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THE QUALIFICATIONS, POSITIONS, AND PROBLEMS OF CHIEF ADMINISTRATORS OF VOCATIONAL-TECHNICAL EDUCATION IN PUBLIC TWO-YEAR COLLEGES IN THE UNITED STATES, WITH SPECIAL REFERENCE TO MICHIGAN

By

John Julian Komar

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ABSTRACT

THE QUALIFICATIONS, POSITIONS, AND PROBLEMS OF CHIEF ADMINISTRATORS OF VOCATIONAL-TECHNICAL EDUCATION IN PUBLIC TWO-YEAR COLLEGES IN THE UNITED STATES, WITH SPECIAL REFERENCE TO MICHIGAN

By

John Julian Komar

PURPOSE: To compare the chief administrators of vocational-technical education in public two-year colleges in the State of Michigan with those in the rest of the United States, with respect to qualifications, professional problems, and administrative position, in order to provide some bases for: (1) improving upon the criteria by which administrators are hired, (2) updating the curricula by which administrators are trained, and (3) assigning priorities to the problems of post-secondary vocational administration.

METHOD OF RESEARCH: Information forms were sent to all of the chief vocational administrators in Michigan community colleges and to a stratified sample of those in the rest of the United States. Of the 148

institutions contacted. 82 per cent responded; 80 per cent of the information forms returned were usable.

SUMMARY:

(1) Among the 118 respondents, 115 held college degrees, 111 had master's degrees, 11 earned educational specialist certificates, and 25 held doctorates.

(2) Teaching experience ranged from less than one year to more than 40 years. The modal group ranged from five to nine years. Three-fourths of the respondents had taught in the public two-year college, and two-thirds had taught in the secondary school.

(3) Most of the respondents had worked from one to nine years in educational administration and had held their positions at the time of the study for four years or less.

(4) Most of the respondents had no occupational experience in business; one-third lacked experience in industrial occupations. Thirty per cent had experience in marketing and thirty per cent had experience in skilled trades.

(5) A total of 285 long-run problems of vocational and technical education were reported; these were categorized into 13 problem areas, six of which

each affected at least 10 per cent of the respondents. These were the areas of finances, communication, community college administrative procedures, staffing, cirriculum development, and state level vocational administration.

(6) The typical respondent held the title of dean and functioned at the second level of the administrative organization, reporting directly to the president.

(7) Most respondents supervised three of fewer administrative subordinates and less than 40 instructors. One-half of the respondents spent all of their working time in vocational-technical administration.

(8) Michigan respondents earned significantly higher salaries than those in the United States sample, held longer contracts, but were less likely to have been awarded tenure.

IMPLICATIONS:

(1) Criteria for the selection of chief vocational administrators should emphasize the doctorate in education, professional education experience in both teaching and administration, exposure to the public two-year college, and occupational experience in business and/or industry.

(2) Colleges of education should update curricula for the training of vocational administrators by providing coursework which formally addresses the problems of finances and communications, providing more opportunities for inservice training of administrators, and incorporating the findings of certain other recent studies in their curricula. Michigan colleges of education, in particular, should formally address the problems of unionization of community college faculty.

(3) State departments and colleges of education should recognize the relative importance of the problems identified in the study and assign to them the appropriate priorities. The problems identified also may be used as a framework for local studies of vocational and technical administration. Public information personnel of the public two-year college should work more closely with the chief vocational administrator, in order to help improve rapport with the significant publics of vocational-technical education.

To Diane

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The writer wishes to express his gratitude to those persons who generously assisted him in the study.

Special appreciation is expressed to Dr. Robert P. Poland, academic advisor; Dr. H. Paul Sweany, dissertation director; and Dr. Max R. Raines and Dr. Richard J. Lewis, committee members. Their encouragement and assistance substantially aided the progress of the study.

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CHAPTER I

INTRODUCTION

> Since the persons directly responsible for supervising technical education programs are one of the most important factors affecting the course of the program, a study of them may be helpful to those who have the responsibility for selecting and educating these administrators in the future.[1]

One of the most notable developments in American education during the 1960's and 1970's has been the growth of the public two-year college, fostered by "the same democratic concept of public concern that gave rise to the American high school."[2] In 1962, there were 403 public two-year colleges in service;[3] in 1971, there were 872.[4] There were approximately 1,000 institutions in operation in 1973.[5]

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[1]Roy W. Roberts, Vocational and Practical Arts Education (New York: Harper Brothers, 1957), p. 357.

[2]Milton K. Reimer, "Areas of Concern for Comprehensive Community Colleges," School & Society, IC (January, 1971), p. 47.

[3]Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 32.

[4]American Association of Junior Colleges, Junior College Directory (Washington, D.C.: American Association of Junior Colleges, 1972), p. 90.

[5]Ibid., p. 7.

This growth trend also can be measured by the increasing acceptance of responsibility for vocational and technical education by the public two-year college. The majority of community-junior colleges offers curricula designed to prepare students for employment.

> Junior college administrators and theorists are in substantial agreement that occupational education is one of the functions of community junior colleges. All of them tend to accept also the principle that each junior college should offer courses that are appropriate to its own constituency and its own community.[6]

Burkett has viewed the growth of post-secondary vocational-technical education as being the result of employment requirements, both in terms of the individual and society:

> Vocational education in post-secondary institutions has grown at an unprecedented rate in recent years. Part of this growth can be attributed to the fact that many youth and adults delayed occupational decisions during their high school years. Many of these individuals, had they enrolled in the courses, would have profited from vocational education at the secondary level. Post-secondary institutions are now giving them a second chance.
>
> Another factor that has contributed to expansion of post-secondary institutions is the new category of jobs created by technological advance, jobs that require a high school diploma supplemented by post-secondary education. Programs to train people for these new jobs are highly technical.[7]

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[6]James W. Thornton, The Community-Junior College (New York: John Wiley and Sons, 1968), p. 187.

[7]Lowell A. Burkett, "Latest Word from Washington," American Vocational Journal, XLIV (December, 1969), pp. 5-6.

Evans has seen the acceptance of occupational education by public community-junior colleges from a different perspective:

> It is estimated that a new community college is started some place in the United States each week, and a high proportion of these institutions are sold to taxpayers on the basis that they will provide significant amounts of vocational and technical instruction.[8]

Attention to vocational-technical education in the public two-year college largely has bypassed the _administrator_ of the occupational program. The popularity of the community college as a topic and setting for research has eluded the dean or director of vocational education. Shultz' 1965 study of junior college administrators is a case in point:

> The position of dean of technical and vocational programs (or dean of evening divisions) was not included in the study because the rapid growth of these programs makes predictions of such personnel need highly precarious.[9]

The few national studies which _have_ focused upon the characteristics of chief vocational administrators are likely to be out of date. Research studies by Gates,[10]

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[8]Rupert N. Evans, _Foundations of Vocational Education_ (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971), p. 181.

[9]Raymond E. Schultz, _Administrators for America's Junior Colleges, Predictions of Need 1965-1980_ (Washington, D.C.: American Association of Junior Colleges, 1965).

[10]Claude L. Gates, Jr., "A Study of the Administrators of Technical Education Programs in the Public Junior Colleges in the United States," unpublished Doctoral dissertation, The Florida State University, 1964.

in 1963; Fielding,[11] in 1966; and Whitney,[12] in 1967 yielded valuable findings. However, the most recent of these studies was conducted when the population of public junior colleges in the United States was 500,[13] approximately one-half the size of the 1973 population.

Fielding anticipated the problem of obsolete data on chief vocational administrators, as shown in a closing recommendation with regard to his 1966 study:

> Since vocational-technical education is a rapidly expanding area in the public junior college, a follow-up study similar to this study should be conducted in three years.[14]

Need for the Study

Colleges and state departments of education need to keep current the practices by which they train and select administrators of post-secondary occupational education. They must also keep current their knowledge of those problems which most seriously impinge upon the implementation of programs in vocational and technical

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[11]Marvin Richard Fielding, "Directors of Vocational-Technical Education in the Public Junior Colleges in the United States," unpublished Doctoral dissertation, University of Missouri, 1966.

[12]Larry Jerome Whitney, "An Analysis of the Administrative Structure and the Role of the Chief Vocational-Technical Education Administrator in Public Junior Colleges," unpublished Doctoral dissertation, University of Missouri, 1967.

[13]Ibid., p. 7.

[14]Fielding, op. cit., p. 120.

education. The satisfaction of these needs depends upon information which is valid, up to date, and applicable to the state of concern.

The few national studies of occupational administrators in public junior colleges had not met the informational needs of Michigan in 1973, in that: (1) none of the studies had specifically addressed itself to Michigan and (2) there was doubt about the currency of studies performed as late as 1967, since the population of community colleges in the nation had approximately doubled in six years.

Purpose of the Study

The purpose of the study was to compare the chief administrators of vocational-technical education in public two-year colleges in the State of Michigan with those in the rest of the United States, with respect to qualifications, professional problems, and administrative position, in order to provide some bases for:

1. improving upon the criteria by which administrators are hired,

2. updating the curricula by which administrators are trained, and

3. assigning priorities to the problems of post-secondary vocational administration.

More specifically, the study attempted to answer the following questions:

1. What are the educational and occupational qualifications of chief administrators of vocational-technical education in public two-year colleges?

2. Which of the long-run professional problems of vocational-technical education most seriously impinge upon the implementation of occupational education programs in public two-year colleges?

3. What are the administrative positions of the chief administrators of vocational-technical education in public two-year colleges?

Limitations of the Study

The scope of the study is limited to the public two-year colleges in the United States which offer occupational curricula, as listed in the 1972 Junior College Directory.[15] The persons responsible for overall administration of vocational-technical education in a sample of these institutions were asked to participate in the study.

The validity of the study was dependent upon the accuracy with which the respondents answered the written questionnaire.

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[15]American Association of Junior Colleges, op. cit.

The study does not purport to assess the effectiveness of administrators or the degree of success achieved by occupational education programs.

Furthermore, the conclusions drawn regarding the profiles and problems of chief administrators of vocational-technical education are valid only to the degree to which such information can accurately be obtained by the written questionnaire and assessed by the researcher.

Basic Assumptions

It is assumed that the public two-year colleges which offer occupational curricula have appointed persons to be responsible for the overall administration of these curricula, i.e., chief administrators of vocational-technical education. These administrators are assumed to carry a variety of titles which refer to administrative rank, including "Director," "Dean," "Vice President," and even "President."

It is further assumed that a sample of these administrators, randomly drawn, is representative of the population for the purposes of this study. It is also assumed that non-respondents do not significantly differ from respondents.

Definition of Terms

1. An administrator is a person who obtains, organizes, and provides the stimulus for human and material resources in an organization.[16]

2. A chief administrator is a person functioning as the direct administrative head of the organization.

3. A chief administrator of vocational-technical education is a person who is responsible for the overall administration of the occupational program in an institution. This person also is referred to in this study as "chief vocational administrator."

4. A community college is "an educational institution offering instruction for persons beyond the age of the normal secondary school pupil, in a program geared particularly to the needs and interests of the local area."[17] "Public junior college" and "community college" are used interchangeably in this study.

5. A curriculum is a series of courses leading to graduation and the attainment of a degree or certificate.

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[16]Steven J. Knezevich, Administration of Public Education (New York: Harper and Brothers, 1962), p. 78.

[17]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 108.

6. A level of administration is the position assigned in the line organization of the public two-year college.

7. A program consists of one or more curricula.

8. Vocational-technical education refers to all curricula that have as their objective the preparation for employment, or the upgrading of workers in those occupations which do not require a bachelor's degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related literature, using two approaches. First, a chronological review of literature focuses upon: (1) junior college administrators and (2) administrators of vocational-technical education in public two-year colleges. Secondly, related studies are presented as they pertain to the (1) qualifications, (2) problems, and (3) administrative positions of those responsible for the administration of occupational programs.

Junior College Administrators

"The first federal vocational-education act was signed into law on February 23, 1917, by President Woodrow Wilson."[1] Four months later, an article by James Rowland Angell was an early indication of the lack of attention which junior college administrators could expect for at least the next 50 years:

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[1]Mayor D. Mobley and Melvin L. Barlow, "Impact of Federal Legislation and Policies upon Vocational Education," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Part I, ed. Melvin L. Barlow (Chicago: The University of Chicago Press, 1965), p. 186.

> Quality in the character of the instruction, quality in the character of the student admitted, and, most of all, quality in the student graduated from the (junior college), are the all-important considerations. Compared with this . . . all questions of a merely administrative character, are wholly secondary.[2]

The general theme of early junior college writings appears to be centrally concerned with the definition of the relatively new type of institution. Lange[3] optimistically portrayed the newborn junior college as being the potential answer to many contemporary problems in public education. Alexander[4] and Zook[5] also speculated on the basic concept of a public two-year college.

Bennett[6] appears to have been the first to conduct an extensive study concerned with junior college administration. His 1925 Doctoral dissertation attempted to show the need for a public education institution between the secondary school and university levels. Furthermore, the

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[2]James Rowland Angell, "Problems Peculiar to the Junior College," The School Review, XXV (June, 1917), p. 396.

[3]Alexander Lange, "The Junior College--What Manner of Child Shall This Be?," School and Society, VII (February 23, 1918), pp. 211-216.

[4]C. C. Alexander and G. W. Willett, "Some Aspects of a Junior College," School Review, XXVIII (January, 1920), pp. 15-25.

