer feels, however, that one of the reasons for such a high percentage of "no response" was because the word "coordinator" was used instead of the term "vocational office educator" which would have been more appropriate because all of the vocational office programs are not necessarily vocational office education programs.

Advisory Committee. There was a noticeable difference in the results that were obtained in regard to advisory committees. In most instances only 80.0 per cent of the vocational office educators responded to the desirable practice of the particular objectives stated and the remaining 20.0 per cent made no response. At the same time the results revealed that for all but one of the objectives stated in the questionnaire in regard to actual use of the advisory committee, less than 50.0 per cent of the vocational office educators were currently using the advisory committee for the specific purposes stated.

The writer concluded that one of the reasons for the low percentage of "yes" responses in regard to actual practice may have been because many of the vocational office education programs in the state were not utilizing an advisory committee for their program. If so, these results obtained closely parallel the results that Robert Driska obtained in his analysis of current practices in vocational office education programs on a nationwide basis which indicated that many of the vocational office education programs were not making use of advisory committees.

Evaluation. An apparent weakness existed in follow-up studies in the vocational office education programs in the state. About 75.0 per cent of the respondents felt that follow-up studies were desirable and the remaining educators did not respond. However, less than 50.0 per cent of the educators stated that they were conducting follow-up studies to determine competencies needed by students, the number of students who became employed in the specific job or related occupations for which they received instruction, and the difficulty or ease in obtaining employment. The remaining educators

either did not respond or indicated that they were not conducting any follow-up studies.

Only 55.0 per cent of the educators indicated that they were evaluating their program in terms of its established objectives and a vast majority of the educators felt this was desirable. Sixty per cent stated that evaluation of their program was a continuous effort.

Less than one-half of the educators stated that they were utilizing the services of the State Department of Instruction to aid them in improving and evaluating their programs.

Approximately one-third of the instructors were evaluating student progress according to a schedule of experiences even though an approximate 75.0 per cent stated this practice was desirable.

The writer concluded that because many of the vocational office education programs in the state are relatively new, many have not yet had an opportunity to conduct any type of follow-up of its students.

On-the-Job Training and Training Stations. A rather small population of nine co-op coordinators were used in analyzing on-the-job training and training stations. There was very little difference between desirable and actual practice of the objectives listed in the questionnaire. However, in regard to coordinators helping prepare training sponsors to be more effective in instructing and training students while on the job, only four of the nine coordinators indicated that they were providing such an opportunity. Only six of the nine coordinators felt that the students were being provided with opportunities in their on-the-job training experiences to understand how the training station in which they were employed related to the total economic spectrum.

Community Relations. The only area of community relations that indicated an apparent weakness was that four of the nine coordinators indicated that no opportunities were being provided in their program for students to appear before community groups and organizations to promote the co-op program.

Conclusions

For the most part, there was a fairly close relationship between desirable and actual practice of the objectives stated in the questionnaire as expressed by vocational office educators who participated in the survey. Those areas of the vocational office education programs that indicated a need for improvement included the O.E.A., follow-up studies, evaluation, and advisory committees. However, because many of the vocational office education programs in the state are relatively new or in their first year of operation, there has not yet been an opportunity to conduct follow-up studies of its students or to complete evaluations of the program.

Recommendations

Several recommendations could be made to strengthen those areas in the vocational office programs which indicated an apparent weakness and to further increase the effectiveness of current practices that are being conducted in the vocational office education programs throughout the state:

- (1) Encourage more vocational office educators to establish an O.E.A. organization in their program. Educators should be provided with the information and help needed to aid them in instituting and conducting such an organization.
- (2) Encourage more vocational office educators to utilize and establish an advisory committee to help enhance and improve the effectiveness of their program.

- (3) Encourage more vocational office educators to conduct follow-up studies in order to further meet the needs of the students and community and to determine if the instruction offered is relevant to the occupational needs of the community and jobs that are available.
- (4) Aid vocational office educators by providing them with the necessary information needed for writing proposals and completing other forms required for vocational office education programs.
- (5) Aid vocational office educators by explaining funding of vocational office education in order that they might have a better understanding of the vocational office education programs.
- (6) Emphasize the importance and need for conducting parent, student, and community surveys in order to determine program need and interest.
- (7) Encourage vocational office educators to continue to up-date their occupational experiences in the business field and continue to take courses in vocational education in order to become more effective vocational office educators.
- (8) Encourage vocational office educators to continually appraise the effectiveness of the training stations and the experiences gained by the students while on the job.
- (9) Encourage vocational office educators to promote their programs by involving their students in community affairs in order to enhance community understanding and support of the program and to build a more effective relationship between the school and community.
- (10) Encourage vocational office educators to utilize the various services provided by the State Department of Instruction to improve and evaluate their vocational office programs.
- (11) Encourage vocational office educators to evaluate their students according to a schedule of experiences.
- (12) Encourage vocational office educators to teach and evaluate their students in terms of behavioral objectives.

