



4-1974

## Development and Evaluation of a Student-Opinion Questionnaire for Career Education and Planning District 35's Shared-Time Programs

Charles Edward Dee  
*Western Michigan University*

Follow this and additional works at: [https://scholarworks.wmich.edu/masters\\_theses](https://scholarworks.wmich.edu/masters_theses)



Part of the Vocational Education Commons

---

### Recommended Citation

Dee, Charles Edward, "Development and Evaluation of a Student-Opinion Questionnaire for Career Education and Planning District 35's Shared-Time Programs" (1974). *Masters Theses*. 2504.  
[https://scholarworks.wmich.edu/masters\\_theses/2504](https://scholarworks.wmich.edu/masters_theses/2504)

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Masters Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact [wmu-scholarworks@wmich.edu](mailto:wmu-scholarworks@wmich.edu).



DEVELOPMENT AND EVALUATION OF  
A STUDENT-OPINION QUESTIONNAIRE  
FOR CAREER EDUCATION AND PLANNING  
DISTRICT 35'S SHARED-TIME PROGRAMS

by

Charles Edward Dee

A Project Report  
Submitted to the  
Faculty of The Graduate College  
in Partial Fulfillment  
of the  
Specialist in Education Degree

Western Michigan University  
Kalamazoo, Michigan  
April 1974

## ACKNOWLEDGMENTS

Upon completion of this project report, there are three individuals who deserve considerable credit for their role in providing the opportunity to meet my objectives. Dr. Robert P. Hamet, Director of Career Education and Planning District 35, is first a friend, but second a project supervisor who takes his responsibilities seriously. His devotion to education and educational leadership has inspired me to go beyond an educational exercise. Dr. Harley D. Behm, Chairman of the Department of Transportation Technology, has provided a model of leadership deserving recognition. He encouraged, counseled and provided me the opportunity to fulfill the Specialist project with the Kalamazoo Valley Intermediate School District. Finally, I would like to thank my wife, Margret, for her patience, understanding and sacrifices during the time spent on the project. My special thanks go to Dr. Theodore Ploughman, program advisor, and the faculty members of the Educational Leadership Department at Western Michigan University for the intellectual training that has made my graduate studies both a challenge and a pleasure.

Charles E. Dee

## INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

### **Xerox University Microfilms**

300 North Zeeb Road  
Ann Arbor, Michigan 48106

MASTERS THESIS

M-5612

DEE, Charles Edward

DEVELOPMENT AND EVALUATION OF A STUDENT-OPINION  
QUESTIONNAIRE FOR CAREER EDUCATION AND PLANNING  
DISTRICT 35'S SHARED-TIME PROGRAMS.

Western Michigan University, Ed.S., 1974  
Education, vocational

University Microfilms, A XEROX Company, Ann Arbor, Michigan

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
LIST OF FIGURES	v
INTRODUCTION	1
SECTIONS	
I. QUESTIONNAIRE DESIGN AND METHODOLOGY	3
The Sample	5
Procedures	5
Instrumentation	7
II. RESULTS AND ANALYSIS OF QUESTIONNAIRE FINDINGS	8
Program Attributes	11
Instructor Competencies	18
Laboratory or Hands-On Activities	20
Summary of Written Responses	27
III. CONCLUSIONS	29
APPENDIX	32
A. Student-Opinion Questionnaire	33
B. Composite of Students' Perceptions of Shared-Time Programs	36
C. Students' Perception of Individual Shared-Time Programs	37-49
BIBLIOGRAPHY	50

# LIST OF TABLES

Table		Page
1	Secondary Vocational Education Enrollment For District 35, 1972-1973	9
2	Secondary Vocational Education Enrollment For District 35, 1973-1974	10
3	Composite of Student Perceptions of Shared- Time Program Attributes	12
4	Composite of Student Perceptions of Shared- Time Program - Instructor Competencies	19
5	Composite of Student Perceptions of Shared- Time Program - Laboratory or Hands-On Activities	21
6	Composite of Student Perceptions of Shared- Time Programs Taught at Public High Schools As Compared to University or Private (Commercial) Agencies	26

## LIST OF FIGURES

Figure		Page
1	Composite of Student Perceptions for All Shared-Time Programs	36
2-14	Students' Perceptions of Individual Shared-Time Classes	
2	Aircraft Maintenance	37
3	Auto Mechanics	38
4	Body and Fender	39
5	Building Trades (Portage Central)	40
6	Building Trades (Portage Northern)	41
7	Cashier-Checker	42
8	Cosmetology	43
9	Data Processing	44
10	Graphic Arts II	45
11	Heating and Air Conditioning II	46
12	Legal/Medical Secretary	47
13	Nursing Assistant	48
14	Teller Banking	49



## INTRODUCTION

The Kalamazoo Valley Intermediate School District's Office of Career Education has been coordinating the development and implementation of Shared-Time Career Education Programs since its conception during the fiscal year 1972-1973. Shared-time is defined as an arrangement whereby public and parochial high schools send their students to local schools and agencies throughout the district for instruction in vocational/technical or occupational subjects during the regular school year. This new thrust in Shared-Time Occupational Education is the result of a Local Education Agencies (L.E.A.) agreement to maximize the use of existing facilities in District 35.

The concept of Shared-Time Programs goes back in history to the time of Thomas Jefferson when he opposed the establishment of a theological school at the University of Virginia. Jefferson's idea was to share the secular offerings of the university with the divinity school's students and the theological studies with the university's students.<sup>1</sup> More recently, the concept of Shared-Time Programs became nationally known and is associated with nonpublic-school children going to public schools for instruction. H.R. 6074<sup>2</sup>, a bill to

---

Pfeffer, Leo, "Second Thoughts on Shared Time". Christian Century, LXXIX (June 1962), 779-80.

U.S. 88th Congress, 1st Session. H.R. 6074: A Bill To Amend The National Defense Education Act of 1958. Washington, D. C.: House Committee on Education and Labor, 1963. 6 p.

amend the National Defense Education Act of 1958, defines shared-time as "a program of instruction in academic subjects at secondary school level which is (a) carried out under the administrative control and direction of a local educational agency by teachers employed by such agency and (b) attended by public secondary school students and students who are enrolled in nonpublic secondary schools."

Realistic and productive planning for Shared-Time Occupational Education in District 35 has been complicated by several external influences. Long range planning has become extremely difficult because of the individual autonomy of educational institutions, both public and private, to provide their own occupational education. The concept of the comprehensive high school rather than the separate vocational high school or career education center, has continued to predominate in Kalamazoo Valley Intermediate School District 35. In 1972, the voters of District 35 expressed their views by voting down local financing for a career education center. The gasoline shortage could have a detrimental effect on future planning of Shared-Time Programs. It will become extremely difficult for local school systems to justify dispatching a bus, or any form of transportation, with less than full capacity across the district to schools participating in Shared-Time Occupational Programs. Finally, the comprehensive programs to meet the many diverse needs of youth in District 35 cannot be justified by all educational institutions. Competent staff, equipment, supplies, and physical space for specialized occupational

programs are too expensive to offer. The district cannot afford undereducated youth. Therefore, programs must be made available to all institutions in order to provide broader curricular opportunities to improve the overall educational system.

Under existing circumstances, the Shared-Time Occupational Programs, when fully realized, developed and implemented, should result in the type of educational environment that would extend opportunities in vocational/technical education beyond the current level of 2.45 per cent of District 35's high school population. The ultimate goal of the intermediate school district is to include every high school student who desires a salable skill by the completion of the high school education. District planning is already under way to provide the secondary students, both private and public, with occupational education programs that will provide for salable skills upon completion of their high school education.

#### I. QUESTIONNAIRE DESIGN AND METHODOLOGY

The project report deals entirely with the development, implementation and evaluation of a Student-Opinion Questionnaire designed to analyze the students' perception in the following three areas:

- A. Shared-Time Programs
  - 1. Goals and Concepts
  - 2. Career Preparation
  - 3. Transportation Arrangements
  - 4. Program Arrangements
  - 5. Class Scheduling
  - 6. Promotional Activities

- B. Instructor Competencies
  - 1. Knowledge of Subject
  - 2. Fairness
  - 3. Control
  - 4. Attitude Toward Students
- C. Laboratory or Hands-on Activities
  - 1. Laboratory Instructional Procedures
  - 2. Safety
  - 3. Control
  - 4. Practical Application of Knowledge
  - 5. Equipment and Supplies

Also, four additional statements were placed on the questionnaire to provide information on the following:

- 1. Please name two or more things that you especially like about this instructor or program.
- 2. Please indicate two or more suggestions for the improvement of this program.
- 3. Please list your ideas of how future Shared-Time Programs can be promoted to interested students in your school or other schools.
- 4. If you would be interested in participating in the promotion of future Shared-Time Programs to students in your school and other schools, please sign below and detach.

The growth of student enrollment in occupational programs at the secondary level indicates expanding community, industrial and educational support for relevant education for high school students and growing student interest in being prepared for a salable skill upon graduation from high school. The project report will show that student interest is extremely high toward the concept of Shared-Time Programs. Also, the results may be used to identify the problems needing examination in order to provide relevant education for all high school youth.

### THE SAMPLE

The Student-Opinion Questionnaire (Appendix A) was administered by personnel from the Kalamazoo Valley Intermediate School District's Career Education Office to all students (156) attending shared-time classes in District 35, during the first week of December, 1973. The classes were scheduled as early as 7:30 a.m. and continued throughout the week day, ending by 8:00 p.m. The subjects were either eleventh or twelfth grade students enrolled in one of the twenty high schools served by the Kalamazoo Valley Intermediate School District. (There was one exception: a student from Cass County was permitted to take advantage of an opening in one shared-time class and is included in the evaluation.) The majority of students, before enrollment in shared-time classes, had indicated a desire to acquire a salable skill before graduation from their local high school. It was anticipated that the majority of students would enter the local work force upon completion of their high school education. Each shared-time class, coordinated by the Career Education Office, was individually examined by the results of the questionnaire as well as an overall evaluation of Shared-Time Programs.

### PROCEDURE

During the last week of November, 1973, telephone contacts were initiated with the appropriate individuals of the agencies and schools conducting the shared-time classes. They were informed about the nature of the evaluation and how it would serve both their

institutions and the Office of Career Education. A personal interview was arranged, if requested, to examine the questionnaire and to answer any additional questions needing clarification. A copy of the Student-Opinion Questionnaire was distributed to each individual and the final results of the investigation will be available for the agency providing shared-time classes.

The questionnaire was administered to the shared-time students at the agency offering the program during the regularly scheduled period by personnel from the Career Education Office. The instructor of the shared-time class introduced the examiner and remained in the classroom during the time of the evaluation. Students were informed that an evaluation of Shared-Time Programs was being conducted in order to determine the effectiveness, relevancy and whether student expectations of shared-time classes had been met. Students were requested to share their thoughts on the concept of how Shared-Time Programs could be promoted to their peers at local and surrounding high schools.

The students were asked to respond to the instrument as honestly and deliberately as possible and were assured that their instructor and high school administrators would not view their individual answers. The questionnaire would be collected by the person administering the instrument and returned to the Career Education Office for tabulation and evaluation. All individual results would be confidential.

No student refused to participate in the evaluation and the average time spent in completing the instrument was twenty minutes. Thus, all students present on the day of the evaluation (82%) are included in the data.

#### INSTRUMENT

The Student-Opinion Questionnaire was designed by the investigator under the supervision of the Director of the local Career Education Office. The general format, and several concepts, were taken from the Educator Feedback Center's Teacher Image Questionnaire at Western Michigan University. The Student-Opinion Questionnaire was designed to indicate how shared-time students perceived their program, instructor, and their laboratory or hands-on activities. Students were asked to read the questions and underline the appropriate response. For example:

What is Your Opinion Concerning This Program's:

1. Goals and Concepts. Did you understand what shared-time programs were before entering this program?

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

The answer sheets were hand scored and tabulated by using the following procedure. An excellent response was assigned a numerical value of five (5); good - four (4); average - three (3); fair - two (2); and poor - one (1). The numerical values were totaled for each question asked and divided by the total number of participants. The scoring procedure was used for both the individual shared-time

classes and the total participation of all shared-time classes in District 35. A graph was constructed and plotted indicating the total class response to each question. Finally, a graph was constructed and plotted indicating the total response of all individuals in the Shared-Time Programs in District 35.

## II. RESULTS AND ANALYSIS OF QUESTIONNAIRE FINDINGS

The project report was designed to evaluate the student's perception of the concepts of Shared-Time Programs, instructor competency and laboratory or hands-on activities in order for the Career Education Office to improve one means of accounting for the programs coordinated by the district office. The results provided in this section include only the total participants in Shared-Time Programs and are graphically illustrated and analyzed for meaning. Individual shared-time classes are graphically illustrated in the Appendix.

Table 1 indicates the number of students enrolled in secondary vocational education programs, grades nine through twelve, for 1972-1973. A total of 3,915 (26.7 per cent of the 14,657 students enrolled in District 35) participated in vocational education programs in the public schools. (Private institutions' enrollment figures were not available for this report.)