[5]George F. Zook, "The Junior College," School Review, XXX (October, 1922), pp. 574-583.

[6]Guy Vernon Bennett, "Public Administration of Vocational Education of Junior College Grade," unpublished Doctoral dissertation, University of California, 1925.

study attempted to suggest means by which vocational education could be administered through public agencies. Another concern was with verifying the types of occupations which would best lend themselves to junior college level curricula.

The results of Bennett's study lead to the conclusions that (1) the main concern of administrators and teachers is with preparing students for university education and the professions, (2) few junior colleges have the means to provide vocational education on a wide scale, and (3) the public would prefer to see training programs for middle-grade occupations in private settings.

Bennett's dissertation ultimately provided much of the text for a book[7] which was published in 1928. It is interesting to note that neither in his dissertation nor in his book did Bennett devote any attention to the administrator, from the standpoints of vocational education or the junior college.

Koos,[8] in 1944, studied the extent to which junior colleges were staffed with administrators. His sample of 167 institutions represented three-fourths of all public

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[7]G. Vernon Bennett, Vocational Education of Junior College Grade (Baltimore: Warwick and York, Inc., 1928).

[8]Leonard V. Koos, "Junior-College Administrators and Their Scope of Function," School Review, LII (March, 1944), pp. 141-149.

junior colleges in operation at that time. He categorized the junior colleges by enrollment size, as follows: fewer than 100 students, 100 - 199, 200 - 499, and 500 and over. One can appreciate the growth of the public two-year college by comparing Koos' enrollment classifications to today's standard, which considers an institution serving fewer than 1,000 students to be relatively small.

The 167 public junior colleges in the study employed a total of 411 "additional officers,"[9] to use Koos' term. These were defined as administrators employed in addition to the chief executive officer (president). These included administrators of all types, including registrars, deans of students, and academic deans. Junior colleges were found to employ an average of 2.5 additional officers.

The higher categories of enrollment employed the greatest numbers of additional officers. However, only three-fourths of these administrators were employed full-time in junior college work; other administrators performed at the high school level, also. Only <u>two</u> of the 411 administrators identified in the study held the title, "Dean of Vocational Education."[10]

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[9] <u>Ibid</u>., p. 141.

[10] <u>Ibid</u>., p. 143.

During the decade of the 1950's, researchers seemed to be especially interested in ascertaining the desirable qualifications for public junior college administrators. Pierce[11] ascertained the duties of presidents and deans of junior colleges and specialists in junior college education in graduate schools in a 1950 study. He found that the following duties were performed most frequently by second administrative officials (deans):

1. assisting and advising chief administrative official,
2. supervision of the curriculum,
3. supervision of class schedule,
4. supervision of all teaching at the junior college,
5. responsibility for admission standards, and
6. supervision of all matters relating to student registration.

Pierce also found that certain courses were considered to be particularly effective in training second administrative officials to perform the above duties. These courses were (1) Administration and Supervision, (2) General Administration, (3) Supervision, (4) Administration and Organization, (5) Child Accounting, and (6) School Law.

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[11]Alfred Clem Pierce, "The Qualifications and Training Necessary for Deans, Second Administrative Officers of Public Junior Colleges," unpublished Doctoral dissertation, University of Texas, 1950.

junior college chief executive officer was met with limited success.

Boynton[14] studied the staffing needs of junior colleges, in 1959. He concluded that an administration for either public or private junior colleges should be comprised of a president, business manager, and dean-registrar. At no time should there be more than five administrators who report directly to the president. Boynton emphasized that the organizational structure of the junior college should be reviewed on a regular basis and revised when necessary.

Roland[15] surveyed the administrative heads of 191 junior colleges, 51 of which were public, in 1953. His purpose was to learn about the professional preparation of chief administrators. It was found that every administrator in the study had earned at least a bachelor's degree, and that 90 per cent of the undergraduate degrees showed a specialty in one of the "learning areas of general education."[16]

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[14]Edwin Curry Boynton, "A Critical Analysis of Administrative Staffing Needs of Junior Colleges," unpublished Doctoral dissertation, University of Texas, 1959.

[15]Leo J. Roland, "Professional Preparation of Junior College Administrators," Junior College Journal, XXIV (October, 1953), pp. 73-79.

[16]Ibid., p. 73.

The administrators represented two distinct groups of academic backgrounds (1) social sciences/humanities and (2) natural sciences/engineering/vocational-technical areas. The former group outnumbered the latter by a ratio of two to one. Roland suggested that the two groups should be balanced in number, "since many communities are indicating a greater need for tertiary offerings of the vocational-technical type . . . ."[17]

Nearly two-thirds of the administrators had held other positions in college administration, and 92 per cent were military officers.

Not all researchers shared the same view of junior college administrators, however:

> The task of the administrator is a menial one. His status is somewhere between that of a messenger boy or janitor and a policeman, for he functions as all three. He carries messages from the public to the faculty. He cleans up faculty messes and he enforces the law. The anxiety of a faculty of scholars to identify with him can only be explained by abnormal psychology.[18]

In 1960, Landrith[19] studied public junior college administrators in Texas in order to determine their

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[17] Ibid., p. 74.

[18] Morris F. Taylor and Herbert W. Dick, "More on Junior College Administrators," Junior College Journal, XXVI (December, 1957), p. 221.

[19] Harold F. Landrith, "A Study of the Academic Backgrounds, Professional Experiences, and Administrative Duties of Texas Public Junior College Administrators," unpublished Doctoral dissertation, University of Houston, 1960.

administrative duties and to analyze the allocation of these duties. He also was concerned about the appropriateness of the Texas administrators' academic backgrounds and professional experiences as preparations for their positions.

Landrith concluded that administrators of Texas public junior colleges were moderately well-trained to perform their assigned duties. Findings indicated that:

1. 54 per cent of the 129 administrators had formal training in junior college administration;

2. 61 per cent had junior college experience prior to assuming their current positions;

3. 25 per cent of the administrators gained their junior college experience in the institution in which they were employed;

4. 41 per cent of the administrators had public school administrative experience;

5. pre-service and in-service training programs had been developed by relatively few Texas public junior colleges; and

6. 10 per cent of the administrators had completed courses pertinent to their positions since receiving their appointments in junior colleges.

In 1961, LaVire[20] identified the critical tasks for public junior college administration, as perceived by administrators. He then compared these tasks to those reported by the Southern States Cooperative Program in Educational Administration. The national public junior college administrators identified 47 critical tasks for public junior college administration; 41 of these tasks were common to the job of public school administration. Also, there was substantial agreement between state and national administrators on the tasks considered critical for junior college administration.

The eight major task areas identified by LaVire were:

1. pupil personnel,
2. community-school leadership,
3. staff personnel,
4. school plant management,
5. school transportation,
6. school organization and structure,
7. school finance and business management, and
8. curriculum development and instruction.

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[20]Willis Alvin LaVire, "The Critical Tasks for the Public Junior College Administrators," unpublished Doctoral dissertation, University of Florida, 1961.

In 1961, Blocker[21] expounded upon the role of the chief administrator in school plant management:

> The (chief) administrator, then, plays the central role in equating the physical plant to educational needs. He must secure and utilize the help of many different people, who, because of their dissimilar attitudes and points of view, can help plan a campus which will include both utility and aesthetic values.

A 1963 study of California public junior colleges by Eisenbise[22] compared administrative organizations and operational patterns. He found that job titles varied considerably among the institutions surveyed. The titles were not confined to particular organizational echelons.

Eisenbise concluded that the most viable type of organization in California is the separate junior district, as compared to arrangements wherein the junior colleges are extensions of secondary schools. It also appeared that junior colleges having enrollments of at least 1,500 students had the most effective organizations.

On the basis of his 1963 study, Eisenbise recommended:

1. vocational-technical education should be given more prominence in the public junior college, and

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[21]Clyde E. Blocker, "The Role of the Administrator in Community College Planning," Junior College Journal, XXXI (February, 1961), p. 330.

[22]Merlin Edwin Eisenbise, "Administrative Organization and Operational Patterns in Junior Colleges of California," unpublished Doctoral dissertation, The University of Connecticut, 1963.

2. junior colleges should make use of administrative theory when establishing criteria for the duties, titles, and functions of administrators.

In another 1963 study, Pax[23] analyzed the administrative structures of California public junior colleges, in order to develop guides for their improvement. The study was concerned with (1) administrative functions, (2) organization, (3) performance and delegation patterns, (4) principles of organization, and (5) guides for the development of the junior college structure.

The Pax study yielded the following findings:

1. Those administrative principles least applied were concerned with leadership and delegation, staff assistance, master planning of organizational structures, periodic review of the organizational structures, and execution of delegated functions at the lower levels of the hierarchy.

2. Approximately one-third of the administrators were responsible to more than one higher level administrator, and that responsibility to a single higher level administrator decreased in descending levels.

3. Upper-level administrators shared administrative responsibility and as colleges increased in size the

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[23]Robert William Pax, "An Analysis of Junior College Administrative Organizations," unpublished Doctoral dissertation, University of Southern California, 1963.

sharing of responsibilities increased at a faster rate than delegation of these duties.

4. Approximately one-third of the administrators in the smaller junior colleges were unable to report planned positions status for the ensuing school year.

In 1965, Blocker, Plummer, and Richardson[24] asserted that descriptions of activities performed by administrators do not present the full picture of a successful administration. That is, "administrators on all levels must possess personal understanding and skills which enable them to reach the objectives of the organization through other members of the staff."[25] Blocker, Plummer, and Richardson present these skills:

> 1. The ability to determine which logistic approach or technique is appropriate to securing maximum productivity in any given administrative situation (presupposes a broad subject-content background on the part of the administrator).
>
> 2. The ability to coordinate many different functions so that a well-ordered organization results.
>
> 3. The ability, even while maintaining a well-ordered organization, to "disturb" its stationary character in order to effect change toward improvement.
>
> 4. A constant awareness of the roles performed by faculty and staff members in order to appraise the abilities, strengths, and weaknesses of each.

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[24]Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 188.

[25]Ibid., pp. 187-188.

5. The willingness to delegate responsibility (and the necessary amount of corresponding authority) to faculty and staff members according to their abilities, strengths, and weaknesses.

6. A knowledge of who should participate, when, and to what extent, in each of the administrator's decision-making situations.

7. The ability to get to the real heart of a situation; i.e., to recognize which pre-existing conditions cannot possibly be changed and which can; to identify many of the ancillary connections implied, and to evaluate which, if any, of the outcomes will be crucial.

8. The skill of leading discussions, eliciting responses, and synthesizing and summarizing points.

9. An awareness of the power structure of the environment, which includes both the community and the faculty.

10. The ability to establish and maintain efficient and accurate communications.

11. Not only the willingness, but also the desire to join with others in an appraisal of the quality of one's own leadership.

12. A tendency toward continuous self-analysis in order to determine the effects of one's self-image, status, ambitions, and power upon one's actions.

13. The ability to maintain relative consistency in one's personal role while dealing with faculty and staff.

14. The ability to predict probable faculty, staff, student, and community reactions to proposed leadership.

15. Sensativity to the organizational structure: social, formal, and informal.

The adult education administrator in the junior college was the subject of a 1965 study by Schroeder and

Sapienza.[26] The researchers found that there were 127 adult education administrators, three-fourths of them distributed among five states: California, Florida, New York, Texas, and Michigan.

Most of the adult education administrators reported directly to the president of the junior college. Three-fourths of the positions under study were totally administrative. None of the administrators had received their first degree in educational administration, although 26.1 per cent had majored in this area for their master's degrees, and 16.6 per cent for their doctorates.

Graybeal reported that the median salary of the dean or director of vocational-technical education in public two-year institutions during 1969-70 was $16,438.[27] This finding was consistent with that of an administrative compensation survey conducted by the College and University Personnel Association in 1970.[28] The latter survey found the salary for the same position to be as follows:

Minimum	Median	Maximum
$6,793	$16,186	$28,425

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[26]Wayne L. Schroeder and Dunnovan L. Sapienza, "The Public Junior College Adult Education Administrator," Adult Education, XV (Summer, 1965), pp. 241-244.

[27]William S. Graybeal, "Faculty and Administrative Salaries, 1969-70," Junior College Journal, XLI (August-September, 1970), p. 11.

[28]James W. White, "C. U. P. A.'s 1969-70 Administrative Compensation Survey," Junior College Journal, XLI (August-September, 1970), p. 12.

The median salary for the dean or director of vocational-technical education, according to the CUPA survey, was the lowest among 17 deans/directors of subject areas. In comparison, the median for the area of arts & sciences was $21,650, for business $21,400.[29]

Latta and Hartung[30] conducted a national survey in 1970 on the position of academic dean in the public junior college. It was found that the title, "Dean of Instruction" was the most commonly used for this position. Eighty-one per cent of the academic deans reported directly to the president. They indicated their satisfaction with the job; 85 per cent said they intend to remain in their present position. The typical academic dean was found to be:

1. a family man in early middle age,
2. a university graduate with at least a master's, and
3. a former teacher at several educational levels.

The position was found to entail a "multiplicity of duties and responsibilities," including preparation of schedules and catalogs, employment and supervision of personnel, and curriculum development and budget preparation.

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[29] Ibid., p. 13.

[30] E. Michael Latta and A. Bruce Hartung, "The Junior College Dean: The Man and The Position," Junior College Journal, XLI (August-September, 1970), pp. 20-22.