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APPENDIX A
Questionnaire

EVALUATION OF OBJECTIVES OF VOCATIONAL OFFICE EDUCATION
PROGRAMS IN MONTANA

Directions: Place a check mark in the Yes or No column for each of the following questions.

- | | | |
|------------|-----------|---|
| <u>Yes</u> | <u>No</u> | Have you ever taken a course in or relating to: |
| _____ | _____ | 1. Organization of vocational programs |
| _____ | _____ | 2. Administration of vocational programs |
| _____ | _____ | 3. Preparation of instructional materials |
| _____ | _____ | 4. Methods and techniques of instruction in vocational office education |
| _____ | _____ | 5. Foundations of vocational education |

Number of years you have conducted vocational office education programs. _____

Number of years or length of full- or part-time employment in the area of office occupations. _____

Vocational Office Education Objectives

Directions: Place a check mark in the Yes or No box of each Column.

In Column I check "Yes" if you agree that the statement is a desirable objective in vocational office education programs. Check "No" if you disagree with the statement.

In Column II check "Yes" if your school actually practices the objective; check "No" if your school does not practice the objective.

If you wish to further qualify any of your answers to the following statements, please do so on this questionnaire.

You should have two check marks for each objective listed.

ORGANIZATION

1. Program interest and need is determined by conducting student, parent, and community surveys.
2. Guidance counselors, parents, participating employers, administrators, faculty, advisory committees, and often times students are utilized, where feasible, in selection of students for the program.
3. Parents are provided with a written statement of the purpose of the program.
4. The prospective students are provided with the necessary information about the program so that they have a clear understanding of the purposes and nature of the program before enrolling.
5. Vocational guidance and counseling is provided to help each student assess his own aptitude, interests, and abilities in order to determine future educational and occupational needs.

I Desirable		II Actual		
Yes	No	Yes	No	
				1
				2
				3
				4
				5

6. Requirements are established so that the necessary pre-requisite courses are completed before entering the co-op program.
7. A schedule of experiences is established at the beginning of the program.
8. One credit hour is given for participation in on-the-job training and one credit hour for related class instruction.
9. Up-to-date files and information are maintained on students enrolled in the program.

STUDENT

10. The necessary skills, attitudes, and competencies are developed that are needed for the high school student for entry-level employment in office occupations and advancement on the job.
11. Students are aided in identifying career goals that can be met through participation in the program.
12. Youths including those who have academic, socio-economic, physical, and other handicaps are encouraged to participate in the program in order to broaden their occupational aspirations and opportunities.
13. Opportunities are provided to help students develop personal and social needs.
14. Students are provided with the understanding that through work he can make a contribution in his own unique way to the best of his ability to the culture and welfare of himself, of the business for whom he works and of society.
15. A program is provided that will enable students to see a need to stay in school who would otherwise drop out.

RELATED CLASSROOM INSTRUCTION

16. Related classroom instruction is student-centered rather than subject-matter oriented.
17. Instruction is provided that will emphasize the understanding and application of principles and concepts rather than repetitive tasks.
18. At least one period a day is provided for related classroom instruction.
19. Learner-centered activities are provided through total classroom activities, small group activities and individual activities.
20. Students are provided with the necessary instruction and information needed in job applications and interviews.

I Desirable		II Actual		
Yes	No	Yes	No	
				6
				7
				8
				9
				10
				11
				12
				13
				14
				15
				16
				17
				18
				19
				20

21. Continuous upgrading of instruction materials is conducted based upon the needs of the students and the occupations for which training is being received.
22. Equipment and facilities are provided in the related classroom laboratory that will enable the student to achieve an acceptable vocational proficiency in preparation for employment.
23. Orientation sessions are conducted with the students in the related classroom activities before they begin on-the-job training.
24. Efforts are made to determine if the related classroom instruction is relevant to the occupational needs.

ON-THE-JOB TRAINING

25. On-the-job training is provided that will enable students upon completion to achieve a greater sense of responsibility, better judgment, adjustability to new situations and people, greater skill in human relations and increased motivation.
26. On-the-job training is matched to the capabilities and interests of each student in order that he learn the requirements and functions of the particular jobs in which he has an interest.
27. Training is provided for occupations in which there is a need and demand.
28. The co-op program complies with local, state, and Federal labor regulations in regard to wages, hours, working conditions, insurance, and hazardous occupations.

TRAINING STATIONS

29. Suitable training stations are selected that have the potential of providing comprehensive and meaningful training for occupations that are challenging and worthy of the student's learning time and effort.
30. Community surveys are conducted to locate new training stations and make necessary changes in existing training stations.
31. Written statements are prepared outlining the criteria by which training stations are selected.
32. Training agreements and plans are provided as guidelines for employers, coordinators, and students.
33. Coordinators help prepare training sponsors to be effective in job training and instructing.
34. Attempts are made to provide training sponsors who are competent in their occupations, will serve as worthy models for students to emulate, and are willing to aid in planning appropriate training experiences.