As shown in Table 2, the total number of students enrolled in secondary vocational education programs, grades ten through twelve, for 1973-1974 was 5,112. This accounts for 43.1 per cent of the 11,869 students enrolled in District 35's public and private secondary institutions. Student participation in secondary vocational programs was



TABLE 1  
Secondary Vocational Education Enrollment  
For District 35, 1972 - 1973

Instructional Programs	Number of Programs Offered	Enrollment	Per cent of Total Students in Public Vocational Education
Agriculture Education	5	107	.73
Distributive Education	2	788	5.40
Home Economic - General Education	8	1,374	9.40
Home Economic - Occupational Education	3	362	2.50
Office Education	4	405	2.70
Trade and Industrial Education	10	879	6.00
TOTAL	32	3,915	26.70

TABLE 2  
Secondary Vocational Education Enrollment  
For District 35, 1973 - 1974

Instructional Program	Programs Offered	Enrollment	Per Cent of Public & Private Total Secondary Enrollment	Students in Shared-Time Programs	Per Cent of Total Secondary Enrollment In Shared-Time Programs*
Agricultural Education	5	71	0.60%	71	0.60%
Distributive Education	3	854	7.20%	14	0.12%
Health Occupations Education	1	8	0.07%	8	0.07%
Home Economic - General Education	9	2,186	18.40%	0	0.00%
Home Economic - Occupational Education	3	334	2.82%	0	0.00%
Office Education	9	601	5.10%	47	0.40%
Trade and Industrial Education	13	1,058	8.91%	151	1.27%
TOTAL	43	5,112	43.10%	291	2.45%

\*Proportions equals program enrollment divided by total planning district count.

shown (Table 2) to have increased 16.4 per cent in 1973-1974 school year. The percentage increase for 1973-1974 did not include the total ninth grade (normally contributing less to vocational reimbursed programs) enrollment data, as compared to 1972-1973 school year. The number of vocational education programs increased from thirty-two in 1972-1973, to forty-three in the 1973-1974 school year. The increase in the total number of new programs was attributed, in part, to institutions providing Shared-Time Programs with coordination provided by District 35's Career Education Office. In September, 1973, there were recorded 291 students enrolled in shared-time classes, or a total of 2.45 per cent of all tenth, eleventh, and twelfth grade students in District 35's public and private institutions.

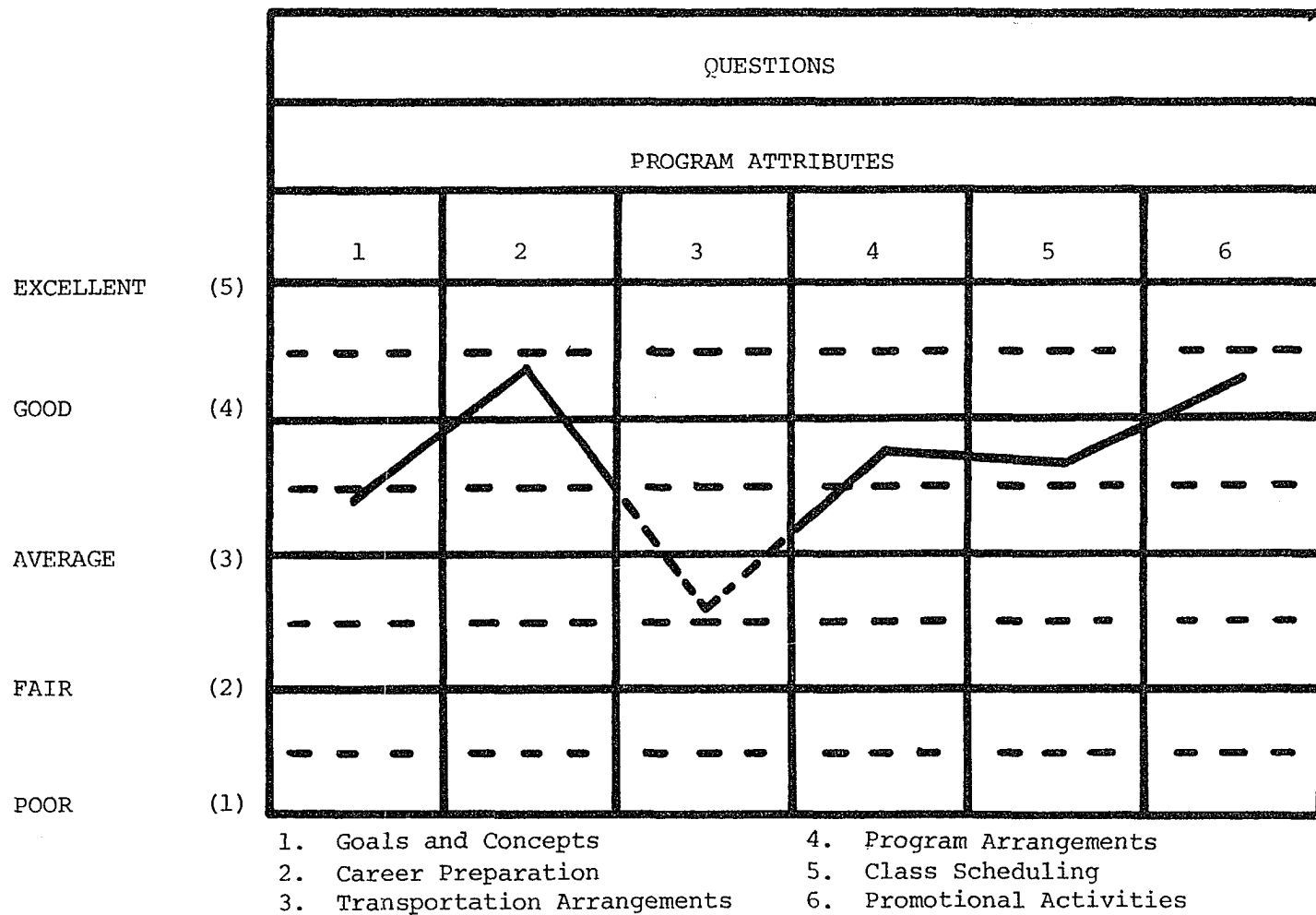
Thirty shared-time classes were proposed for the 1973-1974 school year by institutions having the required facilities and staff for the specialized instruction. Only thirteen of the proposed programs enrolled sufficient numbers of students to make them economically feasible. The remaining seventeen classes were cancelled, not because students showed a lack of interest, but for reasons, as indicated in the report, involving transportation, class scheduling, program arrangements, and limited promotional activities involved with Shared-Time Programs.

#### PROGRAM ATTRIBUTES

The six program attributes investigated for the Shared-Time Programs received ratings represented in Table 3. As evident in Table 3, several areas are in need of further investigation in order

TABLE 3

Questionnaire Results of Total Student Perception  
of Shared-Time Program Planning



to provide information for planning improved service to District 35's shared-time students. Each attribute is discussed below.

1. Goals and Concepts: Did you understand what Shared-Time Programs were before entering this program? (Average response - 3.48). Students indicated their understanding of the goals and concepts before enrolling in the shared-time class as limited.

In an effort to publicize the programs to students, in February 1974, the Kalamazoo Chamber of Commerce, in cooperation with District 35's Career Education Office and other local agencies, extended an open invitation to all interested high school students in District 35 to participate in a Career Fair. The opportunity was provided for students to become acquainted with agencies and schools providing educational programs, including shared-time classes, and the employment opportunities in the Kalamazoo area. Personnel from the Career Education Office, as well as students concurrently participating in Shared-Time Programs, were available to assist high school students interested in future classes.

2. Career Preparation: Do you feel that you are learning or benefitting from this program? (Average response - 4.40). As evident in Table 3, the students' evaluation of the value of their shared-time class as preparation for a career, ranked the highest of the six questions being evaluated. It appears, even though there are areas in need of improvement, many students are interested in occupational programs that provide salable skills upon graduation from high school.

According to Stromsdorfer<sup>1</sup>, several objectives and goals of students participating in occupational programs could explain the high rating.

...vocational-technical graduates, as compared to the academic graduate, may put a heavier weight on earnings than on the nonmonetary gratification to be had from a job.

...students who choose vocational courses may make judgment over a shorter time horizon and weigh immediate financial reward more heavily than do academic curriculum students.

...he (vocational student) is training for a job in which he is to be employed immediately upon leaving high school.

...the ultimate job the college-bound student strives for is different from that for which the vocational graduate strives.

Therefore, students participating in Shared-Time Programs have opportunities available to satisfy their immediate goals and objectives. The Shared-Time Programs offer not only immediate opportunities for employment, but familiarize the students with vertical, horizontal and diagonal mobility within a career field.

3. Transportation Arrangements: Were transportation arrangements to programs in other schools satisfactory? (Average response - 2.60). Students expressed disappointment with transportation arrangements established by their local high schools, by

---

Stromsdorfer, Ernst W., Review and Synthesis of Cost Effectiveness Studies of Vocational and Technical Education. Office of Education (D.H.E.W.) U. S. Government Printing Office, Washington, D.C., 1972. Pp. 151.

rating the question the lowest on the questionnaire. (Because names were withheld from the questionnaire, no attempt was made to locate the receiving schools or sending schools for determining the distance traveled by each student.) The average score of 2.60 is relatively high considering the fact that a vast number of students participating in shared-time classes attend at their local high schools where problems associated with transportation were minimal. Seventy-one per cent of the students enrolled in shared-time classes outside of the public high schools, scored transportation arrangements as average, fair, or poor.

Several additional problems are associated with the transportation arrangements confronting the local high schools. Transportation problems tend to increase as students are required to travel further from their local high schools to schools or agencies providing shared-time classes. Students enrolling in shared-time classes, other than those being provided by the public high schools, were required to provide for their own parking, which was time-consuming and expensive. With gasoline in short supply, an additional burden is placed on local school systems to provide transportation or to reimburse their shared-time students for personal transportation. Finally, a local school's liability in allowing students, or parents, to provide transportation for a group of students attending shared-time classes is still in question under the law.

The Michigan Department of Education has issued a directive making it mandatory for local schools to provide transportation for

their students if Shared-Time Programs are to be reimbursed. The added responsibility for local school systems providing transportation could jeopardize a program that has been received enthusiastically by its students.

4. Program Arrangements: Were arrangements made for you to attend the program satisfactory? (Average response - 3.70). Program arrangements were ranked between average and good by the students in shared-time classes. Possibly, the high ranking could be attributed to students attending shared-time classes at their local high schools. The concept of Shared-Time Programming requires the host institution to provide a prescribed number of student openings to each school system in the district. The student enrollment in each shared-time class is based on the school's percentage of the total number of tenth, eleventh, and twelfth grade students. The opportunity for larger school systems to place their students in shared-time classes far exceeds what is available to the smaller districts. But it does provide, under the present system, a means for smaller school districts to increase their options to students who desire to participate in occupational programs not offered by their local institutions.

Financing (not evaluated by the questionnaire) could be an additional problem associated with local school districts participating in Shared-Time Programs. Under the present system, program costs are shared between the local schools sending students and the state. Therefore, school systems with limited finances may restrict the number of students allowed to participate in shared-time classes.



5. Class Scheduling: Was class scheduling arranged satisfactorily? (Average response - 3.68). The limited times at which shared-time classes could be scheduled, although the student's evaluation ranked it between average and good, was individually criticized by a large segment of students. First, class scheduling of shared-time classes was an appendage to concurrent programs at the receiving institutions. Students were required to extend their local school day by several hours if interested in Shared-Time Occupational Programs. Secondly, students desiring to work at part-time employment after scheduled school hours were restricted because of the extension of their school day. This could have imposed a hardship on a few students and possibly was the reason for others failing to enroll in shared-time classes. Finally, it may have restricted the student's involvement, either participation or observation, in extra-curricular activities at their local high schools. Any of those three conditions may have prevented additional students from participating in shared-time classes coordinated by Kalamazoo Valley Intermediate School District. It appears that failure to fill all proposed classes was not due to lack of student interest in Shared-Time Programs, but may be attributed, in part, to scheduled conflicts.

6. Promotional Activities: Do you feel it is beneficial for shared-time students to participate in promoting future Shared-Time Programs to other students? (Average response - 4.36). The question of promotional activities by students enrolled in shared-time classes was designed to assist the Career Education Office in determining the

value of utilizing students for promoting Shared-Time Programs. As anticipated, students who found shared-time classes fulfilling their needs for future career preparation also scored high on promoting the concepts of Shared-Time Programs by peers. Promotional activities were not limited to written communications, but included audio and visual communications, high school visitations, community sponsored activities, and business and educational activities involving occupational opportunities. Promoting, or recruiting, students for occupational programs can be a time-consuming and costly endeavor for many educational institutions. The use of students who have shown interest in the occupational programs and who have volunteered to participate in promotional activities, could conceivably reduce the time and cost involved with promoting shared-time classes, while providing a rewarding service to students, programs, and the institutions.