Administrators of Vocational-Technical Education In Public Two-Year Colleges

The 1960's witnessed a nation-wide rebirth of interest in vocational-technical education, including those programs in the public two-year college. Thomas B. Merson, 1964 Assistant Director for Commissions of the American Association of Junior Colleges, summarized the outlook of the times:

> One of the major missions of the two-year community college is to provide occupational training in one-year and two-year programs for pre-employment, and intensive evening programs for employment upgrading and retraining for adults.[31]

Educators and public officials called for the expansion of occupational programs in the junior college. A 1953 study had shown that 80 per cent of the occupational curricula offered in public two-year colleges were concentrated on the campuses of five per cent of the 302 institutions examined.[32]

Sheats[33] concurred with the opinion that junior colleges were not providing their share of technical

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[31]William K. Ogilvie, "Occupational Education and The Community College," Educational Leadership, XXII (January, 1965), p. 244.

[32]Gail Shannon, "Terminal Programs in the Public Junior College," Educational Research Bulletin, XXXII (January 14, 1963), pp. 7-10.

[33]Paul H. Sheats, "Occupational Training and Higher Education," The Educational Record, XLV (Spring, 1964), pp. 139-141.

education; he called for increased attention to the need for expanded leadership training programs for personnel in vocational programs.

Harris[34] saw a need for research into the problem of administrative leadership for community college occupational education:

> So far, the Junior College Leadership Program Centers . . . are not coming to grips with this problem. They are emphasizing the leadership roles of presidents, academic deans, deans of students, deans of business affairs, and directors of guidance, but not much effort is going into the preparation of persons for leadership roles for the occupational education function of the community college.

Venn,[35] Barlow,[36] and Ginzberg and Hiestand[37] generally were in agreement with this position. Johnson[38] explained that the position of dean of vocational education was

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[34]Norman C. Harris, "Major Issues in Junior College Technical Education," The Educational Record, XLV (Spring, 1964), p. 136.

[35]Grant Venn, Man, Education, and Work: Post-Secondary Vocational and Technical Education (Washington, D.C.: American Council on Education, 1964), p. 175.

[36]Melvin L. Barlow, "A Platform for Vocational Education in the Future," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Part I, ed. Melvin L. Barlow (Chicago: The University of Chicago Press, 1965), pp. 288-289.

[37]Eli Ginzberg and Dale I. Hiestand, "Key Issues and Problems in Vocational and Technical Education," New Conceptions of Vocational and Technical Education, ed. Jerry M. Rosenberg (New York: Teachers College Press, Columbia University, 1967), p. 26.

[38]B. Lamar Johnson, "Guidelines and Trends in Post-Secondary Vocational-Technical Education," Phi Delta Kappan, XLVI (April, 1965), p. 378.

becoming more critical, to the extent that some occupational programs in junior colleges were expanding. Lee and Hamlin[39] stated that the basic needs of the times appeared to be headed by the need for a "clearer definition of the problems in organizing, administering, and financing occupational education."

There appeared to be differences of opinion on the effectiveness of changes in legislation and rules of organizations, with respect to occupational education. For example, Morrison[40] indicated that it had been standard practice to define the role of the community college with some proviso about technical and vocational training, "to meet the needs of the community, the state, and the nation." Perhaps, it was not enough simply to change rules.

In contrast, Evans, Mangum, and Pragan[41] credited a rule change (included in the Vocational Education Amendments of 1968) for bringing systematic attention to personnel development for vocational education:

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[39]Allen Lee and Herbert M. Hamlin, "Organization and Administration," Review of Educational Research, XXXVIII (October, 1968), p. 402.

[40]D. Grant Morrison, "The Place of the Community College," Journal of Higher Education, XXXII (November, 1961), pp. 462-463.

[41]Rupert N. Evans, Garth L. Mangum, and Otto Pragan, Education for Employment: the background and potential of the 1968 Vocational Education Amendments (Ann Arbor, Michigan: The Institute of Labor and Industrial Relations, 1969), p. 105.

> For the first time since the Smith-Hughes Act of 1917, systematic attention was given to the development of personnel to conduct vocational education programs. The Vocational Education Amendments of 1968 achieved this objective by amending the Education Professions Development Act of 1965 which until now had largely ignored vocational education.
>
> The Act includes two programs: grants to individuals for full-time advanced study of vocational education for up to three years, and programs of teacher exchange and in-service training.

Attention turned to analyses of what constituted the proper qualifications for occupational administrators in public two-year colleges. The Panel of Consultants on Vocational Education issued this statement, in 1963:

> Persons occupying positions of leadership should have had teaching experience in vocational education in addition to appropriate professional education for the job.[42]

To those criteria, London[43] added appropriate work experience and favorable attitudes toward the field.

In addition to a revived flow of commentary about vocational-technical education, the 1960's saw the beginnings of research studies which were focused specifically upon the characteristics of the administrator of occupational education in the community-junior college. These

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[42]U.S. Department of Health, Education, and Welfare, Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education (Washington, D.C.: U.S. Government Printing Office, 1963), p. 162.

[43]H. H. London, "Leaders for Vocational Education," School Shop, XXIV (April, 1965), pp. 56-57, 109.

studies have been few, but significant--particularly those of Gates,[44] Fielding,[45] and Whitney.[46]

Gates Study

Gates conducted the first known nation-wide study of the characteristics of administrators of technical education, in 1963.[47] His purposes were to:

1. obtain a profile of the administrative heads of technical education in public junior colleges in the United States;

2. identify the places in the administrative structure held by these administrators;

3. describe the scope of the technical education programs; and

4. analyze the relationship of characteristics of the administrators to the scope of the programs administered by these persons.

Gates distributed questionnaires to 85 administrators of technical education in 50 institutions. The

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[44]Claude L. Gates, Jr., "A Study of the Administrators of Technical Education Programs in the Public Junior Colleges of the United States," unpublished Doctoral dissertation; The Florida State University, 1964.

[45]Marvin Richard Fielding, "Directors of Vocational-Technical Education in the Public Junior Colleges in the United States," unpublished Doctoral dissertation, University of Missouri, 1966.

[46]Larry Jerome Whitney, "An Analysis of the Administrative Structure and the Role of the Chief Vocational-Technical Education Administrator in Public Junior Colleges," unpublished Doctoral dissertation, University of Missouri, 1967.

[47]Gates, op. cit.

returning data were tested, where appropriate, using chi-square analysis. Among the findings of the study were the following:

1. The typical administrator in this study was 47.8 years old, male, married, a member of the occidental race, and working in a different state from the state in which he was born and educated.

2. The academic background of the typical respondent included . . . a Master's degree . . . with a major in education. The study further indicated that the typical administrator had successfully completed at least one course in each of the following: (1) administration and organization of education, (2) history of education, (3) philosophy of education, (4) educational psychology, (5) technical education, and (6) student personnel work. However, it is unlikely that he had taken a course on the junior college.

3. According to the duties the typical administrator performed and the time he devoted to these duties, he was predominantly an administrator and not a teacher.

Gates concluded that the majority of the junior colleges in the study met the challenge by Harris:[48]

> Junior colleges must offer technical and vocational programs at several levels of rigor, in order that students from a rather wide range of academic

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[48] Ibid., p. 110.

abilities may be served by the college's program. Rigorous technical programs should certainly be provided, but so also should programs in business education, trade and industrial education, agriculture, and home economics.

Fielding Study

The second major, nation-wide study of occupational administrators in post-secondary settings was performed in 1966 by Fielding.[49] His stated purposes were (1) to ascertain the actual qualifications and duties of directors (administrators) of vocational-technical programs, (2) to ascertain desirable qualifications for directors of these programs, and (3) to examine certain aspects of the organizational structure of the vocational-technical program.

All public junior colleges listed in the 1966 Junior College Directory were asked to participate in the study. Fielding used a written questionnaire for data collection, and realized a response of 73 per cent from the 479 junior colleges originally contacted.

On the basis of his study, Fielding made the following conclusions:

1. The numbers of directors of vocational-technical education in the public junior colleges will continue to increase.

2. Persons preparing for this position should acquire an appropriate occupational background,

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[49]Fielding, op. cit.

including work experience in business or industry, directly related to an area in the vocational-technical curriculum, if possible.

3. An appropriate educational background for a director would include: an under-graduate major in either industrial education, engineering, or vocational-technical education; a graduate major in educational administration and supervision, industrial education, or vocational-technical education, with a concentration of graduate credit in vocational-technical education.

4. An appropriate professional background for a director would include: teaching experience on either the secondary or college level in one of the areas in the vocational-technical curriculum. Both administrative and teaching experience on the junior college level are desirable.

5. In terms of educational attainment, directors seemed to be well prepared for the positions they held; however, it would appear that some phases of their educational preparation had been inadequate.

Fielding suggested that colleges and universities consider the possibility of internships in business and industry for students in vocational administration to obtain in preparation for future administrative roles. He also suggested that colleges and universities recruit educators who already have the desirable characteristics for work in vocational administration, as outlined in the study.

Whitney Study

Whitney[50] undertook a similar study, in 1967. His main purposes were to (1) identify the administrative

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[50]Whitney, op. cit.

levels and job titles of the chief vocational-technical education administrators (in junior colleges); (2) identify patterns of administrative structure of junior colleges offering occupational curricula; and (3) identify the duties, responsibilities, and conditions of employment of the chief vocational-technical education administrators.

The researcher mailed questionnaires to all junior colleges listed in the 1966 Junior College Directory, as had Fielding.

Whitney's study yielded a greater variety of findings than did those of either Gates or Fielding. The three studies generally coincided in their findings on the qualifications of administrators of occupational programs. Some of the newer findings of the Whitney study included:

> 1. There appear to be 8 basic administrative structural patterns. The chief vocational-technical education administrator typically has equal or parallel status with the administrator of the academic transfer program, and occupies the second or third level.
>
> 2. There is an apparent relationship between actual and desired job titles and the administrative levels. Most of the administrators wanting to change titles, desired a more prestigious title than their present one.

The study had implications for the improvement of vocational programs in a variety of ways.

> Promotion of the vocational-technical education programs, through speaking engagements and appearing periodically on radio and television programs, should become a more important responsibility for vocational-technical education administrators.

Also:

The state employment security agencies could be utilized to a greater extent in procuring new staff members.

Chief vocational-technical education administrators are more likely to keep abreast of new developments in occupational education if time and expenses are provided to attend national professional meetings and conventions.

The Whitney study has been the most comprehensive of its type in vocational-technical education. However, the further expansion of the junior college population gradually has dated this 1967 study.

Other Studies

In a 1966 study, O'Brian[51] attempted to ascertain the knowledge required of vocational education leaders, by surveying their superiors. The following areas of knowledge were considered most important to administrators: economics, guidance, psychology, sociology, labor and management, facility planning, and training.

Law[52] performed an important study, in 1966. Although it was concerned with occupational administrators

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[51]John L. O'Brian, The Advanced Degree and Vocational-Technical Education Leadership (New Brunswick, New Jersey: Rutgers--The State University, 1966).

[52]Gordon F. Law, "Administrative Positions and Functions in Occupational Education: A Study of the Duties and Responsibilities of Public School Administrators as they Affect the Initiation, Development and Conduct of Federally-Aided Programs in Occupational Education in New York State," unpublished Doctoral dissertation, New York University, 1966.

in public school systems in New York, the study had implications for administrators in the junior college, as well. The conclusions of the study included the following:

> Both general and vocational school administrators agree that the certification of administrators of vocational education should be based on three prime requirements: (1) appropriate occupational experience, (2) teaching and supervisory experience in vocational schoolwork, (3) professional training and preparation that includes a period of supervised internship, specific tool subjects that relate to the administration of vocational education, general school administration, and graduate level instruction in the humanities.

Gutcher[53] conducted research in 1968 to determine the desirable characteristics of vocational directors. The study was performed at Colorado State University. In the opinions of junior college and technical institute officials, the most important characteristics were:

1. vocational education background,
2. administrative or supervisory experience, and
3. personality.

Polk[54] conducted another study which was not directly concerned with junior college vocational administrators, but which had implications for them, nonetheless.

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[53]G. Dale Gutcher, Desirable Characteristics of Vocational Department Heads As Seen By Senior Administrators (Fort Collins, Colorado: Colorado State University, 1968).

[54]Harold Jackson Polk, "Characteristics of Directors of Area Vocational-Technical Schools," unpublished Doctoral dissertation, University of Missouri, 1969.

In 1969, Polk attempted to ascertain whether or not top-ranked directors possessed identifiable characteristics which were found only to lesser degree among those who were not as highly ranked. The study focused upon the directors of area vocational schools.

Local directors from 24 states were surveyed; in addition, members of vocational staffs of state departments of education were consulted. The study yielded several significant findings:

1. There was a high direct relationship between majoring in vocational education at the graduate level and receiving successful ratings from superiors.

2. There was a positive, direct correlation between years of experience in vocational administration and rated success as a local director.

3. There was a positive relationship between membership in five or more professional organizations and rated success.

4. There was no significant relationship between background of the director and rated success.

Two studies in the early 1970's were concerned with discovering those competencies that are required of virtually all types of vocational administrators. Briggs[55] asked vocational administrators and chief school officers representing area vocational schools, metropolitan school systems, and junior colleges to rate a set of competencies

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[55]Lloyd Delano Briggs, "Basic Competencies Necessary for Administrators of Vocational and Technical Education," unpublished Doctoral dissertation, Oklahoma State University, 1971.

which might be considered necessary for effective administration in vocational-technical education. He found that the different types of vocational administrators were in agreement, generally, on the relative importance of the competencies.