I Desirable		II Actual		
Yes	No	Yes	No	
				21
				22
				23
				24
				25
				26
				27
				28
				29
				30
				31
				32
				33
				34

36. The activities of the O.E.A. are utilized to:

- ## COMMUNITY RELATIONS

37. Opportunities are provided for co-op students to appear before community groups in order to promote the program.

38. The coordinator promotes, explains, and interprets the cooperative program to the students, faculty, parents, and community.

39. The coordinator develops good community-school relations by utilizing human and physical resources available in the community.

COORDINATOR

40. The coordinator participates in office occupations employment experience in order to keep up with current ideas and up-date his instructional methods.

41. Coordinators have at least one year or 2,000 hours of occupational experience at wage earning pursuits other than the professions.

42. Coordinators hold a valid Montana certificate and have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices.

ADVISORY COMMITTEE

43. The services and advice of an Advisory Committee are utilized to:

- a) Help determine curriculum needs
- b) Help sell the program to the community
- c) Up-date content and procedures to make the program more effective
- d) Aid in publicizing the activities of the program

[illegible]

- e) Improve community relations
- f) Aid in locating training stations
- g) Aid in program evaluation
- h) Aid in student evaluation

EVALUATION

44. Follow-up studies of graduates are conducted at one and five year intervals in order to further meet the needs of the students and to determine if the instruction is relevant to the occupational needs of the community and jobs available.
45. Forms are provided so that each student can evaluate his own performance.
46. Forms are provided so that employers can evaluate student performance.
47. Businessmen, parents, and students who are participating in the program are utilized to help evaluate the needs of the program.
48. The program is evaluated in terms of its established objectives.
49. Evaluation of the program is a constant effort.
50. The services of the State Department of Education are utilized to help evaluate and improve the program.
51. Student progress is evaluated according to the schedule of experiences.
52. Student progress is determined through the use of rating sheets, discussions with the training sponsor, personal observations, and conferences with the student.
53. Upon completion of the program, the student possesses the competencies and performance standards considered acceptable in the specific occupation.
54. Follow-up studies are conducted to:
- a) Determine difficulty and ease of obtaining employment
 - b) Determine names of businesses who may be interested in serving as training stations
 - c) Determine number of students who became employed in the specific job or related occupations for which they received instruction
 - d) Determine competencies used that were developed in the school
 - e) Determine competencies needed that were not received in the program

I Desirable		II Actual		
Yes	No	Yes	No	
				e
				f
				g
				h
				44
				45
				46
				47
				48
				49
				50
				51
				52
				53
				a
				b
				c
				d
				e

APPENDIX B
Cover Letter

January 12, 1972

Dear

In partial fulfillment of a Master of Science Degree in Business Education, I am conducting a study on the evaluation of objectives in vocational office education programs in Montana. From this study I hope to arrive at some sound recommendations that could be used as guidelines for future vocational office education courses.

Enclosed is a questionnaire that I would like you, as a high school vocational business educator, to complete concerning desirable objectives in vocational office education programs and the actual objectives that are currently being practiced in your school. Should you have any additional recommendations or comments, please attach an additional sheet to this questionnaire. The information provided will be held in strict confidence.

Please return this questionnaire in the enclosed stamped, self-addressed envelope. May I expect your return by January 28. Your cooperation is very much appreciated.

Sincerely yours,

(Mrs.) Jane E. Rada
School of Commerce

Enclosures

APPENDIX C

First Follow-Up Letter

February 1, 1972

Dear

Your opinions are sincerely needed concerning desirable objectives in vocational office education programs and the actual objectives that are currently being practiced in your school.

As a high school vocational business educator, your contribution will help in determining guidelines for future vocational office education programs.

In the event you may have misplaced the previously mailed questionnaire concerning these objectives, another is enclosed for you to complete. Please take a few minutes to fill it out and return it in the enclosed postage-paid envelope.

May I expect your completed questionnaire by February 16.

Sincerely,

(Mrs.) Jane E. Rada
School of Commerce

Enclosures

APPENDIX D

Second Follow-Up Letter

February 21, 1972

JUST A SHORT REMINDER

If you have not already completed the questionnaire that was sent to you regarding objectives in vocational office education programs in Montana, would you please take a few minutes and do so now.

Even though the vocational office program in your school may not be a co-op program, the information you can provide is still needed in order to make this study meaningful. If your vocational program is not a co-op program, it may be easier for you to complete only the first column of the questionnaire for those sections that relate specifically to co-op programs. I would still like to know whether or not you feel the objectives stated in these sections are desirable ones for vocational office programs.

For your convenience another questionnaire is enclosed. May I expect your reply by March 3. Your cooperation is very much appreciated.

Sincerely yours,

(Mrs.) Jane E. Rada
School of Commerce

Enclosure