#### INSTRUCTOR COMPETENCIES

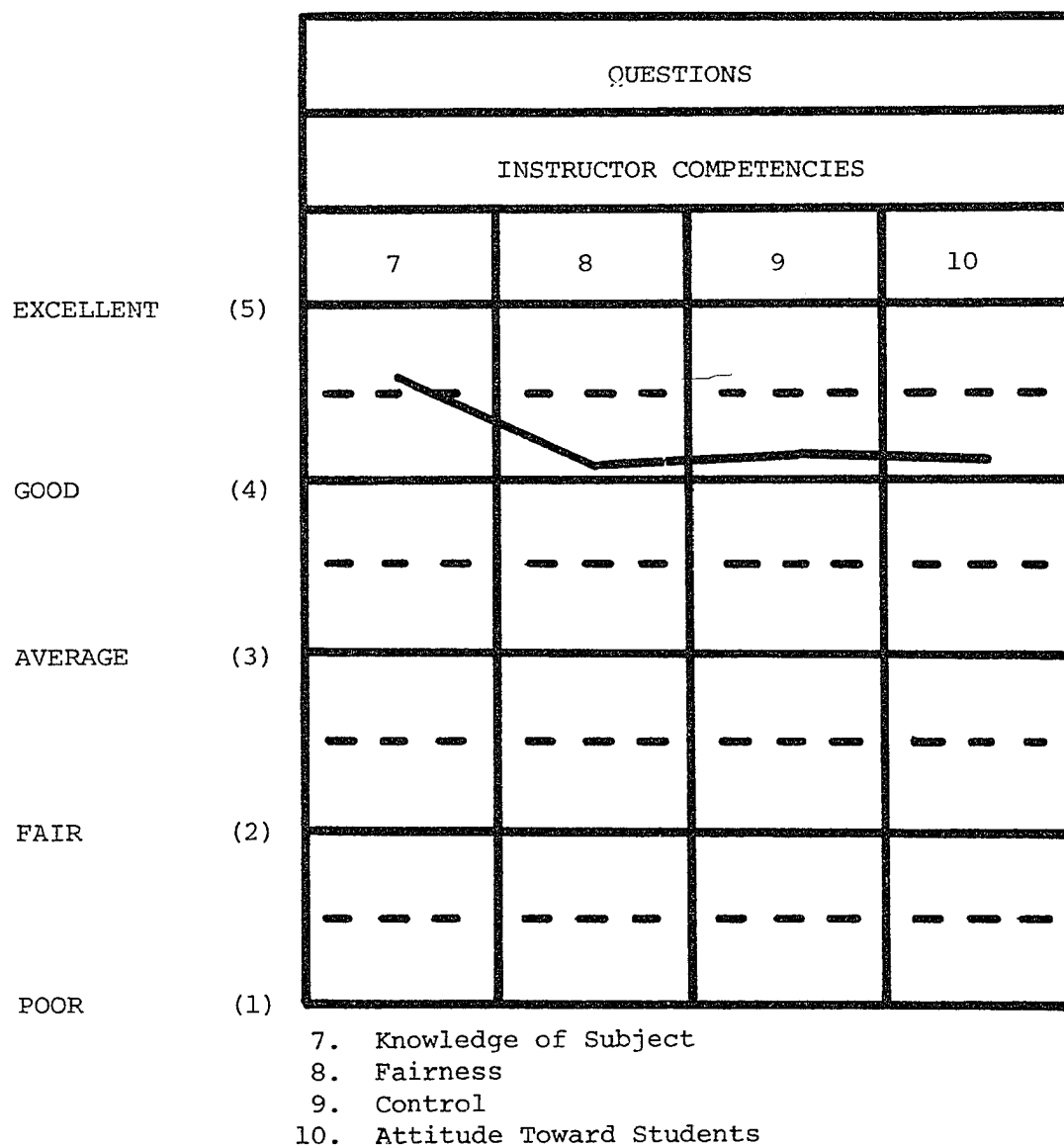
The following analysis of the Student-Opinion Questionnaire will pertain to Table 4 and identifies the student's perception of:

7. Instructor's Knowledge of the occupational subject,
8. Fairness,
9. Control, and
10. Attitude Toward the Students.

Students perceived the instructors as being effective in providing students opportunities to realize their goals and objectives. The results in this section of the questionnaire could be in support of the numerous studies conducted by the behavioral science profession in concluding that students are more attentive, more influenced,

TABLE 4

Composite of Student Perceptions of  
Shared-Time Programs



have more respect and learn more from other persons whom they perceived as being competent, enthusiastic and sincere. Shared-Time Programs provide a great deal of freedom to the students and require a tremendous amount of self-motivation for individual success. Thus, the programs enable the students to acquire greater regard for themselves, their peers, their instructors, and their future career occupation.

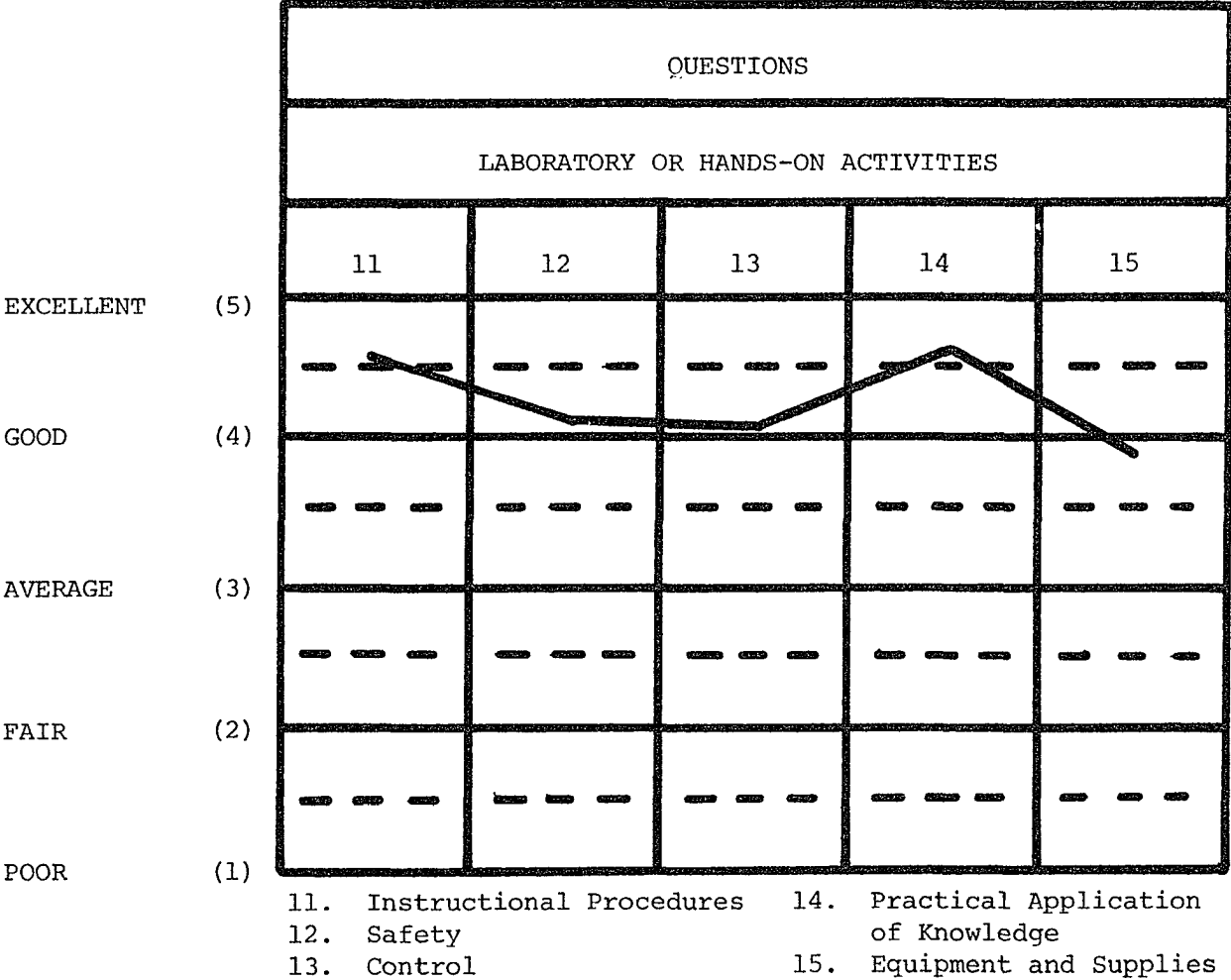
#### LABORATORY OR HANDS-ON ACTIVITIES

The following analysis of the Student-Opinion Questionnaire will pertain to Table 5 and will summarize the results of the students' perception of the instructor's laboratory or hands-on activities. The attributes were: 11. Instructional Procedures, 12. Safety, 13. Control, 14. Practical Application of Knowledge, and 15. Equipment and Supplies.

11. Instructional Procedures: Does the instructor provide opportunities for personal participation as opposed to just "looking on"? (Average response - 4.55). The students' perception of laboratory or hands-on activities provided by the instructor ranked equally as high as instructor's knowledge of the occupational subject (Table 5). The transition from classroom theory to practical application of knowledge appeared to fulfill the students' anticipations. Several reasons may account for student satisfaction with laboratory or hands-on activities. First, each institution, or agency, offering a shared-time class, coordinated by the Career Education Office, is required to

TABLE 5

Composite of Student Perceptions  
of Shared-Time Programs



submit a general goal statement which is a broad, non-behavioral statement of desired educational outcome. The majority of instructors selected to provide specialized training have had previous experience in the occupational area and provide performance objectives that meet minimum requirements for the student's future employment. Equipment and supplies are provided to fulfill requirements of the performance objectives. Secondly, studies noted in the bibliography have indicated that students who were able to participate freely in learning activities had a higher regard for themselves, their instructor, the institution, and the subject than those who felt restricted. Shared-Time Programs provide the opportunities for students to actively participate in hands-on activities involving each occupational area. Interest, motivation and self-accomplishment were referred to in individual comments by the students on the questionnaire.

12. Safety: Does the instructor strongly emphasize laboratory and personal safety? (Average response - 4.12). The Student-Opinion Questionnaire will need to be revised to provide proper evaluation of the instructional staff's emphasis toward safety practices involved with the different options offered by Shared-Time Programs. Student perception of instructor emphasis on laboratory and personal safety varied with the specific program and equipment being used. Graphic arts, for example, is a program that prepares students for entry into the diverse graphic arts field, and uses potentially hazardous equipment. Teller banking, on the other hand, is a program to train students for job entry as a teller in a bank, and requires equipment with

minimum potential hazards. Therefore, instructor emphasis on safety, as expected, was stressed higher in programs with potentially hazardous conditions (average response - 4.31) as compared to shared-time classes (accounting and computing, legal/medical secretarial, cashier-checker, etc.) recognized as less hazardous (Average response - 3.91).

13. Control: Does the instructor keep enough order in the laboratory or during hands-on activities? Do students behave well? (Average response - 4.02). As evident from Table 5, students perceived the laboratory or hands-on activities as being relatively free from distractions by peers. Again, it may be that students who perceived the programs as providing for their career goals were highly motivated and enthusiastic toward fulfilling the objectives to reach those goals. Therefore, peer pressure toward students who failed to conform to the needs of the majority was very strong. The program, the enthusiasm and interest of the instructional staff, and the perceived benefits, by students, of future occupational careers, provided control by interest, not by instructor or institutional pressure.

14. Practical Application of Knowledge: Does the instructor have a thorough knowledge and understanding of the career field? (Average response - 4.54). Students' perception of the instructor's practical application of knowledge in laboratory or hands-on activities ranked equally with instructor's knowledge of the subject and instructional procedures. The instrument has indicated that students enrolled in Shared-Time Programs perceived the instructional staff as being competent in both knowledge and the methods of practical application.

The majority of instructors, as mentioned earlier, have had considerable experience in their occupational areas and relate their experiences by preparing objectives that provide for interest, motivation and practical work experience in occupational careers desired by their students.

15. Equipment and Supplies: Is adequate equipment and supplies provided for positive relationship between hands-on activities and classroom materials? (Average response - 3.91). One of the most difficult items to justify in any program is the utilization of specialized equipment in a given block of time. Quite often, instructors are forced to "lock-step" their program by providing instruction on specialized equipment during a given period of time, and, when completed, secure the equipment and proceed on to additional units of instruction. Students, failing to satisfy their needs for practical experience on the equipment, tend to criticize the amount of equipment available for laboratory or hands-on activities. Also, the attitude of the instructor toward available equipment can either motivate or restrict the students' interest in practical experience.