A 1972 study by Sundstrom[56] used factor analysis to identify and group the professional education competencies common to administrators of vocational education. Written questionnaires were completed by 72 administrators, who represented six categories. Using the R-technique, Sundstrom extracted seven factors from the data:

Instruction - Staff and Facilities

Personnel - Student and Staff

Program Development and Demonstration

Curriculum Development and Evaluation

Professional Relations - Organized Groups

Management of the Educational System

Research Projects

The highest mean-ranked item was: Work with others in educational administration to initiate and maintain occupational education progress.

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[56]Lloyd Conrad Sundstrom, "A Factor Analysis of The Professional Education Competencies of Administrators of Vocational Education," unpublished Doctoral dissertation, Oregon State University, 1972.

The latter two studies would seem to have implications for curriculum development in teacher education and in leadership development programs in educational administration. Apparently, one program could be used to prepare several prospective administrators for different positions, or to train a given student to be able to adapt to a variety of positions in vocational administration.

Lien[57] studied the profiles and problems of occupational administrators in 40 rural community colleges in 11 western states. The underlying theme of the study was that administrators in rural settings differ from their urban counterparts, to the extent that occupational education is relatively restricted in rural communities.

Rural community colleges were defined as those which were more than 100 miles by paved road from a population center of 50,000 people or more. Lien identified 40 such institutions for the study and mailed written questionnaires to their administrators of occupational education. In addition, he personally visited several campuses included in the population.

The study yielded several interesting findings, including the following:

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[57]David Alvin Lien, "Problems and Profiles of Administrators of Occupational Education in Rural Western Public Community Colleges," unpublished Doctoral dissertation, University of California, Los Angeles, 1972.

The major problem confronting the rural community college vocational administrator was the lack of prestige in occupational education.

Occupational programs were limited, but typically included auto mechanics, data processing, agriculture, distributive education, electronics, and office occupations.

The rural occupational administrator typically graduated from a comprehensive high school in a town of less than 5,000 population.

The occupational administrator does not have administrative rank which is equal to that of the chief academic administrator at the same institution.

The background of the administrator typically is related to his views on the problems in vocational education.

Lien summarized his study:

> We have concluded that about one-half of the colleges serve their students well. The implication is clear that the other half need attention. To them has to be delivered the message of the purpose and promise of the comprehensive community college. The rural mind is an independent one, not easily convinced of the value of new or outside ideas. But once the right people are aroused by the potential of occupational education, they will find ways to bring it to their community.[58]

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[58] Ibid., p. 78.

Summary

Qualifications

The Panel of Consultants on Vocational Education issued a statement concerning the proper qualifications of administrators, in 1963:

> Persons occupying positions of leadership should have had teaching experience in vocational education in addition to appropriate professional education for the job.

To those criteria, London added appropriate work experience and favorable attitudes toward the field. See page 29.

In 1964, Gates found that the typical administrator of technical education held a master's degree with a major in education. The administrators typically had completed at least one course in each of the following areas: (1) administration and organization of education, (2) history of education, (3) philosophy of education, (4) educational psychology, (5) technical education, and (6) student personnel work. However, it was unlikely that the administrators had taken a course on the subject of the junior college. See pages 30-32.

Fielding (pages 32-33) concluded from his 1966 study that:

> Persons preparing for (vocational administration in the public junior college) should acquire an appropriate occupational background, including work experience in business or industry, directly related to an area in the vocational-technical curriculum, if possible.

> An appropriate educational background for a director would include: an under-graduate major in either industrial education, engineering, or vocational-technical education; a graduate major in educational administration and supervision, industrial education, or vocational-technical education, with a concentration of graduate credit in vocational-technical education.
>
> An appropriate professional background for a director would include: teaching experience on either the secondary or college level in one of the areas in the vocational-technical curriculum. Both administrative and teaching experience on the junior college level are desirable.

Also in 1966, O'Brian ascertained the most important areas of knowledge for vocational education leaders to be: economics, guidance, psychology, sociology, labor and management, facility planning, and training. See page 35.

Law (page 35) concluded from his 1966 study that certification of administrators of vocational education should be based on:

> . . . (1) appropriate occupational experience, (2) teaching and supervisory experience in vocational schoolwork, (3) professional training and preparation that includes a period of supervised internship, specific tool subjects that relate to the administration of vocational education, general school administration, and graduate level instruction in the humanities.

In 1968, Gutcher (page 36) determined that the desirable characteristics of vocational directors were:

1. vocational education background,
2. administrative or supervisory experience, and
3. personality.

In a 1969 study, Polk found that among directors of area vocational schools, rated success directly

coorelated with: (1) majoring in vocational education at the graduate level, (2) years of experience in vocational administration, and (3) membership in five or more professional organizations. No significant relationship was found between the director's background and rated success. See page 37.

Sundstrom, (page 38) in a 1972 study, found the following competencies to be common among administrators of vocational education:

Instruction - Staff and Facilities
Personnel - Student and Staff
Program Development and Demonstration
Curriculum Development and Evaluation
Professional Relations - Organized Groups
Management of the Educational System
Research Projects

Problems

In a 1967 study of vocational-technical administrators in public junior colleges, Whitney found that most of the administrators who wanted to change their titles wanted more prestigious titles. See pages 33-35. Lien, in 1972, found that the major problem of the rural community college vocational administrator was the lack of prestige in occupational education. Also, the rural occupational administrator did not have administrative rank which

was equal to that of the main academic administrator at the same college. See pages 39-40.

Administrative Position

Koos studied three-fourths of the community colleges in operation, in 1944, to ascertain the extent to which they were staffed with administrators. Only two of the 411 administrators identified in the study held the title, "Dean of Vocational Education." See page 13.

In 1965, Johnson explained that the position of dean of vocational education was becoming more critical, to the extent that the occupational programs in some junior colleges were expanding. See pages 27-28.

Gates, in 1964, ascertained that the duties which the typical administrator of technical education performed categorized him as being primarily an administrator and not a teacher. See page 31.

Fielding concluded in 1966 that "the numbers of directors of vocational-technical education in the public junior colleges will continue to increase." See page 32. Whitney's 1967 study (pages 33-35) revealed the following findings, with respect to administrative position:

> There appear to be 8 basic administrative structural patterns. The chief vocational-technical education administrator typically has equal or parallel status with the administrator of the academic transfer program; and occupies the second or third level.
>
> There is an apparent relationship between actual and desired job titles and the administrative levels.

Graybeal reported that the median salary of the dean or director of vocational-technical education in public two-year colleges during 1969-70 was $16,438. The College and University Personnel Association in 1970 found the same median salary to be $16,186. See page 24.

CHAPTER III

METHODOLOGY

This chapter contains a discussion of the means by which the data were obtained and analyzed. The arrangement of topics generally corresponds to the sequence in which the activities were performed.

Population

The population of the study was defined as the chief administrators of the 834 vocational-technical education programs in public two-year colleges in the United States, as listed in the 1972 Junior College Directory.

Sample

A sample size of 15 per cent was arrived at in the considerations that a large sample would permit greater certainty in data analysis and that a sample larger than 15 per cent would be cost-prohibitive.

The sample was stratified, to increase the chances that the population of administrators would be represented (1) geographically and (2) by size of the institution. The number of chief vocational administrators in each of seven regions of public two-year colleges was determined

for large schools (at least 1,000 students total enrollment) and small schools (less than 1,000 students total enrollment). The resulting fourteen subdivisions of the population were each multiplied by .15 to determine the correct number of sample points for each. A table of random numbers was used to select the stratified sample. See APPENDIX C.

Chief vocational administrators in the State of Michigan were contacted through a mass survey technique, by which each chief vocational administrator was asked to participate in the study. Michigan administrators were omitted from their geographical region for purposes of national sampling.

Development of the Instrument

The information needed in the study was for the most part factual and the study included institutions located throughout the United States. Therefore, it was decided that the written questionnaire was the most appropriate type of instrument. The personal interview technique could not have been used exclusively due to (1) the resultant lack of economy and (2) the need to collect all data at approximately the same point in time.

The Pilot Study

A pilot study was undertaken using an instrument similar to the one found in APPENDIX B. Questionnaires were personally presented to six administrators of vocational and technical programs at Jackson and Lansing Community Colleges, both of which are located in Michigan. Respondents for the pilot study were chosen so as to represent a variety of interests. It seemed logical to assume that they would answer the questionnaire in a manner similar to the way their respective deans would answer it. Discussion of the questionnaire followed its completion. The respondents occupied the following positions:

Chairman, Department of Engineering Technology, Lansing Community College.

Chairman, Department of Applied Technology, L. C. C.

Industrial Coordinator, Department of Applied Technology, L. C. C.

Chairman, Department of Vocational Technology, Jackson Community College.

Director, Paramedical Department, J. C. C.

Assistant Director of Apprenticeship and Related Training, J. C. C.

The pilot study verified the utility of the written questionnaire. However, it also brought out areas in which the instrument could be improved. Corrections were

made, accordingly. A question which originally appeared at the top of an inside page was easily overlooked, and had to be moved to the middle of the page. The salary range had to be extended. Another question had to be modified to include the phrase, "full- or part-time." The overall success of the pilot study showed that the instrument was appropriate for data collection.

Preparation of the Instrument

The final version of the questionnaire was produced by way of letterpress printing, in type styles which permitted easy reading. The cover letter was printed on stationary bearing the letterhead of the College of Education, Michigan State University. The body copy was produced in a Bodoni type face and the letter was signed in contrasting ink by the writer's Committee Chairman and by the writer. See APPENDICES A and B.

Questions were composed so as to require only a check mark, whenever possible. The only areas in which the respondent is asked to write words are the initial identification section, the question asking for major fields of study, the section devoted to professional problems and the various "other" responses which ask for completion.

The instrument was designed to solicit data on the qualifications of chief vocational administrators, specifically the following: academic degrees and major fields

of study, types of institutions attended, teaching experience, main teaching field, experience in education administration, experience in business and industry, and experience in the presently-held administrative position.

The questionnaire sought to identify the professional problems of chief vocational administrators. The last area asked the respondent to "state three long-run problems of vocational-technical education which most seriously impinge upon the implementation of your program." Adequate space was provided for lengthy statements. The request for three problems seemed optimum for the collection of meaningful data without antagonizing or trying the patience of the respondent.

The instrument was designed to define the administrative position of the respondents. Specifically, the following data was sought: official title, amount of time spent in vocational administration, length of contract, tenure status, amount of contracted salary, numbers of administrative and teaching personnel under the respondent's supervision, identification of immediate superior, and the identification of the level to which the respondent reports.

The questionnaire, on the average, required 10 to 12 minutes of the respondent's time to complete.

Mailing of the Instrument

The questionnaire was mailed to the entire sample on March 23, 1973. A self-addressed, stamped envelope was

included with each questionnaire. The initial mailing yielded a return of 70 per cent.

On April 10, a second mailing was conducted. Follow-up letters and additional copies of the questionnaire were sent to those sampled administrators who had not responded by that date, a total of 53.

Ultimately, responses were secured from 122 administrators, a total of 82 per cent. Usable questionnaires totaled 80 per cent.

Table 1. Chief vocational administrators of public two-year colleges forming population for the study.

State	No. Contacted	No. Responded	Percent Responded
Alabama	4	2	50
Alaska	2	0	0
Arizona	3	3	100
California	13	10	77
Connecticut	1	0	0
Florida	3	3	100
Georgia	5	4	80
Hawaii	1	1	100
Illinois	9	5	56
Indiana	1	0	0
Iowa	2	2	100
Kansas	2	2	100
Kentucky	3	1	33
Louisiana	1	1	100
Maryland	1	1	100
Massachusetts	4	2	50
Michigan*	30	28	93
Minnesota	2	2	100
Mississippi	1	1	100
Missouri	2	2	100

Table 1.--Continued

State	No. Contacted	No. Responded	Percent Responded
Nebraska	3	2	67
Nevada	1	1	100
New Jersey	1	1	100
New Mexico	1	1	100
New York	7	5	71
North Carolina	9	9	100
Ohio	6	6	100
Oklahoma	2	2	100
Oregon	1	1	100
Pennsylvania	6	5	83
South Carolina	1	1	100
Tennessee	1	1	100
Texas	8	7	88
Virginia	3	2	67
Washington	5	5	100
West Virginia	1	1	100
Wisconsin	1	1	100
Wyoming	1	1	100
Totals	148	122	82

*All Michigan chief vocational administrators were asked to participate.

Personal Interviews

Chief administrators of vocational-technical education in six community colleges were personally interviewed with regard to the subjects contained in the questionnaire. This step was performed in order to further verify the validity of the instrument.

The personal interviews lasted for approximately one hour each, although a few visits lasted as long as three hours, including tours of facilities. The subjects were encouraged to elaborate on the status of their own programs, in particular. The greatest portion of time was allocated toward the discussion of professional problems. Chief vocational administrators of the following institutions were interviewed:

Grand Rapids Community College
Grand Rapids, Michigan

Henry Ford Community College
Dearborn, Michigan

Genessee Community College
Flint, Michigan

Lansing Community College
Lansing, Michigan

Schoolcraft College
Livonia, Michigan

Washtenaw Community College
Ypsilanti, Michigan

Treatment and Analysis of Data

Data Collection and Tabulation

Questionnaires were returned to the writer during the course of a two-month period. Upon receipt they were classified by region and enrollment size of institution. A master list was used as a record of receipts.