As evident from Table 5, students ranked the available equipment and supplies between average and good. Only one shared-time class was perceived by the students as having equipment and supplies below average (Average response - 2.00), while seven programs were scored above good (Average responses - 4.30 - 4.60). Shared-Time Programs are designed to provide occupational training, making it mandatory for specialized equipment to be available for instruction. If the

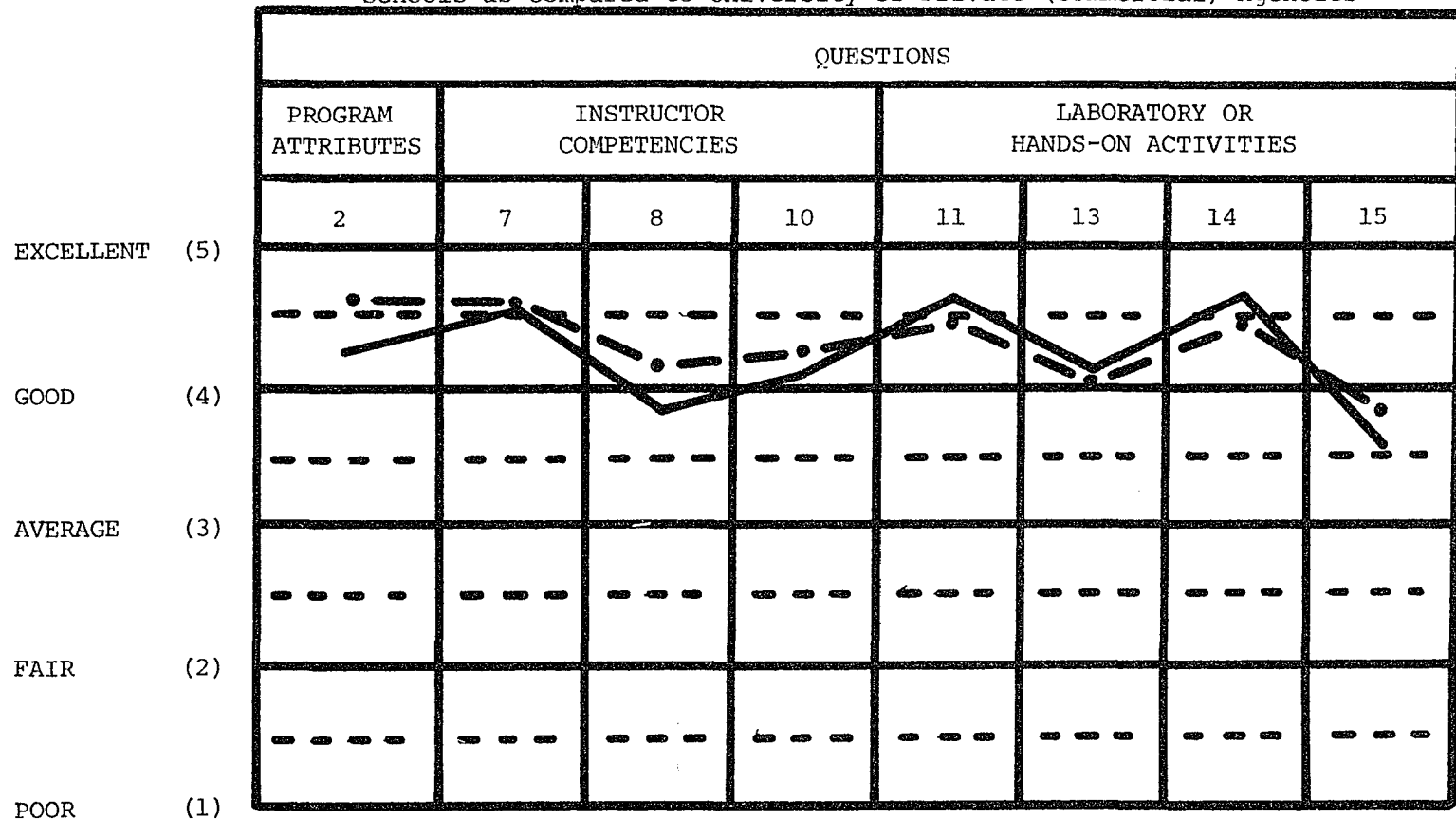


programs have met minimum requirements for state approval, then additional means must be provided for better student utilization of existing equipment.

It was anticipated by the investigator that students attending shared-time classes at public high schools, rather than private (commercial) agencies or university sponsored shared-time instruction, would perceive their instructors as being less effective in providing the opportunities in fulfilling their goals and objectives. As evident in Table 6, no appreciable difference was found between students' perception of instructors in either category. Therefore, it may be concluded that students' perceptions of the instructional staff were not based on where the Shared-Time Program was taught, but depended on the instructor's competencies, enthusiasm and interest displayed in providing students with opportunities for fulfilling their anticipated goals and objectives.

Previously, it was mentioned that comprehensive programs designed to meet the many diversified needs of youth cannot be financially justified by all educational institutions or agencies. Table 6 illustrates the students' opinion on availability of equipment and supplies needed to provide positive relationships between hands-on activities and classroom theory. Both public high schools and university or private agencies were ranked average, indicating occupational programs designed to provide realistic hands-on activities for students are extremely difficult for programming students' needs in any institution.

TABLE 6  
Composite of Student Perceptions of Shared-Time Programs Taught at Public High  
Schools as Compared to University or Private (Commercial) Agencies\*



2. Career Preparation  
7. Knowledge of Subject  
8. Fairness  
10. Attitude Toward Students

11. Laboratory Instructional Procedures  
13. Control  
14. Practical Application of Knowledge  
15. Equipment and Supplies

## SUMMARY OF WRITTEN RESPONSES

Students were requested to respond, in writing, to four statements indicating their feelings toward program attributes, instructor competencies, and laboratory or hands-on activities. Statements are presented in the following manner: (1) Statement presented to students, (2) the two most frequent responses, and (3) a brief summarization of responses.

Statement 1: Please name two or more things that you especially like about this instructor or program. The two most frequent responses are paraphrased: (1) Shared-Time Programs provide opportunities for students to acquire salable skills for employment without additional education in post-secondary institutions, and (2) instructors are friendly, understanding, helpful, and display a thorough knowledge of occupational areas.

Students perceived Shared-Time Programs as providing opportunities in fulfilling immediate career goals without additional training beyond high school. Shared-time classes increase options available to public and private high school students, thereby providing additional services to local institutions in meeting students' diversified needs.

Students perceived shared-time instructors as instrumental in providing humanistic qualities that enhance student success in occupational careers. Student perceptions may be attributed to instructor's occupational experience and personal satisfaction in providing realistic objectives to meet the requirements of the occupation,

while continually stimulating students toward occupational careers.

Statement 2: Please indicate two or more suggestions for the improvement of this program. The two most frequent responses are paraphrased: (1) transportation arrangements need improvement, and (2) class scheduling needs improvement to provide for participation in extra-curricular activities and part-time employment.

Written responses to Statement 2 agreed with ratings expressed by students in the questionnaire. Several additional suggestions, by students, should be mentioned to provide improved service and benefits to participants of Shared-Time Programs.

1. Modern equipment should be purchased to provide for relevant hands-on activities.
2. Scheduled field trips to industrial and business establishments should be incorporated into programs.
3. Graduating ceremonies and diplomas for students completing Shared-Time Occupational Programs.

Statement 3: Please list your ideas on how future Shared-Time Programs can be promoted to interested students in your school or other schools. Students indicated interest in assisting the Career Education Office in determining additional means of promoting Shared-Time Programs to interested students. Several ideas, by students, are listed below in order of most frequent appearance on the questionnaire.

1. Use students who have participated in Shared-Time Programs in a variety of situations involving future shared-time students.
2. Increase numbers of pamphlets, brochures, posters, etc., that increase student awareness of Shared-Time Programs.

3. Invite shared-time instructors to speak at school assemblies for the promotion of occupational education.
4. Allow interested students to visit and discuss shared-time classes before requesting program.
5. Provide information to local school administrators, counselors, and teachers concerning programs, student requirements, and future career benefits available upon graduation.

Statement 4: If you would be interested in participating in the promotion of future Shared-Time Programs to students in your school and other schools, please sign below and detach. It was speculated that students who perceived Shared-Time Programs as providing opportunities for future careers would also volunteer in participation of promotional activities. Forty-seven per cent of students questioned volunteered to promote Shared-Time Programs to interested students.

### III. CONCLUSIONS

The project was designed to develop a Student-Opinion Questionnaire for evaluating Shared-Time Programs coordinated by the Kalamazoo Valley Intermediate School District's Career Education Office. One important finding was that students perceived Shared-Time Programs as providing opportunities in fulfilling immediate career goals. Furthermore, evaluation results have indicated several areas in need of additional study for improving service to local educational institutions in meeting the needs of students. The areas are:

1. Scheduling of classes for occupational education is difficult.

2. Transportation is a problem. Commuting between sending schools and receiving schools make programs difficult and expensive for many school districts.
3. Lack of local financing is a deterrent, because public and private high schools are already limited in providing experienced staff, facilities, equipment, and operational funds.
4. Communications between sending schools and receiving schools need clarification to provide students with information to meet requirements of the program.

Information concerning the goals and concepts of Shared-Time Programs could be provided by requesting students enrolled in shared-time classes to prepare written documents for future students to review before requesting the occupational program. The documents would be reviewed and selected for content that clearly identifies the goals and concepts of Shared-Time Programs. Documents could be reproduced and distributed to libraries of local high schools.

Communications between the sending schools and receiving schools must be improved to provide the best possible arrangements for students participating in shared-time classes. Operational procedures for Shared-Time Programs, including transportation expectations and regulations of receiving agencies and schools, calendar of receiving schools, discipline, and attendance policies should be made available to the counselors or administrators, in order to provide the students with information needed before enrolling in Shared-Time Programs.

Public and private schools are experiencing increased difficulties in providing diversified options requested by students for occupational education. Shared-Time Programs, coordinated by District 35's Career

Education Office, could provide opportunities for high schools to expand educational opportunities by increasing the options available to students, thus improving the overall educational system.

## APPENDIX

- A. Student-Opinion Questionnaire
- B. Composite of Students' Perceptions  
of Shared-Time Programs
- C. Students' Perception of Individual  
Shared-Time Programs



## STUDENT-OPINION QUESTIONNAIRE

## Shared-Time Programs

Your answers to the following questions will be used to evaluate and improve the Shared-Time Programs. Please answer deliberately! Do not give your name. To encourage you to be frank, your regular instructor will not administer the questionnaire. Neither your instructor nor anyone else at your school will ever see your answers.

The person who is administering the questionnaire will, during this period, collect all reports and return them to Kalamazoo Valley Intermediate School District.

After completing this questionnaire, sit quietly or study until all students have finished. There should be no communications between students, but feel free to raise questions with the person administering the questionnaire.

Underline your answers to questions 1-15. Write your answers to questions 16-20.

## WHAT IS YOUR OPINION CONCERNING THIS PROGRAM'S:

1. Goals and Concepts: Did you understand what shared-time programs were before entering this program?

POOR              FAIR              AVERAGE              GOOD              EXCELLENT

2. Career Preparation: Do you feel that you are learning or benefiting from this program?

POOR              FAIR              AVERAGE              GOOD              EXCELLENT

3. Transportation Arrangements: Were transportation arrangements to programs in other schools satisfactory?

POOR              FAIR              AVERAGE              GOOD              EXCELLENT

4. Program Arrangements: Were arrangements made for you to attend the program satisfactory?

POOR              FAIR              AVERAGE              GOOD              EXCELLENT

5. Class Scheduling: Was class scheduling arranged satisfactorily?

POOR              FAIR              AVERAGE              GOOD              EXCELLENT

6. Promotional Activities: Do you feel it is beneficial for Shared-Time students to participate in promoting future Shared-Time Programs to other students?

POOR              FAIR              AVERAGE              GOOD              EXCELLENT

## WHAT IS YOUR OPINION CONCERNING THIS INSTRUCTOR'S:

7. Knowledge of Subject: Does the instructor have a thorough knowledge and understanding of the occupational field?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

8. Fairness: Is the instructor fair and impartial in the treatment of all students?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

9. Control: Does the instructor keep enough order in the classroom? Do students behave well?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

10. Attitude Toward Students: Is the instructor patient, understanding, considerate, and courteous?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

## WHAT IS YOUR OPINION CONCERNING THIS INSTRUCTOR'S LABORATORY OR HANDS-ON ACTIVITIES:

11. Teaching Procedures: Does the instructor provide opportunities for personal participation as opposed to just "looking on"?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

12. Safety: Does the instructor strongly emphasize laboratory and personal safety?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

13. Control: Does the instructor keep enough order in the laboratory or during hands-on activities? Do students behave well?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

14. Practical Application of Knowledge: Does the instructor have a thorough knowledge and understanding of the career field?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

15. Equipment and Supplies: Is adequate equipment and supplies provided for positive relationship between hands-on activities and classroom materials?

POOR                  FAIR                  AVERAGE                  GOOD                  EXCELLENT

50

16. Please name two or more things that you especially like about this instructor or program.
17. Please indicate two or more suggestions for the improvement of this program.
18. Please list your ideas on how future Shared-Time Programs can be promoted to interested students in your school or other schools.
19. If you would be interested in participating in the promotion of future Shared-Time Programs to students in your school and other schools, please sign below and detach.
20. Other comments:

---

---

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

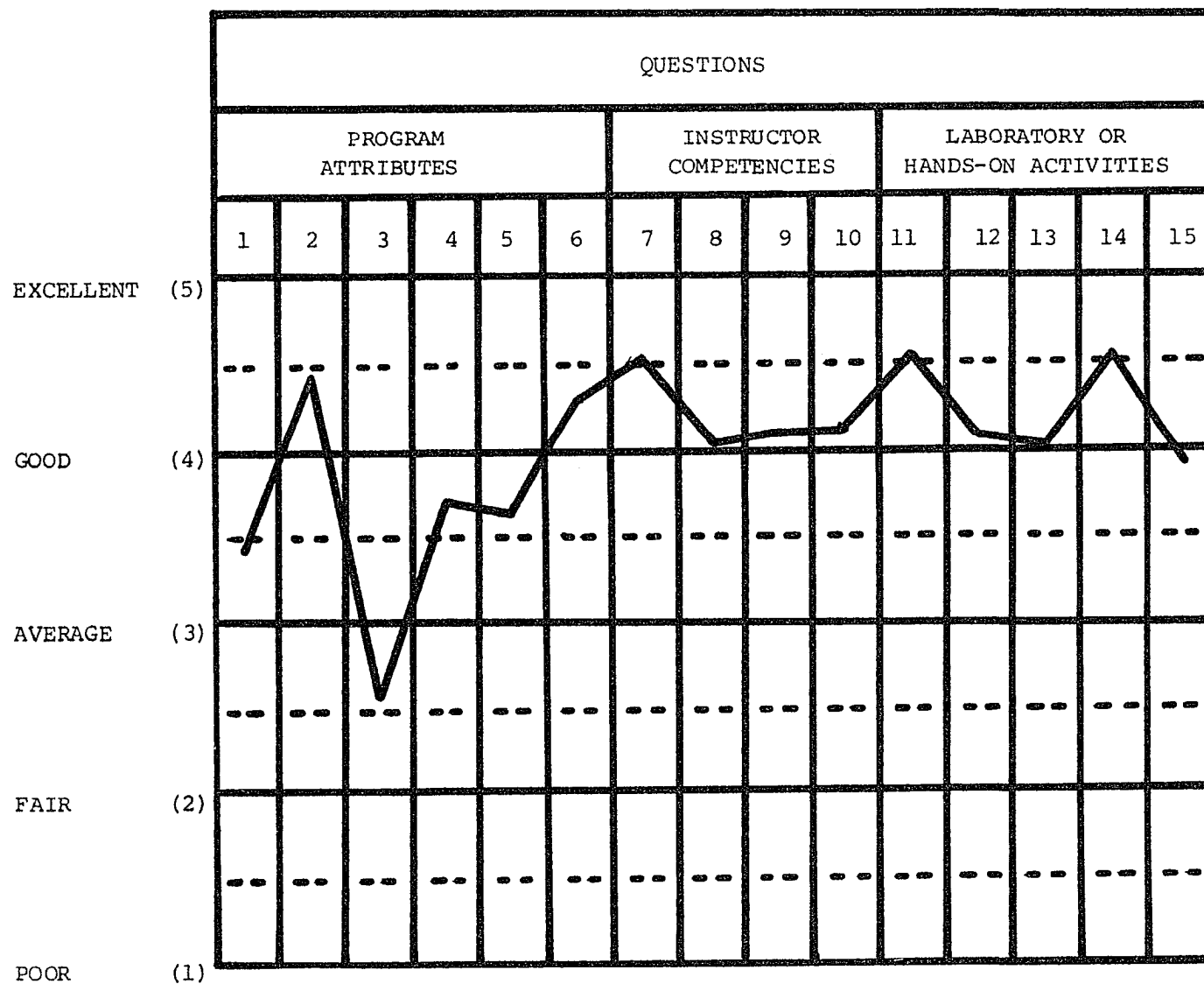


Figure 1 - Composite of Students' Perceptions of Shared-Time Programs

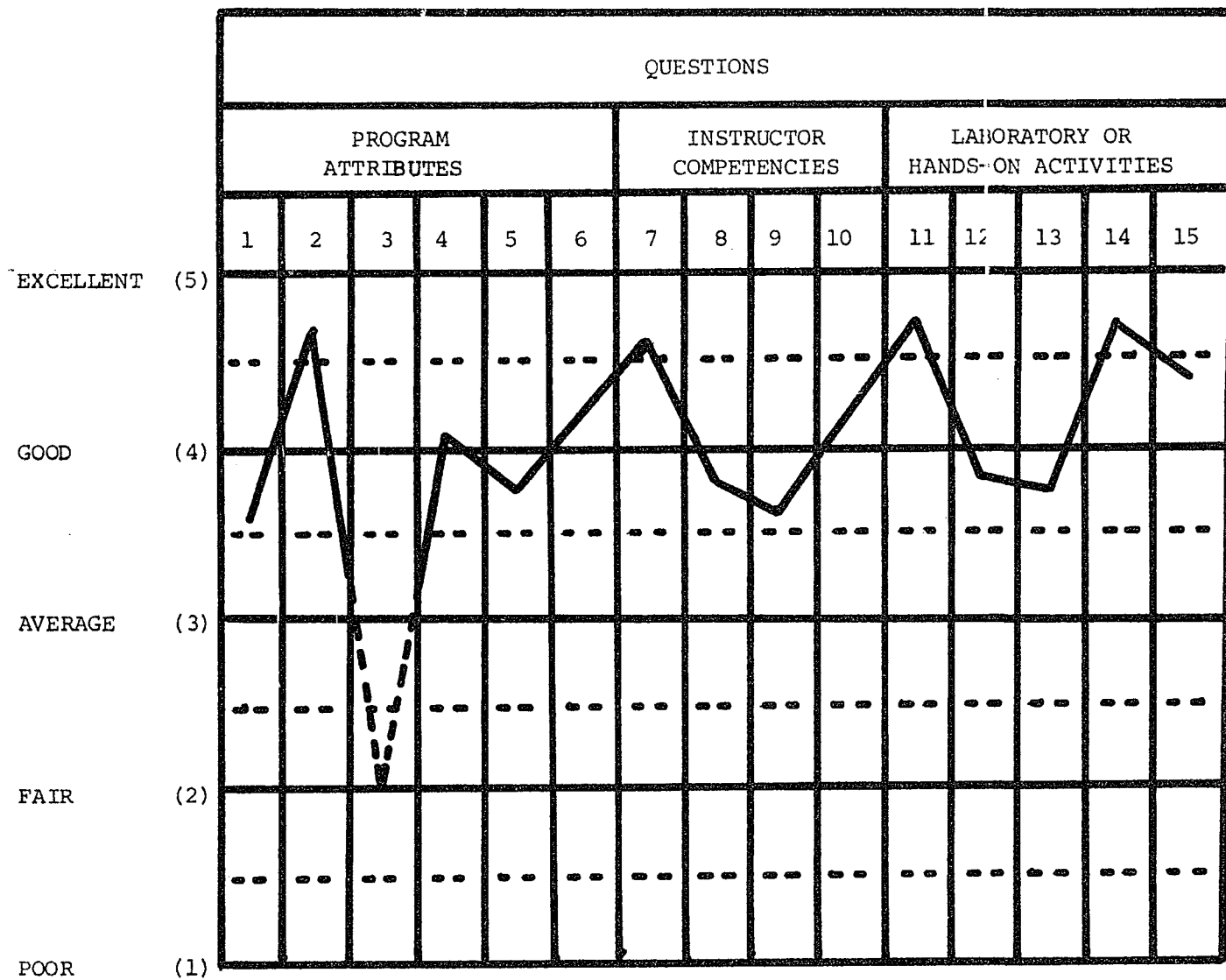


Figure 2 - Student's Perception of Aircraft Maintenance Shared-Time Program

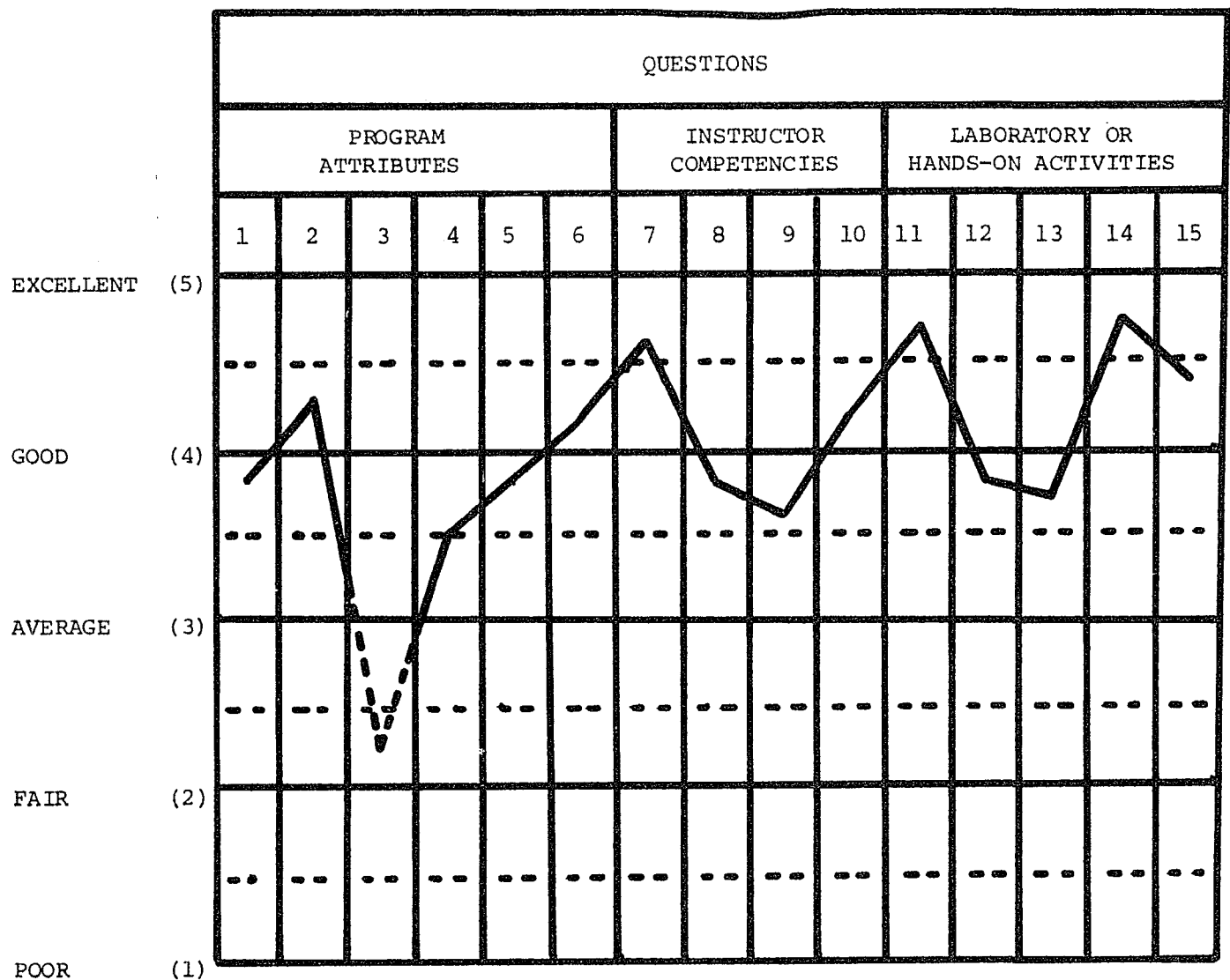


Figure 3 - Student's Perception of Auto Mechanics Shared-Time Program