The professional problems stated on the questionnaire were immediately classified and recorded; the

remainder of the items on the instrument were tabulated when it appeared that almost all of the questionnaires that would be returned had arrived.

Data tables had been prepared in advance to accomodate the incoming data. The only responses which required some degree of interpretation were the written-in professional problems.

Statistical Analysis

Chi-square analysis was chosen as the statistical tool for the analysis of data, since the study was concerned with testing discrete variables for independence. Distributions which (1) contained less than five observations in a given cell and (2) had only one degree of freedom were computed using Yates' correction for continuity.[1]

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[1]Charles T. Clark and Lawrence L. Schkade, Statistical Methods for Business Decisions (Cincinnati: South-Western Publishing Company, 1969), p. 433.

CHAPTER IV

QUALIFICATIONS OF VOCATIONAL ADMINISTRATORS

> Informed, cooperative, dedicated, and resourceful administrators are more important than streamlined organization and procedures if successful administrative leadership is to be assured. Nothing is more vital to the good progress of a college or university than the most careful selection of qualified officials for its principal administrative posts.[1]

This chapter contains a discussion of the qualifications of chief administrators of vocational-technical education programs in public two-year colleges. The specific areas of interest are (1) educational background, (2) professional education experience, and (3) occupational experience outside of education.

No significant differences were found between the United States sample and the Michigan respondents, with respect to educational qualifications and amounts of experience in teaching; educational administration, business, and industry. Accordingly, the responses of the two groups have been combined for presentation in this chapter. These data are presented separately in APPENDIX E. The 118 total

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[1]Archie R. Ayers and John H. Russel, Internal Structure: Organization and Administration of Institutions of Higher Education (Washington, D.C.: U.S. Government Printing Office, 1962), p. 16.

respondents included 90 from the United States sample and 28 of the Michigan administrators.

Table 2. Distribution of respondents by highest degree obtained.

Highest Degree	Number*	Per Cent**
Doctorate	25	21
Educational Specialist	11	9
Master's	75	64
Bachelor's	4	3
Totals	115	97

*Three respondents in the United States sample had no accredited college degree.
**Percentage computed with N = 118.

Educational Background

Of the 118 chief vocational administrators surveyed, all but three held accredited college degrees. All but seven respondents reported having completed master's degrees and approximately one-fifth had earned doctoral degrees. Only eleven respondents held educational specialist certificates and two held associate's degrees. See Table 2.

Forty-nine of the respondents indicated that they were working toward a higher degree. Of these, 35 were enrolled in a doctoral program, eight were pursuing an

educational specialist certificate, four were working toward master's degrees, and two were pursuing their bachelor's degrees. See Table 3.

Table 3. Distribution of respondents working toward degrees.

Sought Degree	Number	Per Cent*
Doctorate	35	30
Educational Specialist	8	7
Master's	4	3
Bachelor's	2	2
Totals	49	42

*Percentage computed with N = 118.

Findings showed that one-half of the respondents either had obtained or were working toward a doctorate.

Advanced Graduate Study

Doctoral degrees. Twenty-four of the doctoral degrees reported by the respondents were either the Doctor of Philosophy or the Doctor of Education. One respondent held the Doctor of Science degree.

Twenty-one per cent of the respondents held doctorates. This compares to the 7.6 per cent who reported

holding doctorates in Gates' 1964 study,[2] 14.7 per cent in Fielding's study,[3] and 18.8 per cent in Whitney's study.[4]

Table 4. Doctoral degrees among chief vocational administrators, 1964-1973.

Study	Year of Study	Percentage of Chief Vocational Administrators With Doctoral Degrees
Gates	1964	7.6
Fielding	1966	14.7
Whitney	1967	18.8
This study	1973	21.0

The comparison is summarized in Table 4.

Approximately one-fourth of the respondents who held doctorates had majored in educational administration for these degrees. Five of the respondents had majored in vocational-technical education, four in higher education, and four in education. Industrial education, history, and physical science were each the majors of two respondents. These major fields of study are reported as they were shown on completed questionnaires. The definitions of these

[2]Gates, op. cit.

[3]Fielding, op. cit.

[4]Whitney, op. cit.

major fields are expected to vary, somewhat, between colleges of education and periods of time. See Table 5.

Table 5. Major areas of educational specialist and doctoral study of chief vocational administrators.

Area of Study	Degrees			
	Educational Specialist		Doctoral	
	Number	Per Cent*	Number	Per Cent**
Educational Administration	3	27	6	24
Vocational-Technical Education	3	27	5	20
Education	2	18	4	16
Industrial Education	2	18	2	8
Guidance and Counseling	1	9	-	-
Higher Education	-	-	4	16
History	-	-	2	8
Physical Science	-	-	2	8
Totals	11	100	25	100

*Percentage computed using N = 11.
**Percentage computed using N = 25.

Educational specialist certificates. Among the 11 respondents who held educational specialist certificates, three had majored in vocational-technical education and educational administration, respectively. Education and

industrial education each were mentioned as majors twice, and guidance and counseling was mentioned once. The findings are presented in Table 5.

Types of institutions attended. The state university was the type of educational institution most frequently mentioned for advanced graduate study, as shown in Table 6.

Table 6. Types of institutions attended by chief vocational administrators for advanced graduate study.

Type of Institution	Degrees			
	Educational Specialist		Doctoral	
	Number	Per Cent*	Number	Per Cent**
State University	10	91	19	76
State College	1	9	-	-
Private University	-	-	5	20
Private College	-	-	1	4
Totals	11	100	25	100

*Percentage computed using N = 11.
**Percentage computed using N = 25.

All recipients of educational specialist certificates except one mentioned having attended a state university, as did three-fourths of the doctorate recipients. One-fifth

of the latter had attended a private university for their terminal degrees.

Graduate Study

Master's degrees. Approximately one-fourth of the respondents majored in the areas of vocational-technical education for their master's degrees, as shown in Table 7.

Table 7. Major areas of master's degree study of chief vocational administrators

Area of Study	Number	Per Cent*
Vocational-Technical Education	26	23
Industrial Education	15	14
Educational Administration	14	13
Education	14	13
Physical Science	8	7
Business Administration	6	5
Guidance and Counseling	5	4
Engineering	5	4
History	4	4
Mathematics	2	2
Other	9	8
Totals	111	100

*Percentage computed using N = 111.

Among the other respondents, 15 had majored in industrial education, 14 in educational administration, and 14 in education.

Other major areas of master's degree study which were mentioned more than once included physical science, business administration, guidance and counseling, engineering, history, and mathematics. In addition, nine other majors were mentioned once.

Types of institutions attended. Two-thirds of the master's degree recipients had attended state universities for master's degree study, as shown in Table 8.

Table 8. Types of institutions attended by chief vocational administrators for master's degree study.

Type of Institution	Number	Per Cent*
State University	73	66
Private University	23	21
State College	11	10
Private College	3	3
Other	1	1
Totals	111	100

*Percentage computed using N = 111.

Approximately one-fifth of the respondents received their master's degrees from private universities. Other types

of institutions included the state college and private college.

Undergraduate Study

Bachelor's degrees. Approximately one-fourth of the responding administrators who held baccalaureate degrees had majored in the areas of vocational-technical education for their undergraduate study. Nineteen of the other respondents had majored in industrial education, 10 in business administration, 10 in engineering, eight in education, and eight in physical science. See Table 9.

Other areas of bachelor's degree study included industrial arts, history, mathematics, agriculture, and English. Thirteen of the responding administrators mentioned major areas of study which received no other mention.

Types of institutions attended. Almost one-half the 115 responding administrators who held bachelor's degrees had attended state universities. Over one-fourth attended state colleges. Only 20 of the respondents indicated that they had attended a two-year college for a portion of their undergraduate study. Thirteen of the respondents had attended private colleges and 11 had attended private universities. Table 10 summarizes these data.

Table 9. Major areas of baccalaureate study of chief vocational administrators.

Area of Study	Number	Per Cent*
Vocational-Technical Education	26	23
Industrial Education	19	16
Business Administration	10	9
Engineering	10	9
Education	8	7
Physical Science	8	7
Industrial Arts	7	6
History	5	4
Mathematics	5	4
Agriculture	2	2
English	2	2
Other	13	11
Totals	115	100

*Percentage computed using N = 115.

Table 10. Types of institutions attended by chief vocational administrators for undergraduate study.

Type of Institution	Number*	Per Cent**
State University	55	48
State College	32	28
Two-Year College	20	17
Private College	13	11
Private University	11	10

*Some respondents mentioned more than one type of institution.
**Percentage computed using N = 115.

Professional Education Experience

Teaching Experience

Years in teaching. Thirty-seven of the 118 responding administrators indicated having had from five to nine years of experience in teaching. Twenty-one others had taught from 10 to 14 years, and 19 other administrators had taught from 15 to 19 years. The amount of teaching experience ranged from less than one year to over 40 years. See Table 11.

Teaching settings. Almost three-fourths of the responding administrators had taught in the two-year college. Two-thirds of the respondents had taught in grades 10 through 12. Over one-fourth of the respondents had taught

Table 11. Distribution of respondents by years of teaching experience.

Years of Experience	Number*	Per Cent**
0 - 4	9	8
5 - 9	37	33
10 - 14	21	18
15 - 19	19	17
20 - 24	10	9
25 - 29	5	4
30 - 34	6	5
35 - 39	2	2
40 and over	4	4
Totals	113	100

*Five respondents did not specify years of experience.
**Percentage computed using N = 113.

in grades seven through nine, the same proportion which had taught in four-year colleges and universities. Table 12 summarizes the data.

Main teaching fields. Technical occupations were the main teaching fields of one-third of the respondents, as shown in Table 13. Trade and industrial education also was mentioned by one-third of the respondents. Some of the administrators indicated having more than one main teaching field.

Table 12. Educational settings in which chief vocational administrators had taught.

Educational Settings	Number*	Per Cent**
Kindergarten through Grade Six	6	5
Grades Seven through Nine	30	25
Grades Ten through Twelve	79	67
Two-Year College	86	73
Four-Year College, University	33	28
Military Service	21	18
Industry, Business, or Public Service	22	19
Private School	2	2

*Some respondents had taught in more than one setting.
**Percentage computed using N = 118.

One-fifth of the respondents considered academic transfer to be a main teaching field. Other teaching specialties were indicated in adult education, office education, agricultural education, distributive education, cooperative work study, and health occupations education, in that order. Thirty-two other teaching fields were written in by the respondents.

Experience in Educational Administration

Years in educational administration. Forty-one per cent of the responding administrators indicated having

Table 13. Main teaching fields of chief vocational administrators.

Teaching Fields	Number*	Per Cent**
Trade and Industrial Education	42	36
Technical Occupations	40	34
Academic Transfer	24	20
Adult Education	14	12
Office Education	11	9
Agricultural Education	10	8
Distributive Education	10	8
Cooperative Work Study	8	7
Health Occupations Education	2	2
Other	32	27

*Some respondents indicated more than one field.
**Percentage computed with N = 118.

had from five to nine years of experience in educational administration. Three-fourths of the respondents ranged from one to 14 years of experience. Seven administrators had at least 25 years of educational administrative experience. The data are presented in Table 14.

Two-thirds of the responding administrators had occupied their positions at the time of the study for five years or less. The findings are shown in Table 15.

Table 14. Distribution of respondents by years of experience in educational administration.

Years of Experience	Number*	Per Cent**
1 - 4	24	21
5 - 9	47	41
10 - 14	17	15
15 - 19	8	7
20 - 24	12	10
25 and over	7	6
Totals	115	100

*Three respondents did not specify years of experience.
**Percentage computed using N = 115.

Table 15. Distribution of respondents by number of years in position held at time of study.

Number of Years	Number	Per Cent**
2 or less	34	29
3 - 5	47	40
6 - 8	29	24
9 - 14	4	3
15 and over	4	3
Totals	118	100

*Percentage computed using N = 118.

Settings of administrative experience. By definition, all of the 118 administrators who participated in the study had seen administrative experience in the two-year college. In addition, one-fourth of the respondents had seen administrative experience in secondary school grades 10 through 12. One-fifth of the respondents had educational administrative experience in the areas of industry, business, and public service. See Table 16.

Table 16. Educational settings in which respondents had assumed administrative positions.

Educational Setting	Number	Per Cent*
Kindergarten through Grade Six	7	6
Grades Seven through Nine	8	7
Grades Ten through Twelve	31	26
Two-Year College	118	100
Four-Year College, University	20	17
Military Service	15	13
Industry, Business, or Public Service	24	20

*Percentage computed using N = 118.

Occupational Experience Outside of Education

Business Experience

Findings of the study show that most of the responding administrators had no experience in business.

Among the respondents who had worked in a business occupation, most had gained from one to four years of experience. Twenty other administrators had from five to 15 years of experience in business, and five respondents indicated having at least 16 years of experience. The data are summarized in Table 17.

Table 17. Distribution of respondents by years of experience in business and industry.

Years of Experience	Business		Industry	
	Number	Per Cent*	Number	Per Cent*
None	63	53	38	32
1 - 2	14	12	13	11
3 - 4	16	14	20	17
5 - 6	6	5	17	14
7 - 8	8	7	4	3
9 - 10	2	2	6	5
11 - 15	4	3	9	8
16 and over	5	4	10	9
Totals	118	100	118	100

*Percentage computed using N = 118.

Among those with business experience, almost half indicated having worked in the area of marketing. In addition, 21 had worked in management.