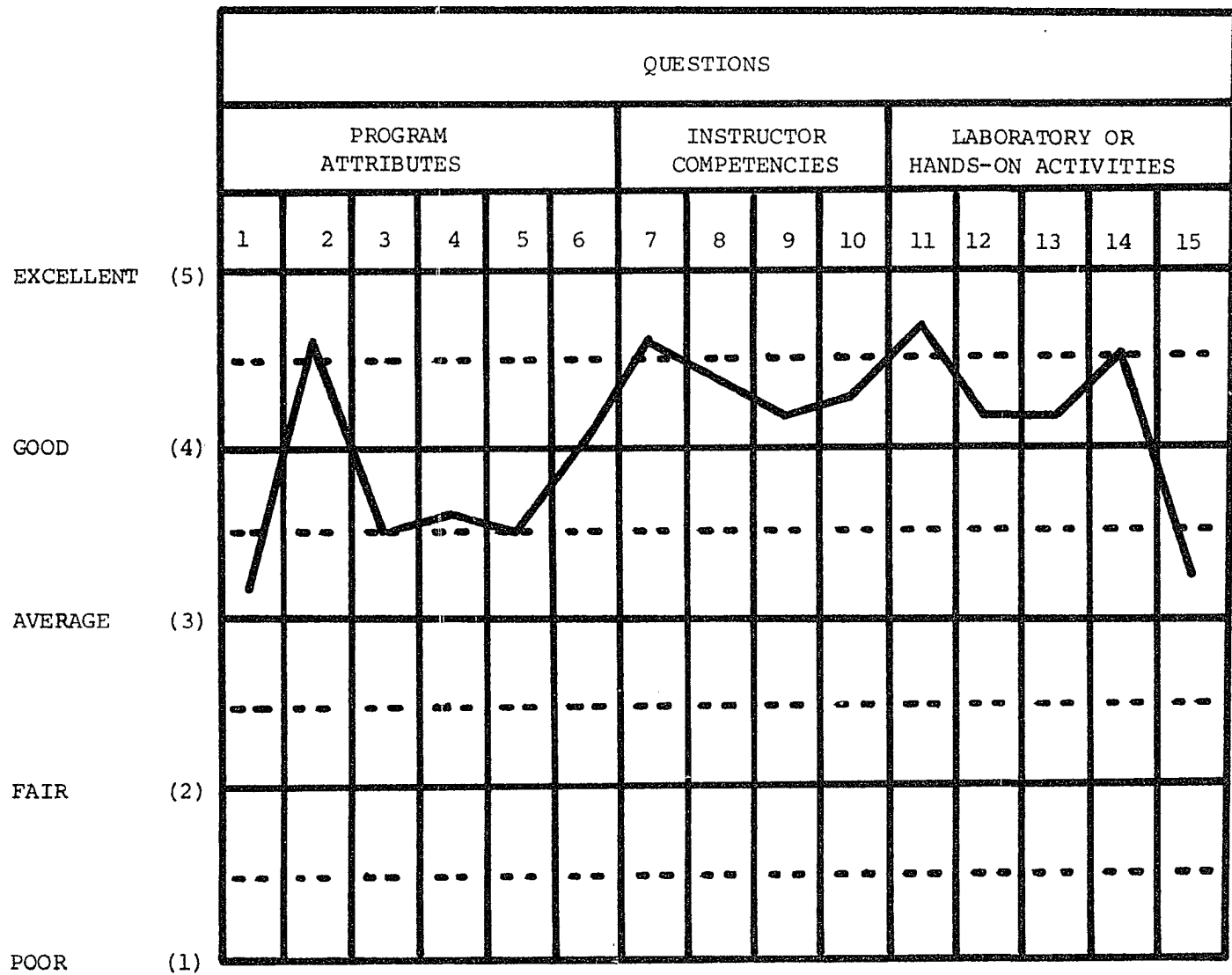


Figure 4 - Student's Perception of Body and Fender Shared-Time Program

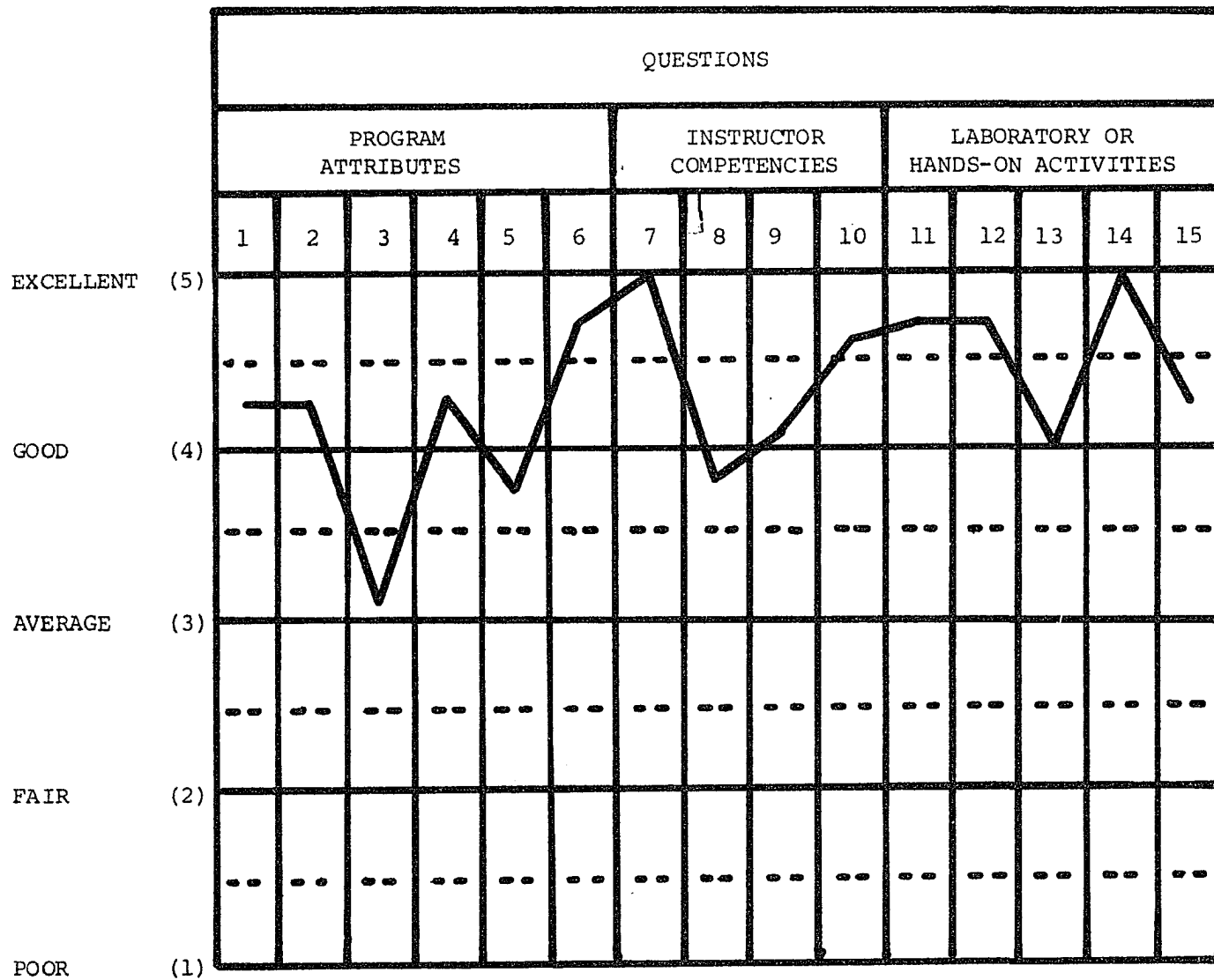


Figure 5 - Student's Perception of Building Trades (Portage Central) Shared-Time Program



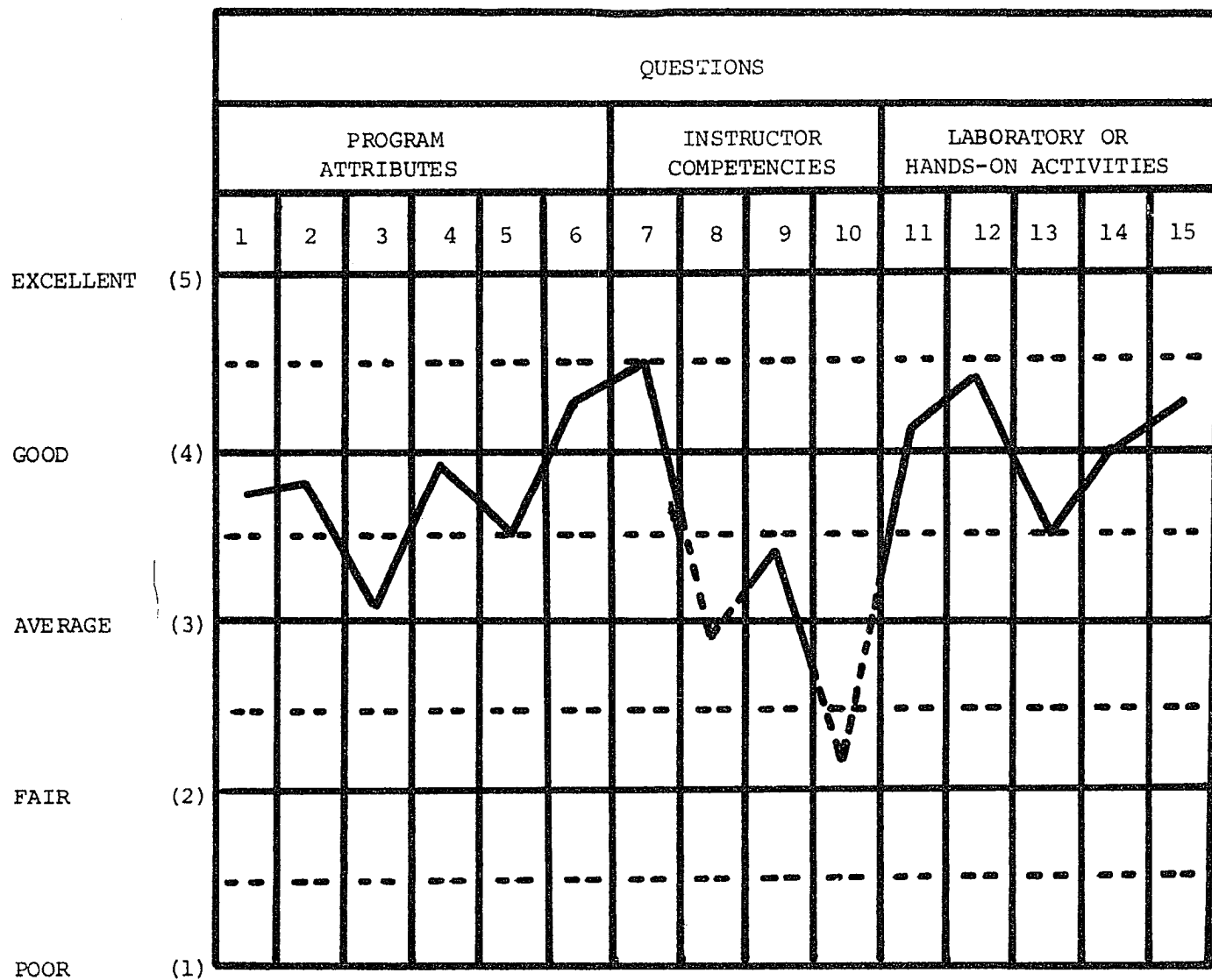


Figure 6 - Student's Perception of Building Trades (Portage Northern) Shared-Time Program