Experience in Industry

Table 17 shows that almost one-third of the responding administrators lacked occupational experience in industry. Among those who indicated having experience in industry, most had worked from one to six years.

Thirty per cent of the responding administrators had industrial work experience in skilled trades; one-fourth of the respondents indicated that they had worked as a technician. Twenty per cent had worked in manufacturing. These data are summarized in Table 18.

Summary

No significant differences were found between the United States sample and the Michigan respondents, with respect to educational qualifications and amounts of experience in teaching, educational administration, business, and industry.

Among the 118 chief vocational administrators surveyed, 115 held accredited college degrees, 111 held master's degrees, 11 held educational specialist certificates, and 25 held doctoral degrees.

Forty-two per cent of the administrators were working toward a higher degree, usually a doctorate.

Educational administration and vocational-technical education were the major areas of study most frequently mentioned by the respondents for advanced

Table 18. Non-education work experiences of chief vocational administrators.

Type of Work Experience	Number*	Per Cent**
Business		
Marketing	35	30
Management	21	18
Accounting-Finance	8	7
Other	11	9
Industry		
Skilled Trades	36	30
Technician	30	25
Manufacturing	23	20
Service	16	14
Management	15	13
Other	17	14

*Some respondents listed more than one occupation.
**Percentage computed using N = 118.

graduate degrees. Vocational-technical education was the most common major area of study for both the master's and bachelor's degrees.

The state university was the type of educational institution most often mentioned as a place of study, for all degrees surveyed.

The amount of teaching experience ranged from less than one year to more than 40 years. The modal group ranged from five to nine years of teaching experience.

Approximately three-fourths of the responding administrators had taught in the two-year college, and two-thirds of them had taught in grades 10 through 12. The main teaching fields mentioned most often were technical occupations and trade and industrial education.

Most of the respondents had worked from one to nine years in educational administration, and had occupied their positions at the time of the study for four years or less. By definition, all of the respondents had held administrative posts in the two-year college. In addition, one-fourth of them had also assumed administrative duties in grades 10 through 12.

Most of the administrators who participated in the study had acquired no business experience, in an occupational sense. Among those who had, the area of marketing was most frequently mentioned.

One-third of the respondents lacked occupational experience in industry. Skilled trades were most frequently alluded to by those who had acquired occupational experience in industry.

CHAPTER V

PROBLEMS OF VOCATIONAL ADMINISTRATION

The final section of the instrument asked respondents to state three long-run problems of vocational and technical education which most seriously impinged upon the implementation of their programs. Space was provided on the questionnaire for three brief written responses.

A majority of the responding administrators listed three long-run problems; others listed more or less than three. Twenty of the respondents left the section blank. The specific responses varied in length from a single phrase to several sentences in description of a problem.

The responses were tabulated into problem areas. Evaluation of the responses was performed in two ways: (1) by the number of administrators who indicated having a problem in a given problem area (as shown in Table 19), and (2) by the number of times a given problem area was mentioned (as shown in Table 20).

For example, an administrator might answer the section by naming three distinct problems of a financial nature. In this case, the problem area finances would be assigned one vote in Table 19, but three votes in Table 20.

Table 19. Main problem areas of vocational administrators.

Problem Area	Number of Administrators	*Per Cent of Administrators
Insufficient financial support for the administration of vocational and technical education	62	52
Ineffective communication with significant publics	39	33
Ineffective administrative procedures in the community college	28	24
Staffing problems incurred in the administration of occupational education	24	20
Problems in development of vocational and technical curricula	14	12
Ineffective administration of occupational education at the state level	13	11

*Percentage computed using N = 118.

Table 20. Problem areas of vocational administration by frequency of mention.

Problem Area	Times Mentioned	Per Cent*
Finances	77	27
Communication	56	20
Community College Administrative Procedures	34	12
Staffing	23	8
Curriculum Development	15	5
Evaluation Techniques	15	5
State Level Administration	13	4
Student Inadequacies	9	3
Unionization	9	3
Manpower Data	8	3
Inservice Training	7	2
Coordination of Occupational Programs Between Institutions	7	2
Teacher Education	5	2
Other	7	2
Totals	285	100

*Percentage computed using N = 285 (the total number of specific responses to the long-run problems section of the instrument). A more specific itemization of the responses is presented in APPENDIX F.

That is, one administrator is affected by a lack of financing, yet three distinct financing problems exist.

Main Problem Areas

It was found that six problem areas were referred to by at least 10 per cent of the responding administrators. A discussion of the main problem areas follows.

Finances

The problem area most frequently referred to was: insufficient financial support for the administration of vocational and technical education. Approximately one-half the responding administrators reported having at least one type of finance problem.

The responses were basically of two types--those that mentioned a general lack of funding and others that referred to a more specific problem of finance, with regard to vocational and technical education. Specific problems included: lack of finances for equipment, lack of finances for programs, and lack of finances for salaries. Typical finance problems included the following:

> Lack of adequate funds for updating equipment on a regular basis.
>
> Lack of projected funding beyond our fiscal year. For larger programs, single fiscal year funds are seldom adequate to purchase all equipment and materials. Attempts to phase major procurement over several years produces poor program starts.
>
> Shortage of capital equipment funds.

> Lack of money priorities to undergird state objectives and commitments to vocational-technical programs; that is, general lack of support for vocational programs.

Among all of the 285 responses to the problems section of the questionnaire, over one-fourth were concerned with insufficient finances. (NOTE: A detailed breakdown of the 285 responses is presented in APPENDIX F).

Communication

One-third of the responding administrators reported having a problem which could be described as <u>ineffective communication with significant publics</u>. For examples:

> Persistent difficulty in recruiting students for technical level programs. Jobs are plentiful and salaries are good, etc., but few students are interested.

> Recruiting of capable students that can profit from training and keep all programs filled with trainees.

> Lack of vocationally-oriented personnel in the top administration. The community and junior colleges are typically staffed with incompetent administrators unfamiliar with vocational education.

> High school counselors' disinterest in occupational education.

> A continued lack of acceptance on the part of academic administrators of the concepts of occupational education and the career concept.

Most of the communication problems referred to less than desirable rapport with external publics, which included (1) prospective students, (2) high school counselors, (3) four-year colleges and universities,

(4) parents of prospective students, (5) business and industry, (6) high school teachers, and (7) the general public.

Other responses referred to significant internal publics--community college faculty and staff. These responses were chiefly concerned with (1) conflicts of interest with academic faculty and administrators, (2) the low position of a given occupational program in the college administrative structure, and (3) lack of support for vocational and technical education from top administrative officials in the institution.

College Administrative Procedures

Almost one-fourth of the respondents mentioned problems which could be categorized as: ineffective administrative procedures in the community college. Problems were cited in: (1) academic governance, (2) administrative assistance, (3) bureaucratic "red tape," (4) policies of higher ranking officials, (5) administrative organization, and (6) autonomy of the administrator. The following responses were typical of those in this category:

> Added responsibilities besides full-time administration. Coordinate co-op, apprentice program, substitute instructor, building planner, etc., etc.
>
> Vocational-technical administrative position does not report directly to president.
>
> Too much time and energy devoted to funding resources, legislation, and paper shuffling.

Staffing

One-fifth of the responding administrators mentioned having a staffing problem incurred in the administration of occupational education. Over one-third of the staffing problems mentioned referred to a lack of professional training among occupational instructors. Approximately one-sixth of the staffing problems referred to a lack of work experience among occupational instructors in their teaching subjects. For example:

> Inadequately trained instructors. Most academically trained instructors are good in delivery but poor in subject matter practical knowledge. Industry trained instructors are poor in delivery.

Other staffing problems included the difficulty in recruiting teachers for certain technical curricula, the irresponsibility of instructors to meet all of their job requirements, a complacent attitude among teachers, and the lack of leadership in the faculty.

Curriculum Development

Twelve per cent of the responding administrators alluded to: problems in the development of vocational and technical curricula. No particular curriculum problem was outstanding. Specific problem areas included: (1) sensing program needs, (2) relevance to the world of work, (3) inexperienced curriculum developers, (4) unsuccessful programs, (5) new programs, (6) cooperative education,

(7) accreditation, (8) non-degree programs, and (9) narrowness of curricula. Examples included:

> Keeping and operating programs of instruction that meet the needs of business, industry, government, and other special interest groups.
>
> Difficulty in expanding cooperative education.

State Level Administration

Eleven per cent of the administrators who participated in the study referred to: ineffective administration of occupational education at the state level. Specific problems were mentioned in the areas of: (1) statewide organization of vocational education, (2) funding priorities, (3) leadership, (4) bureaucratic "red tape," (5) state level reports, and (6) certification requirements for instructors. Typical responses included the following:

> Lack of sufficient supervision and leadership provided by state agencies.
>
> State office bureaucracy on approvals, forms, and funding.

Other Problem Areas

Student Inadequacies

Nine per cent of the respondents referred to: student inadequacies for vocational education. These consisted of three types of problems: (1) lack of prior preparation, (2) lack of interest in vocational coursework, and (3) lack

of tuition money with which to enroll in an occupational program.

Evaluation Techniques

Eight per cent of the respondents referred to the ineffective techniques of evaluation in vocational education. These included techniques to evaluate (1) students, (2) occupational education programs, and (3) faculty.

Unionization

Eight per cent of the responding administrators referred to difficulties of unionization in the community college. Specific problems of unionization included: (1) conflicts between instructors and administration over master contract, (2) the presence of a union interfering with the process of education, and (3) the difficulty of teachers and administrators in adjusting to their respective roles for collective bargaining.

Manpower Forecasting

Inadequate data from which to forecast manpower needs was a problem mentioned by eight per cent of the responding administrators. The data needed were those which would facilitate curricular planning.

Teacher Education

Four per cent of the respondents referred to: inadequate teacher education. Most of the responses in this area referred to the inadequate training of occupational teachers at the university level. Another response was that the training of vocational administrators in colleges of education was unrealistic.

Coordination of Vocational Programs

Two per cent of the administrators who participated in the study referred to problems caused by the lack of coordination of vocational programs in different institutions. Most of these responses were that occupational programs in the community college overlapped with those of other local institutions. This forced a competition between institutions to recruit students for similar programs. Another basis of competition referred to was between the community college and local industrial firms. Allegedly, the private companies could offer students a far superior program than could the community college, due to heavier investment in capital equipment for education.

Inservice Training

Two per cent of the responding administrators referred to difficulties in implementing inservice training of faculty. Most of these problems centered around a lack

of time and/or money with which to implement inservice training. One administrator found it difficult to upgrade his faculty since the nearest teacher training institution was located too far from the community college to allow for commuting.

In addition, several problems were reported only once. These were lack of industrial support for student placement, inferior work of outside contractors in education, difficulty in planning a school location, lack of administrative leadership at the federal level, difficulty of achieving maximum utilization of vocational education facilities, high state quotas for placement of graduates of occupational programs, and the overly-burdensome responsibility to society of vocational-technical education.

Problems of Vocational Administration By Size of Community College Enrollment

The size of enrollment of the institution did not appear to be a factor in the administrators' responses to the long-run problems section of the instrument. Colleges were divided, for analysis, by whether or not they had attained a total enrollment of at least 1,000 students. This was a division of two-year colleges which created 85 "large" institutions and 33 "small" ones. Table 21 shows that both the large and the small colleges had totals in which the most frequently mentioned problem areas were as

Table 21. Problems of vocational administrators by size of community college enrollment.

Problem Area	Community College Enrollment			
	1,000 or more		Less than 1,000	
	Number	Per Cent*	Number	Per Cent**
Funding	42	49	20	60
Communication	25	29	14	42
Community College Administrative Procedures	22	26	6	18
Staffing	21	24	3	9
Curriculum Development	10	11	4	12
State Level Vocational Education Administration	10	11	3	9
Student Inadequacies	8	9	3	9
Evaluation Techniques	9	10	1	3
Unionization	7	8	2	6
Manpower Data	8	9	-	-
Teacher Education	4	4	1	3
Coordination of Vocational Programs of Different Institutions	3	3	-	-
Inservice Training	2	2	1	3

*Percent computed with N = 85 (responding administrators in large institutions).
**Percent computed with N = 33 (responding administrators in small institutions).

follows: finances, communication, and college administrative procedures.

Main Problems of Vocational Administration In Michigan and National Regions

Tabulation of the responses to the long-run problems section of the instrument also shows consistency among the community college regions. Separate frequency counts were compiled for geographic regions, with the result that the problem areas of finances and communication were the two most often mentioned in each of the regions. In six of the regions, finance was most often mentioned, followed by communication. Table 22 summarizes this regional comparison.

The administrators of Michigan differed from each of the seven regions in two noticeable ways: (1) the problem area of communication was the fourth most frequently mentioned area, rather than the first or second and (2) Michigan administrators were the only group to highly rate the problems of unionization. The latter was the third most frequently mentioned problem area among the Michigan group. See Table 22.

The responses to the long-run problems section of the instrument were not compared by statistical analysis, since it was believed that it would be presumptuous to treat such subjective information with exacting techniques.

Table 22. Main problems of vocational administration in Michigan and national regions by percentage of administrators responding.