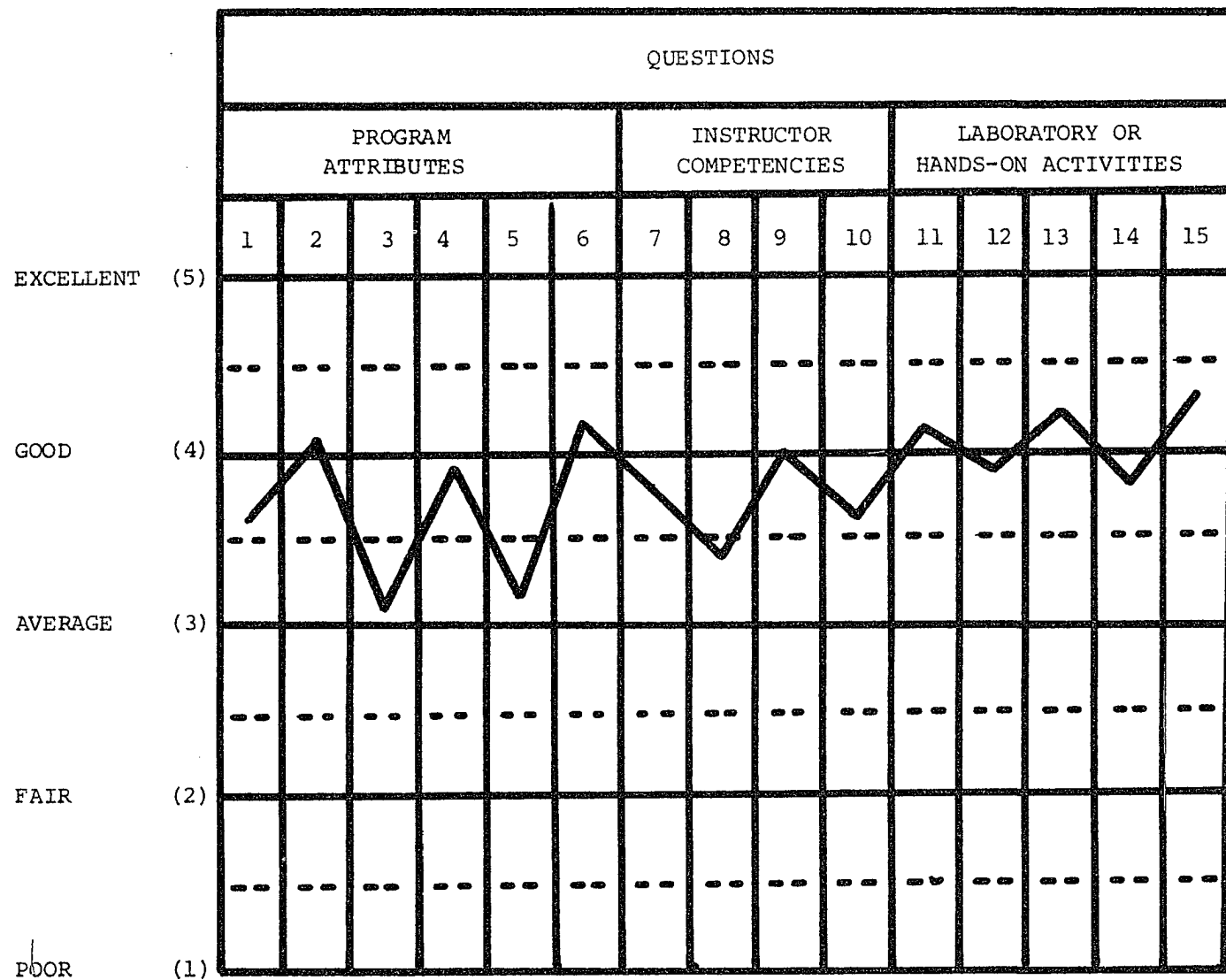


Figure 7 - Student's Perception of Cashier Checker Shared-Time Program

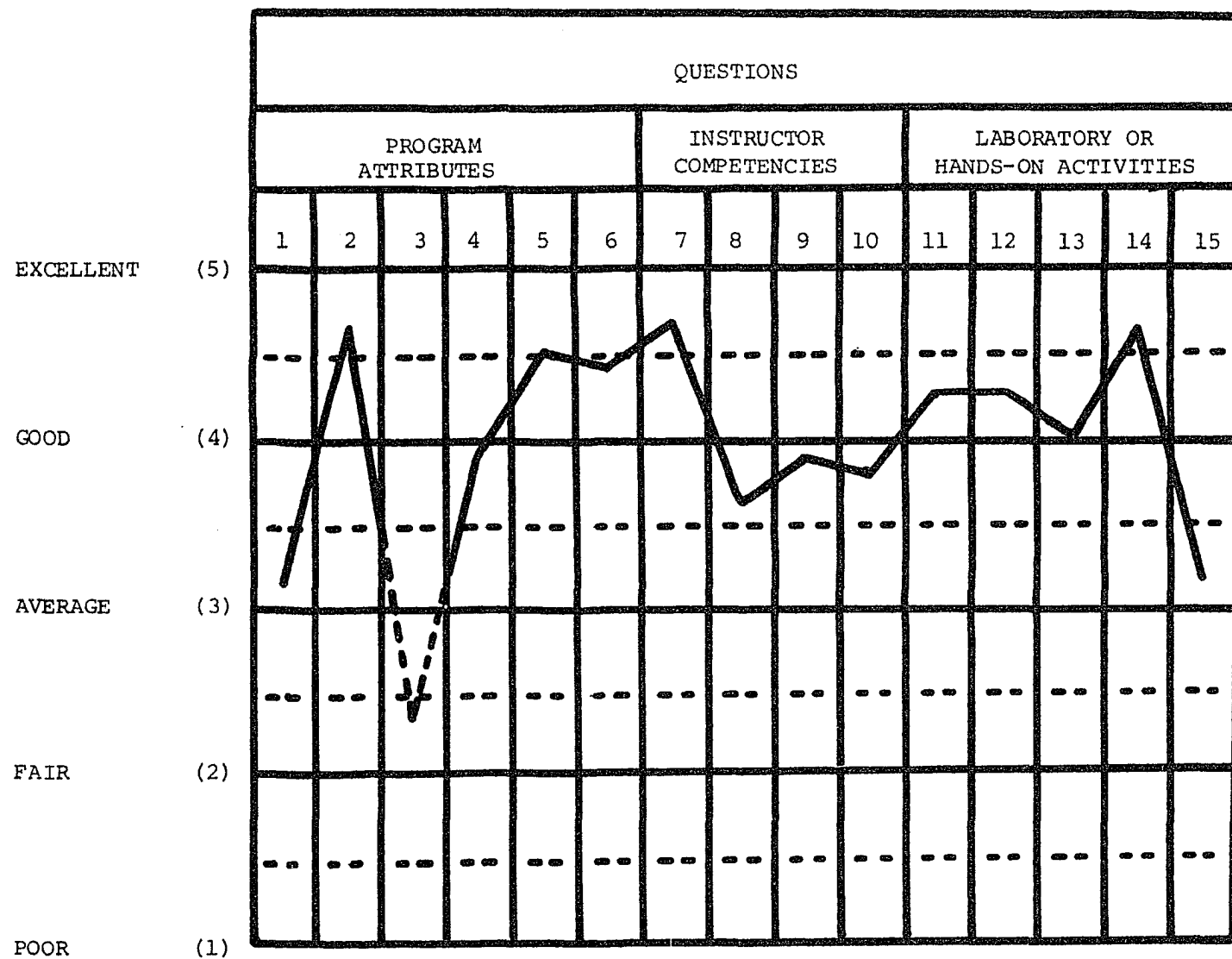


Figure 8 - Student's Perception of Cosmetology Shared-Time Program

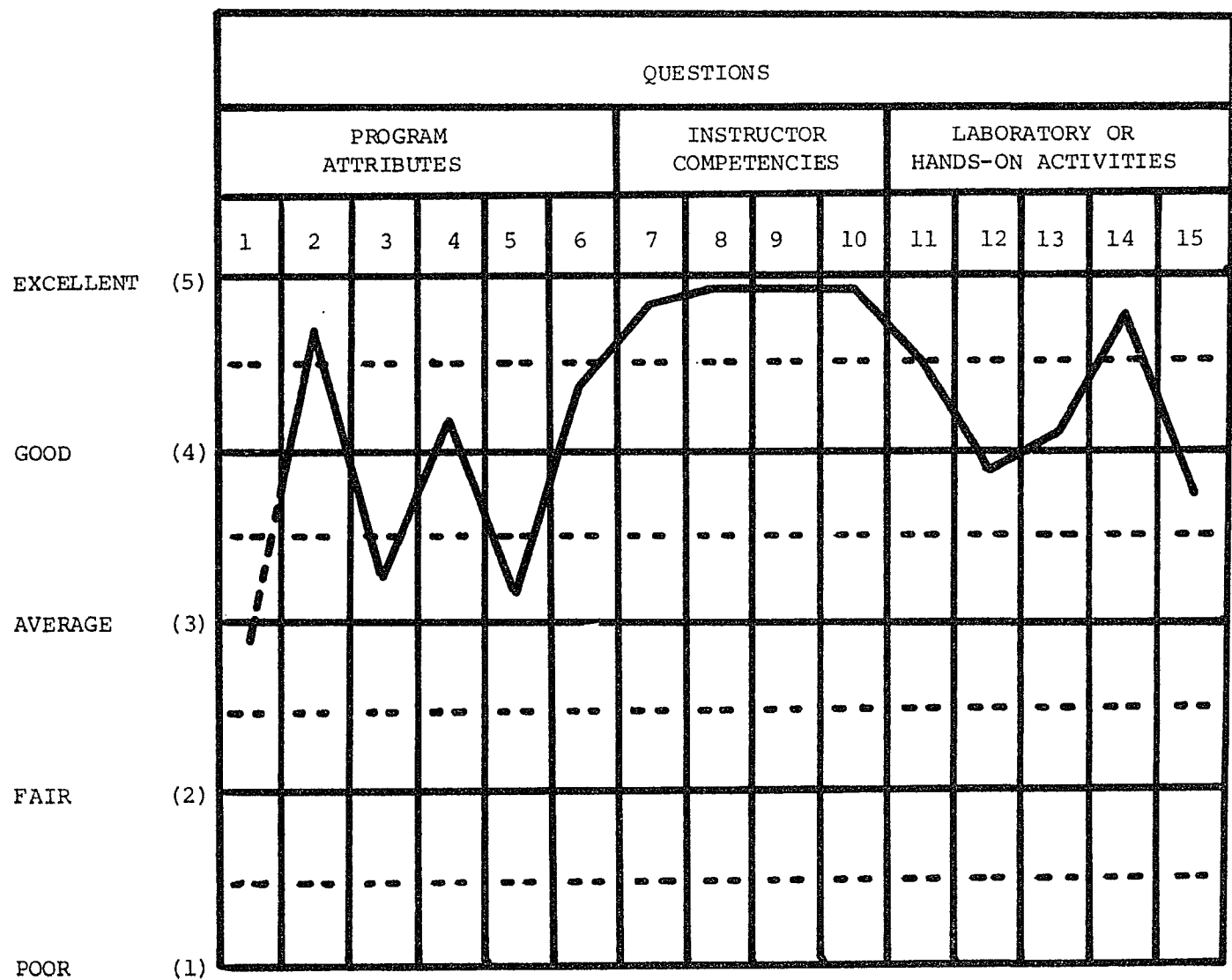


Figure 9 - Student's Perception of Data Processing Shared-Time Program

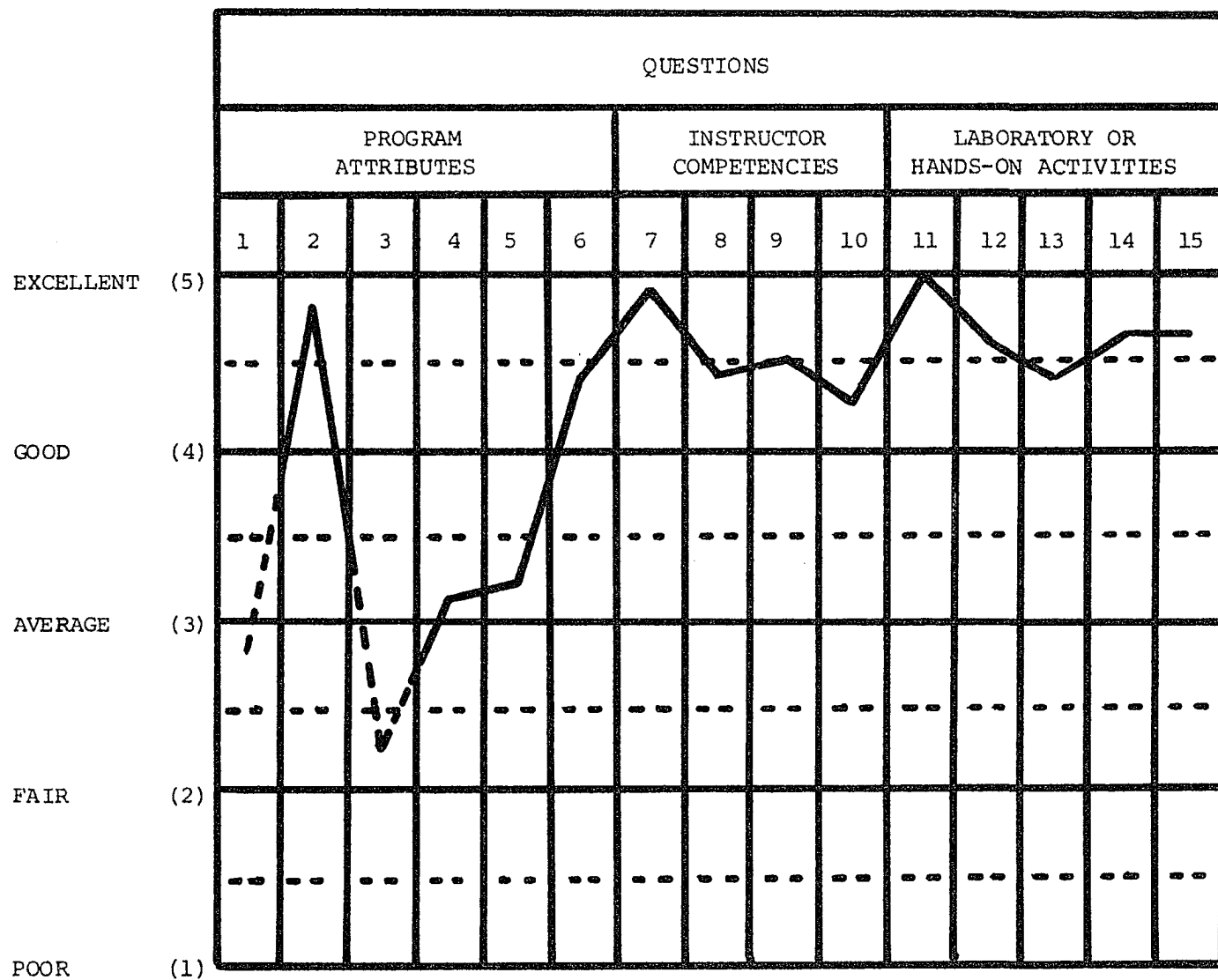


Figure 10 - Student's Perception of Graphic Arts Shared-Time Program

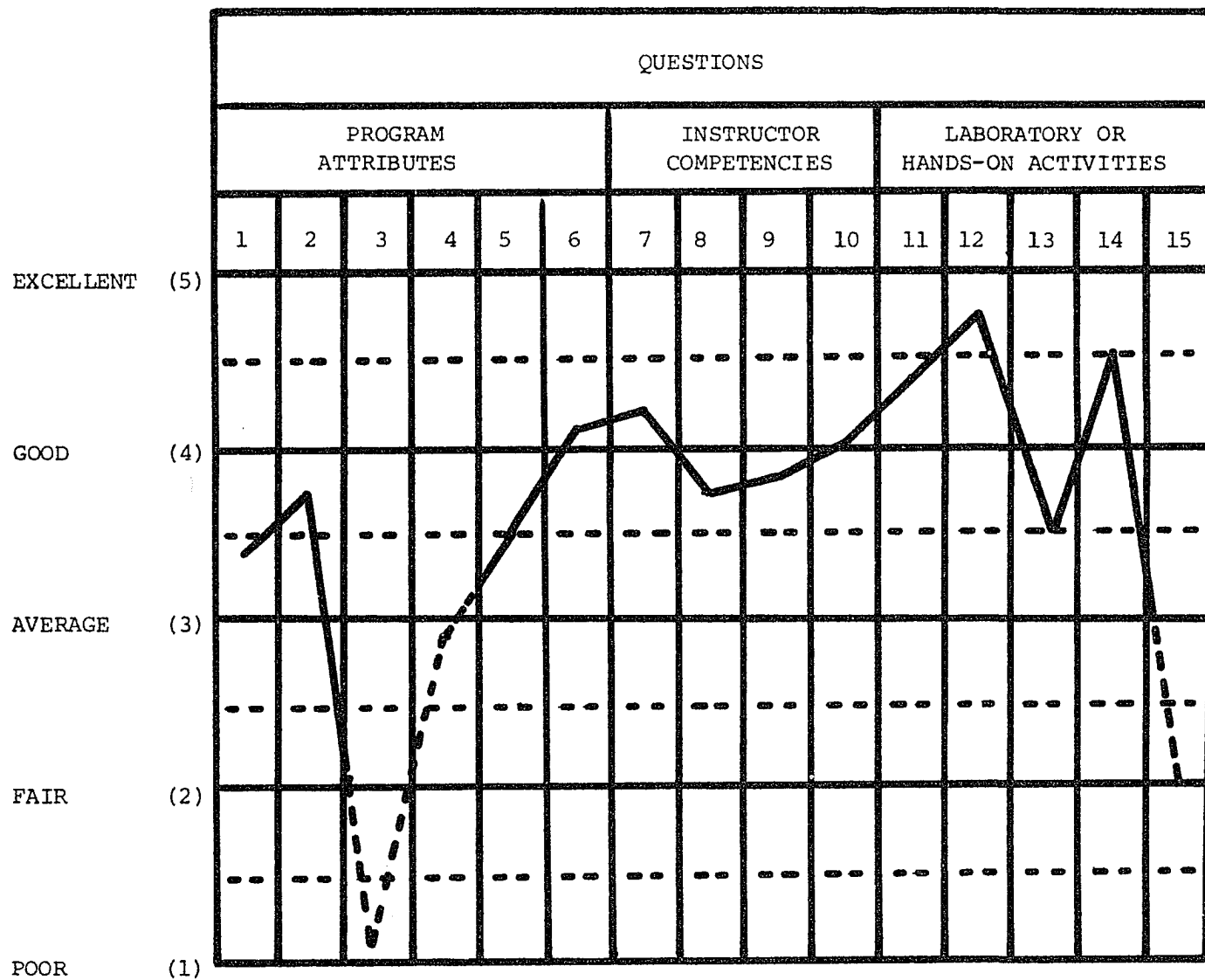


Figure 11 - Student's Perception of Heating and Air Conditioning II Shared-Time Program