Main Problem Areas*	Michigan	Community College Regions						
		1	2	3	4	5	6	7
Finances	53	46	28	43	62	77	56	72
Communication	21	38	33	31	37	33	37	36
Community College Administrative Procedures	32	38	28	-	25	-	-	36
Staffing	18	23	28	18	25	-	18	-
Curriculum Development	10	15	19	-	25	-	12	-
State Level Vocational Administration	21	-	-	-	-	-	31	-
Student Inadequacies	-	-	-	-	-	-	-	27
Evaluation Techniques	-	-	-	18	-	-	-	-
Unionization	28	-	-	-	-	-	-	-
Manpower Forecasting	-	-	-	18	-	-	-	18
Coordination of Vocational Programs	-	15	-	-	-	-	-	-
Teacher Education	-	-	-	-	25	-	-	-

*For Michigan and each region, only those problem areas mentioned by at least 10 per cent of the respondents are presented.

That is, the accuracy of any response to the instrument would seem to depend upon (1) the respondent's ability to understand the question, formulate an objective and truthful answer, and encode his message to accurately reflect his beliefs; and (2) the researcher's ability to decode the message and place the information in its useful perspective.

It would seem that factual information, such as the highest degree one has earned, would be transmitted through the above filtering process without being appreciably distorted. This is not likely to be the case with subjective information, such as that which was asked for in the long-run problems section.

Summary

A total of 285 long-run problems of vocational-technical education were identified by 118 responding chief administrators of occupational education programs in public two-year colleges. Eighty-five administrators represented institutions with enrollments of at least 1,000 students; 33 administrators represented those with enrollments of less than 1,000 students.

Six main problem areas were found; that is, those areas which were referred to by at least 10 per cent of the respondents. These areas were: finances, communication, community college administrative procedures,

staffing, curriculum development, and state level vocational administration.

Other areas included: student inadequacies, evaluation techniques, unionization, manpower forecasting, teacher education, local coordination of vocational programs among different institutions, and inservice training.

Tabulations of the responses by (1) the number of administrators naming a problem area, (2) the number of specific problems mentioned for a problem area, (3) size of total enrollment in institutions, and (4) community college regions consistently found the two most frequently-mentioned problem areas to be finances and communication.

The Michigan respondents differed from those of each community college region in (1) not viewing communication problems as being first or second in prominence and (2) according unionization a high prominence (in that 28 per cent of the respondents mentioned union problems).

Statistical techniques were not used for more exact comparisons of responses, since it was believed that to treat such subjective information in quantitative references would be presumptuous.

CHAPTER VI

THE POSITION OF CHIEF VOCATIONAL ADMINISTRATOR

This chapter is concerned with the nature of the position of chief vocational administrator in the public two-year college. Findings in the area are divided between (1) administrative considerations and (2) contractual considerations.

No significant differences were found between the United States sample and the Michigan respondents, with respect to size of teaching staff, the number of administrators supervised, or the percentage of working time spent in vocational administration. Therefore, the data for these administrative considerations have been combined into one distribution for presentation in this chapter. The data are presented separately in APPENDIX E for Michigan and United States if one wishes to study them.

However, significant differences were found between the United States sample and the Michigan respondents, with respect to amount of salary, length of contract, and the availability of tenure. Accordingly, separate data are presented for these contractual considerations in this

chapter. Furthermore, chi-square distributions of data are presented in APPENDIX D.

Administrative Considerations

Title and Level

Approximately one-half of the responding administrators held the official title of Dean. These included dean of instruction, dean of the college, dean of vocational-technical education, dean of applied arts and sciences, dean of occupational education, and many other less commonly used titles. See Table 23.

One-fifth of the respondents held the title of director. The most frequently-mentioned titles of directorships were director of occupational education and director of vocational-technical education.

One-fifth of the administrators who participated in the study held the title of either assistant dean or associate dean, usually of instruction rather than of a given curriculum. Eight of the respondents held the title of chairman. Four were presidents of their institutions. In addition, there were two assistant vice presidents, two coordinators, one vice president, and one assistant to the president.

Over one-half of the respondents indicated that they function at the second level of their administrative structures. Forty per cent functioned at the third level.

Table 23. Distribution of respondents by official title and administrative level.

Title of Administrator	Administrative Levels					Number	Per Cent*
	1	2	3	4	5		
President	4	-	-	-	-	4	3
Assistant to President	-	1	-	-	-	1	1
Vice President	-	1	-	-	-	1	1
Assistant Vice President	-	-	1	1	-	2	2
Dean	-	43	10	2	-	55	47
Associate or Assistant Dean	-	2	19	1	-	22	19
Director	-	12	11	-	-	23	20
Coordinator	-	1	1	-	-	2	2
Chairman	-	2	5	-	1	8	7
Totals	4	62	47	4	1	118	100

*Percentage computed with N = 118.

In addition, four administrators were assigned to level four and one respondent was assigned to level five.

The typical chief vocational administrator, thus, was one who held the title of dean and functioned at the second level of the administrative structure of his institution. This was also the finding of Fielding in 1966. However, a greater proportion of respondents functioned at the third level in this study, and a lesser proportion at the second level, than was found in the Fielding study. This comparison is shown in Table 24.

Table 24. Comparison of administrative levels of chief vocational administrators: the Fielding study and this study.

Administrative Level	Percentages of Respondents	
	Fielding, 1966	This Study
Two	66	52
Three	32	40
Four	1	3
Other	1	4

However, differences between titles and levels of administrators are not necessarily accompanied by differences in responsibilities for carrying out programs. This is seen in the example of the community college which adds the position of executive vice president to an

administrative structure in which divisional deans previously reported directly to the president. Technically, the administrator functions at the third level--rather than the second--as a result of the addition of the vice president. However, it is likely that this change will have little effect if any on the ways in which the dean administers over his program. Differences in titles between administrators can indicate differences in responsibilities or merely semantic preferences of certain institutions. That is, an assistant dean at one community college can have essentially the same duties as a director of another institution.

Immediate Supervisor

One-half of the responding administrators reported to the chief administrative officer of the institution. Approximately one-fifth reported to the dean of instruction. Nine other immediate supervisors were indicated by other respondents, none of which accounted for an additional 10 per cent of the respondents. The data are summarized in Table 25.

Number of Administrators Supervised

Approximately one-fourth of the responding administrators had no staff members who assisted them in the administration of the occupational programs. Twelve per cent

Table 25. Immediate supervisors of chief vocational administrators.

Immediate Supervisor	Respondents	
	Number	Per Cent*
Chief Administrator	62	52
Dean of Instruction	26	22
Executive Vice President	9	8
Dean of Academic Affairs	6	5
Board of Trustees/Governors	4	3
Vice President of Academic Affairs	4	3
Vice President of Instruction	2	2
Dean of Faculty	2	2
President of Multi-Campus	1	1
Provost	1	1
Dean of Campus	1	1
Totals	118	100

*Percentage computed using N = 118.

supervised one administrator, another 12 per cent supervised five administrators, 11 per cent supervised three, and 10 per cent supervised 10 or more. Those respondents who supervised relatively large numbers of administrators typically were responsible for academic as well as vocational programs and/or were employed by large institutions. The range was from no sub-administrators to 18. See Table 26.

Table 26. Size of administrative staff of chief vocational administrators.

Number of Administrators Supervised	Respondents	
	Number	Per Cent*
None	27	23
1	14	12
2 - 3	23	19
4 - 5	23	19
6 - 7	9	8
8 - 9	10	8
10 or more	12	10
Totals	118	100

*Percentage computed with N = 118.

Instructors Supervised

The responding administrators supervised widely variant numbers of instructors, ranging from none to 1,000. The relatively high numbers of instructors were reported by administrators who were employed by large institutions and/or were responsible for academic as well as occupational curricula.

Sixty per cent of the respondents indicated having less than 40 instructors under their supervision, including full and part-time. Ten per cent of the respondents had instructional staffs of from 60 to 99 instructors in size. Seventeen per cent of the administrators supervised at least 100 instructors. See Table 27.

Time Spent in Vocational-Technical Administration

Approximately one-half of the respondents reported that they spend 100 per cent of their working time in vocational-technical administration. Other administrators indicated having duties in academic administration or classroom instruction.

Over one-fourth of the responding administrators indicated that they spend more than 50 per cent of their time in vocational-technical administration. Five respondents spent one-fourth of their time in this work, and nine of the respondents devoted less than 25 per cent of their time. See Table 28.

Table 27. Size of instructional staff of chief vocational administrators.

Number of Instructors Supervised	Respondents	
	Number	Per Cent*
9 or less	11	9
10 - 19	18	15
20 - 29	22	19
30 - 39	20	17
40 - 49	5	4
50 - 59	10	8
60 - 99	12	10
100 - 199	12	10
200 - 299	6	5
300 or more	2	2
Totals	118	100

*Percentage computed using N = 118.

Table 28. Distribution of respondents by time spent in vocational-technical administration.

Time Spent	Respondents	
	Number	Per Cent*
100 per cent	61	52
More than 50 per cent	32	27
Less than 50 per cent	11	9
25 per cent	5	4
Less than 25 per cent	9	8
Totals	118	100

*Percentage computed using N = 118.

Contractual Considerations

Contracted Salary

Twenty of the administrators in the United States sample had contracted for salaries which ranged between $17,000 and $18,999. Fifteen respondents had salaries in the $19,000 to $21,999 range.

In contrast, the modal group among Michigan respondents was in the category of $25,000 and more. Ten of the administrators indicated having a contracted salary in this range, accounting for 38 per cent of the Michigan group. Seven other administrators had salaries in the range of $22,000 to $24,999. Although this difference in

salaries between the United States sample and the Michigan respondents was statistically significant, it was probably influenced by geographical differences in the standard of living. See Table 29 for both the United States and Michigan salary distributions.

Table 29. Distribution of respondents by amount of contracted salary.

Contracted Salary	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
10,000 - 12,999	7	8	-	-
13,000 - 15,999	14	16	3	11
16,000 - 16,999	12	13	-	-
17,000 - 18,999	20	22	2	7
19,000 - 21,999	15	17	6	21
22,000 - 24,999	14	16	7	25
25,000 and more	8	9	10	36
Totals	90	100	28	100

*Percentages computed using N = 90 and N = 28.

Contract Length

A substantial majority of both the Michigan respondents and the United States sample held 12-month contracts. These included three-fourths of the latter group

and all but one of the former. This represented a significant difference, as well. It would appear that community colleges in Michigan collectively accord more prominence to the position of chief vocational administrator--that is, sufficiently important to warrant a year-round contract in all but one institution in the state.

Fourteen of the United States respondents held 11 month contracts, compared to only one of the Michigan respondents. The six remaining administrators in the United States were evenly divided between nine- and ten-month contracts. The distributions of respondents on the basis of contract length is presented in Table 30.

Table 30. Distribution of respondents by contract length.

Contract Length	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
9 months	3	3	-	-
10 months	3	3	-	-
11 months	14	16	1	4
12 months	70	78	27	96
Totals	90	100	28	100

*Percentages computed with N = 90 and N = 28.

Tenure

Forty of the respondents in the United States sample indicated that they had been awarded tenure, compared to only four of the Michigan respondents. This represents a significant difference between the two groups. The remaining proportions of the two groups did not have tenure, although nine of the United States respondents and four of the Michigan respondents volunteered information that tenure was not available to them. See Table 31.

Table 31. Distribution of respondents by response to tenure question.

Response	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
"Yes"	40	44	4	14
"No"	41	46	20	71
"Not Available"	9	10	4	14
Totals	90	100	28	100

*Percentages computed with N = 90 and N = 28.

Personal interviews brought to light the variations in tenure policies of different institutions. That is, some institutions offer tenure to instructors and administrators, some only to instructors, and others do not offer tenure.

Summary

No significant differences were found between the United States sample and the Michigan respondents, with respect to size of teaching staff, the number of administrators supervised, or the percentage of working time spent in vocational-technical administration. However, significant differences were found with respect to amount of salary, length of contract, and the awarding of tenure.

One-half of the respondents held the title of dean and one-fifth of the respondents held the title of director. Another 20 per cent were referred to as either assistant dean or associate dean.

Over one-half of the respondents were assigned to the second level of their administrative organizations, while 40 per cent functioned at the third level.

One-half of the respondents reported to the chief administrative officer and one-fifth reported to the dean of instruction.

Approximately one-fourth of the responding administrators had no administrative staff members under their supervision. Most of the respondents supervised three or fewer administrators. The range was from no administrators to 18.

Sizes of teaching staffs ranged as high as 1,000 instructors. The larger staffs were those of administrators

who had responsibilities for academic as well as occupational programs and/or who worked at large institutions. Sixty per cent of the respondents supervised less than 40 instructors.

Approximately one-half of the respondents spent all of their working time in vocational-technical administration. One-fourth indicated that they spend more than 50 per cent of their time in this work.

Michigan administrators earned significantly higher salaries than those in the rest of the United States. However, this finding most likely was influenced by geographical differences in the standard of living.

Michigan respondents collectively held longer contracts than did those in the remainder of the United States. All but one of the 28 Michigan administrators held 12-month contracts, compared to three-fourths of the United States administrators.

Respondents in the United States sample included a significantly higher number of tenured administrators than did those in the Michigan group. Forty-four per cent of the former group had been awarded tenure, compared to only fourteen per cent of the latter.

CHAPTER VII

SUMMARY, IMPLICATIONS, AND PROBLEMS FOR FURTHER STUDY

The purpose of the study was to compare the chief administrators of vocational-technical education in public two-year colleges in the State of Michigan with those in the rest of the United States, with respect to qualifications, professional problems, and administrative position, in order to provide some bases for:

1. improving upon the criteria by which administrators are hired,

2. updating the curricula by which administrators are trained, and

3. assigning priorities to the problems of post-secondary vocational administration.