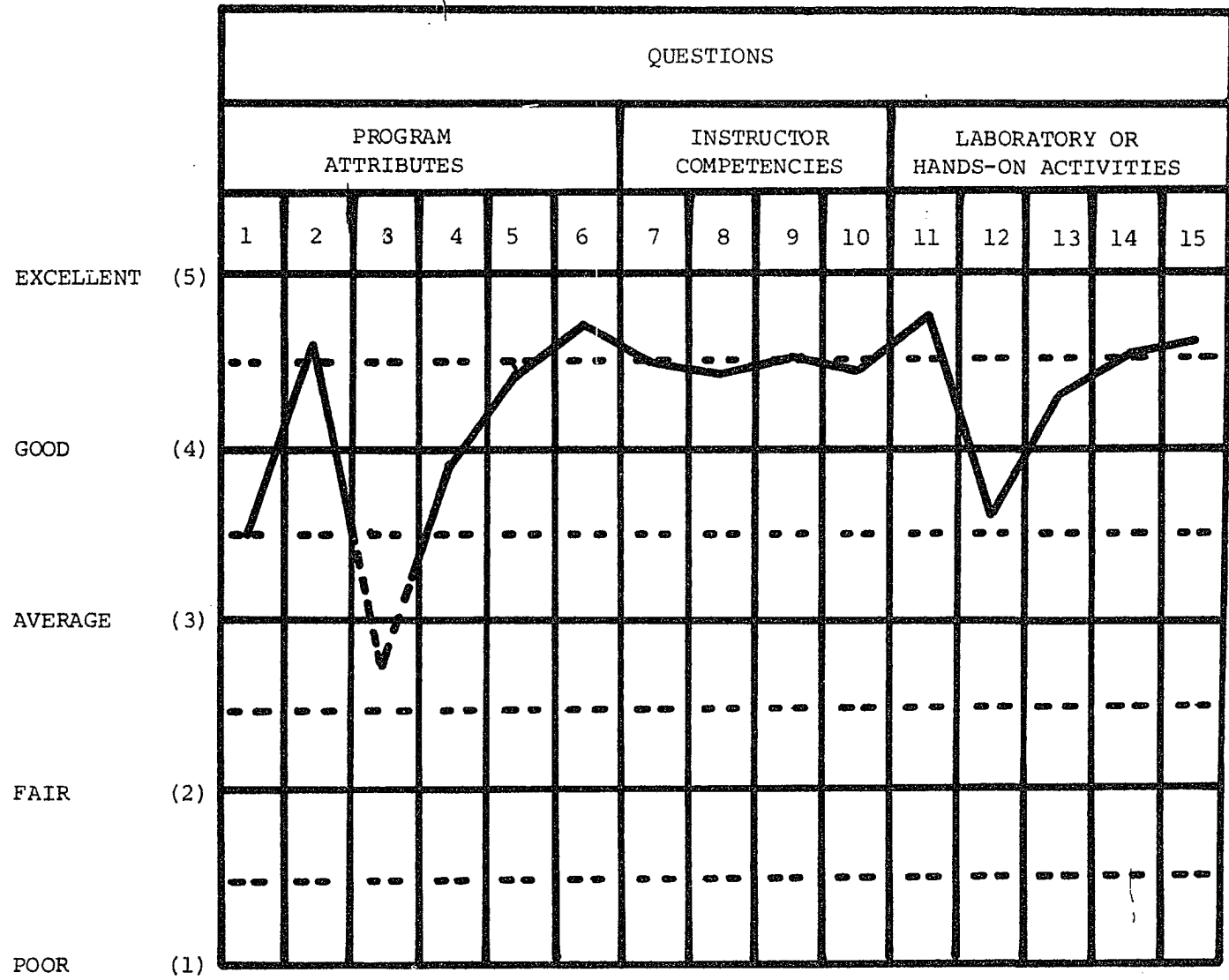


Figure 12 - Student's Perception of Legal-Medical Secretary Shared-Time Program

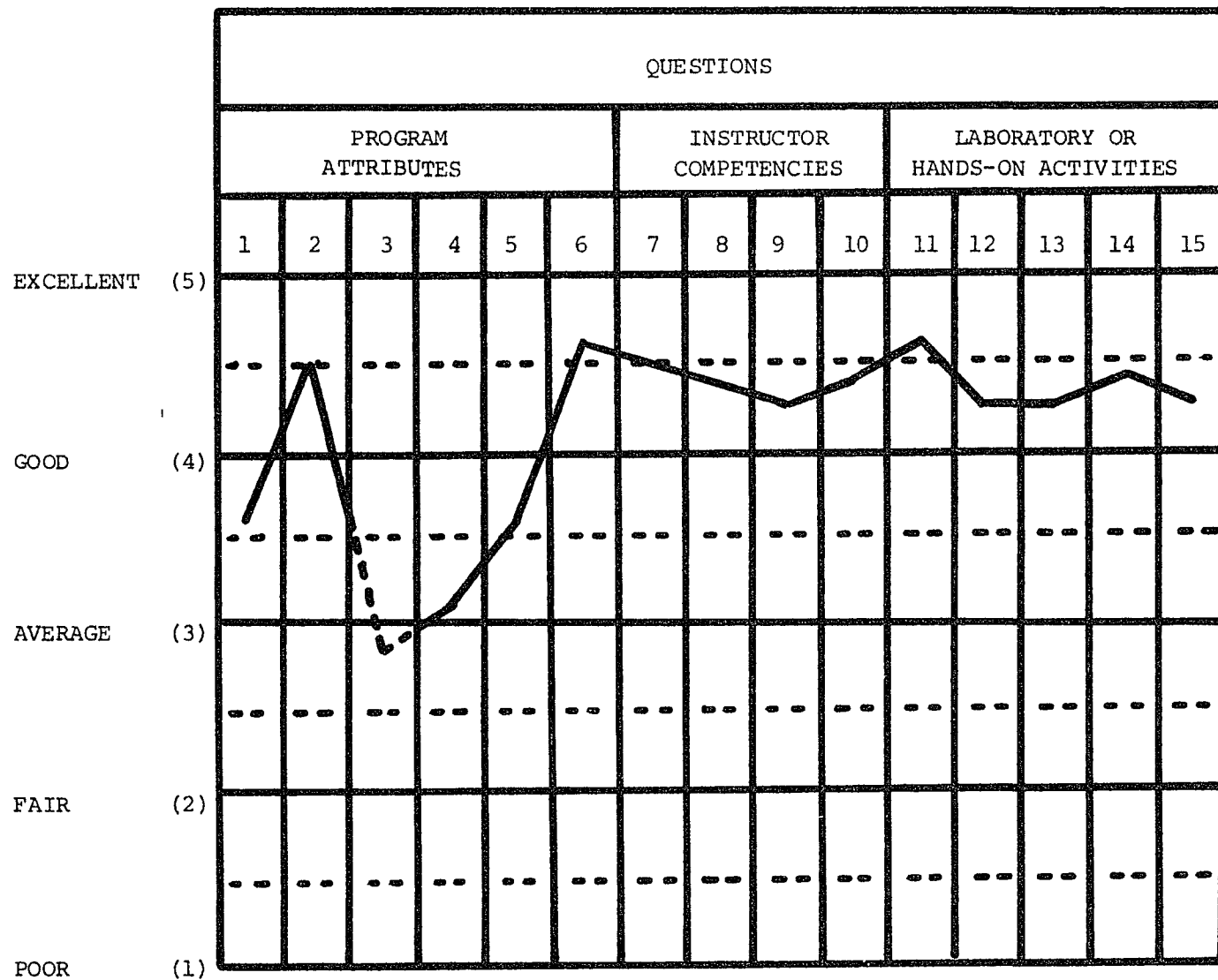


Figure 13 - Student's Perception of Nursing Assistant Shared-Time Program



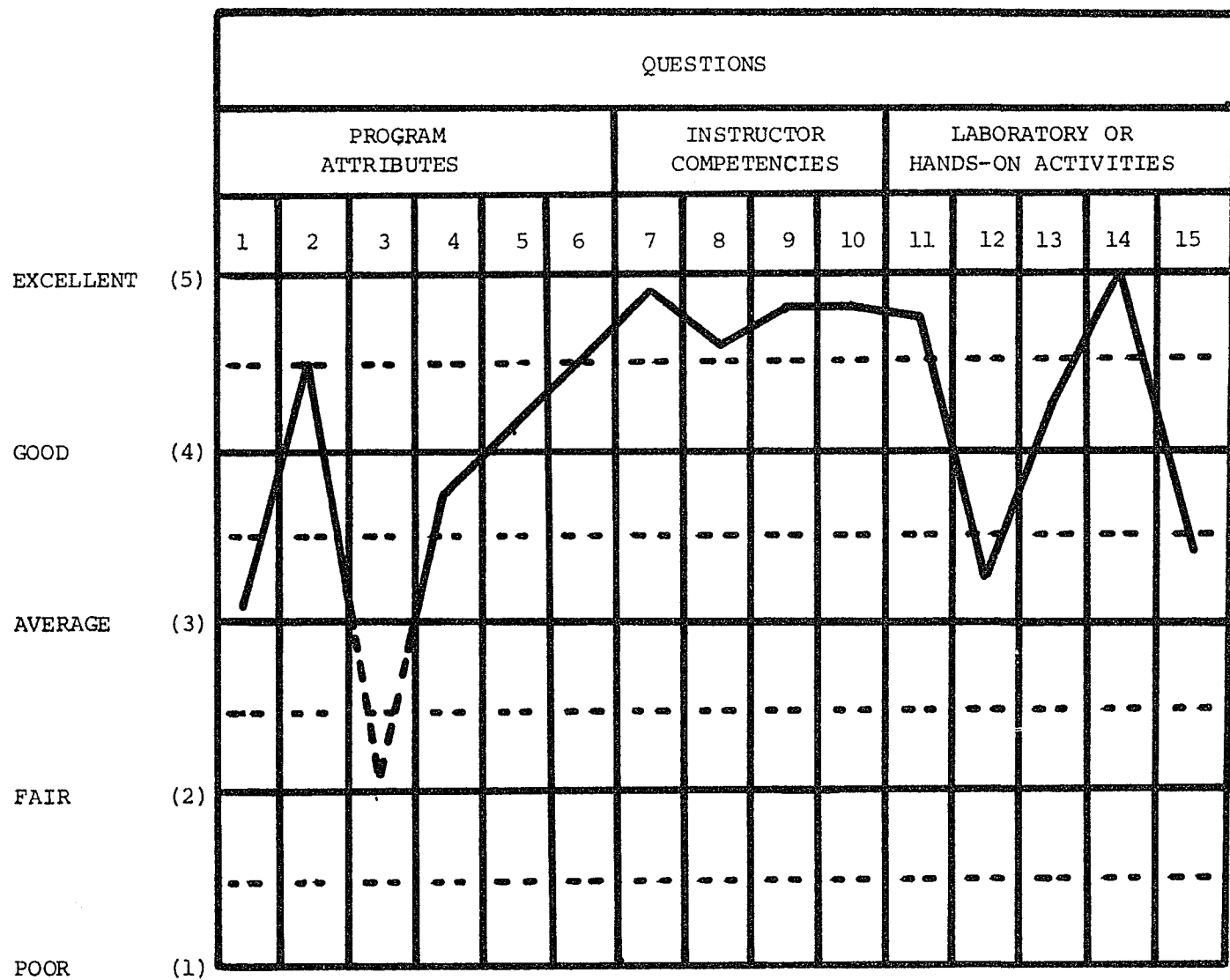


Figure 14 - Student's Perception of Teller Banking Shared-Time Program

## BIBLIOGRAPHY

## Public Documents

Bailey, Ernst W., Bland, David H., Brown, Dan. Guidelines for the Performance Objectives Development Project, Michigan Department of Education: Vocational Education and Career Development Services, Lansing, Michigan, 1972. Pp. 49.

Stromsdorfer, Ernst W., Review and Synthesis of Cost-Effectiveness Studies of Vocational and Technical Education. Department of Health, Education and Welfare: Office of Education. United States Government Printing Office, Washington, D.C., 1972. Pp. 151.

United States 88th Congress, 1st Session, H.R. 6074: A Bill to Amend the National Defense Education Act of 1958. Washington, D.C., 1963. Pp. 6.

## Books

Doll, Ronald C., Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon, Inc., 1970. Pp. v and 440.

Evans, Rupert N., Foundations of Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1971. Pp. iii and 292.

Goldhammer, Keith, Taylor, Robert E., Career Education: Perspective and Promise. Columbus: Charles E. Merrill Publishing Company, 1972. Pp. iii and 296.

Stufflebeam, Daniel L. (Chairman), Educational Evaluation and Decision Making. Phi Delta Kappa National Study Committee on Evaluation. F.E. Peacock Publishers, Inc., Itasca, Illinois, 1971. Pp. XIX and 368.

Wenrich, Ralph C., Wenrich, J. William, Leadership in Administration of Vocational and Technical Education. Columbus: Charles E. Merrill Publishing Company, 1974. Pp. iii and 291.

## Periodicals

Pfeffer, Leo, "Second Thoughts on Shared-Time". Christian Century, LXXIX (June 1962), Pp. 779-780.