More specifically, the study attempted to answer the following questions:

1. What are the educational and occupational qualifications of chief administrators of vocational-technical education in public two-year colleges?

2. Which of the long-run professional problems of vocational-technical education most seriously impinge upon

the implementation of occupational education programs in public two-year colleges?

3. What are the administrative positions of the chief administrators of vocational-technical education in public two-year colleges?

A sample of the chief vocational administrators of the 834 occupational programs in public two-year colleges was randomly drawn, using the 1972 Junior College Directory. Administrators from the State of Michigan were omitted from the population for sampling purposes; all of the 30 administrators in Michigan community colleges were included in a mass survey.

Written questionnaires were pilot-tested, revised, and mailed to 148 administrators in the United States and Michigan. A total of 122 questionnaires were returned, an amount which represented 82 per cent of the sample; of these, 118 were usable information forms. Final percentages were computed for data on the bases of 90 respondents from the United States sample and 28 Michigan respondents. These combined figures represented 80 per cent of the sample.

In addition, six personal interviews were conducted with Michigan occupational deans and directors to test the validity of the questionnaire.

Information forms were tabulated upon receipt. The statistical significance of relationships between certain

discrete variables was tested by using chi-square analysis, applying Yates' correction factor for continuity where appropriate.

Summary

Administrator Qualifications

No statistically significant differences were found between the United States sample and the Michigan respondents, with respect to educational qualifications and amounts of experience in teaching, educational administration, business, and industry.

Among the 118 chief vocational administrators surveyed, 115 held accredited college degrees, 111 were awarded master's degrees, 11 earned educational specialist certificates, and 25 had doctoral degrees.

Forty-two per cent of the administrators were working toward higher degrees, usually doctorates.

Educational administration and vocational-technical education were the major areas of study most frequently mentioned by the respondents for advanced graduate degrees. Vocational-technical education was the most common major area of study for both the master's and bachelor's degrees.

The state university was the type of educational institution most often mentioned as a place of study, with regard to all degrees.

The amount of teaching experience ranged from less than one year to more than 40 years. The modal group ranged from five to nine years of teaching experience.

Approximately three-fourths of the responding administrators had taught in the two-year college, and two-thirds of them had taught in grades 10 through 12. The main teaching fields most often mentioned were technical occupations and trade and industrial education.

Most of the respondents had worked from one to nine years in educational administration, and had occupied their positions at the time of the study for four years or less. By definition, all of the respondents currently held administrative posts in two-year colleges. In addition, one-fourth of them had previously assumed administrative duties in secondary schools from grades 10 through 12.

Most of the administrators who participated in the study had no business experience, in an occupational sense. Among those who had, the area of marketing was most frequently mentioned.

One-third of the respondents lacked occupational experience in industry. Skilled trades were most frequently mentioned industrial occupations.

Professional Problems

A total of 285 long-run problems of vocational-technical education were identified by the administrators

who participated in the study. Eighty-five of the respondents represented institutions with enrollments of at least 1,000 students; 33 administrators represented those with enrollments of less than 1,000 students.

Six main problem areas were found. These were areas which were reported by at least 10 per cent of the responding administrators. These areas were finances, communication, community college administrative procedures, staffing, curriculum development, and state level vocational administration.

Other areas included student inadequacies, evaluation techniques, unionization, manpower forecasting, teacher education, local coordination of vocational programs among different institutions, and inservice training.

Finances and communication were consistently found to be the two most frequently-mentioned problem areas. Tabulations of responses were by (1) the number of administrators naming a problem area, (2) the number of specific problems mentioned for a problem area, (3) size of total enrollment in institutions, and (4) community college regions.

The Michigan respondents differed from those of each community college region in not viewing communication problems as being first or second in prominence. Also, the Michigan respondents accorded union problems a high

prominence (in that 28 per cent of the respondents mentioned union problems).

Statistical techniques were not used for more exact comparisons of responses, since it was believed that to treat such subjective information in quantitative references would be presumptuous.

Administrative Position

No significant differences were found between the United States sample and the Michigan respondents, with respect to size of teaching staff, the number of administrators supervised, or the percentage of working time spent in vocational-technical administration. However, significant differences were found with respect to amount of salary, length of contract, and the awarding of tenure.

One-half of the respondents held the title of dean and one-fifth of the respondents held the title of director. Another 20 per cent of the respondents were referred to as either assistant dean or associate dean.

Over one-half of the respondents were assigned to the second level of their administrative organizations, while 40 per cent functioned at the third level. One-half of the respondents reported to the chief administrative officer and one-fifth reported to the dean of instruction.

Approximately one-fourth of the responding administrators had no administrative staff members under their

supervision. Most of the respondents supervised three or fewer administrators. The maximum number for one administrator was 18.

Teaching staffs ranged in size up to 1,000 instructors. The larger staffs were reported by administrators who had responsibilities for academic as well as occupational programs and/or who worked at large institutions. Sixty per cent of the administrators supervised less than 40 instructors.

Approximately one-half of the respondents spent all of their working time in vocational-technical administration. One-fourth indicated that they spend more than 50 per cent of their time in this work.

Michigan administrators earned significantly higher salaries than those in the rest of the United States. However, this finding may have been due to geographical differences in the standard of living.

Michigan respondents collectively held longer contracts than did those in the remainder of the United States. All but one of the 28 Michigan respondents held 12-month contracts, compared to three-fourths of the United States administrators.

Respondents in the United States sample included a significantly higher number of tenured administrators than did those in the Michigan group. Forty-four per cent of

the former group had been awarded tenure, compared to only fourteen per cent of the latter.

Implications for the Selection, Training, and Problem Priorities of Chief Vocational Administrators

Assuming that the findings of the study are valid, they would seem to hold implications for the selection and training of administrators as well as for assigning priorities to the problems of vocational administration.

Criteria for the Selection of Chief Vocational Administrators

Researchers generally have agreed that vocational administrators should possess qualifications for employment based on three criteria. These criteria are (1) professional education training, (2) professional education experience, and (3) occupational experience outside of education. For examples, Fielding sought to identify appropriate qualifications for directors of junior college occupational programs and Law sought to establish criteria for the certification of vocational administrators in public school systems. Both researchers concluded by specifying the three criteria mentioned above.

These three criteria are most useful for the selection of vocational administrators when kept current. In accordance with the findings of this and other recent studies, it is suggested that the following criteria be

adopted by community colleges and state departments of education for the selection of chief vocational administrators.

Professional education training. Emphasis should be placed on the doctoral degree, since this is becoming the standard among chief vocational administrators in community colleges. Most of the respondents in this study either held or were working toward doctorates. The master's degree appears to have outlived its usefulness as a discriminating standard, since it was held by 94 per cent of the respondents. See pages 56-58.

Professional education experience. The chief vocational administrator should possess experience both in teaching and in educational administration. Almost all of the respondents in the study supervised a number of instructors. Effective supervision would seem to require that the administrator be personally familiar with teaching activities. Prior administrative experience would also seem to be a prerequisite for success as chief vocational administrator, since the position is a deanship in many institutions. See pages 65-70.

In addition, the chief vocational administrator should be required to have had some professional education experience in the community college. The main professional problems brought out by this study included implications that the problems of community college teaching and

administration are not necessarily the same as those of either the four-year college or the secondary school. The prospective chief vocational administrator should be familiar with the unique aspects of community college work, to include administrative procedures and student populations.

Occupational experience outside of education. Most occupational problems in public two-year colleges offer curricula in both business and industrial areas. This is shown in The Blue Book of Occupational Education.[1] Therefore, it is preferable that the chief vocational administrator possess occupational experience in both areas, as well. However, it would be more realistic to require experience in one area (rather than both), since most respondents lacked experience in business and one-third lacked experience in industry. See pages 70-72.

Curricula for the Training of Chief Vocational Administrators

It is evident from the related literature that the training of administrative leaders for vocational-technical education was given little attention until 1968, when the Educational Professions Development Act of 1965 was amended. (See pages 28-29). Harris and others had been critical of this lack of attention for vocational-technical education.

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[1]Max M. Russell (ed.), The Blue Book of Occupational Education (New York: CCM Information Corporation, 1971), pp. 221-236.

However, the expansion of vocational curricula to the public two-year college campus over the past two decades has spurred the need for leadership development programs in the field. In 1953, only five per cent of the public two-year colleges offered 80 per cent of the occupational curricula. As of this study, there were 834 vocational-technical programs in public two-year colleges.

If colleges of education are to utilize realistic curricula for the training of prospective leaders in occupational education, they should reexamine their programs in the light of this study. In particular, graduate programs should include the following.

Course considerations. Graduate programs should provide coursework which formally addresses the problems of finance and communication in post-secondary vocational administration. One-half of the respondents reported having at least one type of problem in financing their occupational programs. One-third had at least one type of communication problem with significant publics. See page 77.

Colleges of education in Michigan should formally address themselves to the problems associated with faculty unions on the community college campus. Twenty-eight of the Michigan respondents indicated having at least one type of union problem. See pages 88-89.

Inservice training considerations. Since the problem areas of finances and communication appear to most seriously impinge upon post-secondary vocational administration, they could logically serve as subject matter for inservice training programs. Workshops could be established to equip current administrators with added skills in public information management of occupational programs. Fundamentals and strategies of obtaining funding for programs would also be appropriate.

Other studies. The Sundstrom study used factor analysis to identify the competencies common to administrators of vocational education. These seven factors (see page 38) would seem to provide an appropriate base for the development of leadership curricula. The Whitney study provided eight basic types of administrative organizations among community colleges. These patterns would seem to be appropriate for inclusion in leadership courses in organizational theory. See page 34.

Problem Priorities Of Chief Vocational Administrators

In 1968, Lee and Hamlin called for a clearer definition of the problems in organizing, administering, and financing occupational education. (See page 28). This study identified some of the more common problems which administrators of vocational-technical education have to

face. Most of these have been familiar to vocational education for a long time. See pages 76-91.

These findings should be of value to state departments of education, colleges of education, curriculum developers and other groups who would wish to turn their attention to the most widespread problems of vocational-technical education. Furthermore, the study has paid particular attention to the main professional problems of those administrators in Michigan community colleges.

The problem area of finances was found to be the most frequently-reported among the responses of the administrators in the study. Part of the reason for this problem is the high level of costs incurred in equipping vocational and technical programs. Trade and industrial programs are particularly costly. Yet, viable occupational programs necessitate the appropriate equipment for hands-on training.

Another type of problem in the area of finances was reportedly low salaries for vocational faculty and staff in the community college. At least part of the reason for this problem would seem to be the rather belated prominence of vocational administration in public two-year colleges.

The Koos study indicated that, in 1944, only two of 411 administrators identified in 167 junior colleges held the title, "Dean of Vocational Education." (See page 13. It would seem that the salary level for this

position has generally increased in accordance with the prominence of vocational education in the junior college. However, the academic branches of the two-year college were prominent from the start of the institution and have remained ahead of vocational education in salary, for this reason.

The problem area of communication was the second most pervasive area mentioned by the responding administrators. The term, "communication," was chosen by the researcher since it is a prior problem of many difficulties in vocational administration in the community college.

Moreover, the term is useful since it also implies action to be taken to alleviate these difficulties. For example, when "lack of interest on the part of students in vocational programs" is looked upon as a communication problem, the responsibility for it is focused upon its rightful place--with the administrator.

Public information officers of community colleges must lend more assistance to chief vocational administrators in "selling" occupational programs to prospective students and their parents. Better communication must be established between the community college occupational program and high school teachers, counselors, and administrators.

State departments and colleges of education must help to alleviate the problems currently faced by

vocational administrators at the post-secondary level. The findings of this study should be of assistance to those organizations in (1) establishing problem priorities of vocational-technical education and/or (2) providing a framework for local studies of problems.

Problems for Further Study

1. A study should be conducted to appraise the public information efforts associated with occupational programs which allegedly have less than desirable rapport with significant publics. In this way, specific types of communication problems could be identified. The extent to which vocational administrators are assisted by personnel in the public information office also could be assessed.

2. A study should be conducted to ascertain the most successful leadership styles among chief vocational administrators. The effectiveness of relatively autocratic and democratic styles could be compared, in order to find an optimum extent of authority delegation.

3. A system should be developed that streamlines the process by which occupational programs are changed through the addition, alteration, or deletion of curricula. Models or flow charts could be developed to depict streamlined procedures for initiating actions, making decisions on curricula, and reviewing the results of changes made.

4. Means by which better articulation can be achieved between the community college occupational program and those of local high schools and industry should be developed. A worthwhile goal of such a study would be to produce ways in which these institutions could coordinate their programs to make curricula more complementary and less repetitive. These efforts toward coordination between institutions also are likely to improve their mutual rapport.

5. A study should be conducted to compare the performance evaluations of vocational administrators with their qualifications. Such a study might help to identify those qualifications which are the most consistent predictors of success in vocational administration.

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APPENDICES

APPENDIX A

COVER LETTERS

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

Dear Colleague:

Your professional position includes you in a national study of chief vocational administrators in public two-year colleges.

With your help, the study will shed light on the profiles and problems of chief vocational administrators. This is NOT an evaluation of administrators. We're trying to pave the way for:

A. **IMPROVED CRITERIA** for the selection of vocational administrators,

B. **REALISTIC CURRICULA** for the training of vocational administrators, and

C. **PRIORITIES** among key problems in post-secondary vocational-technical programs.

Please answer the attached questionnaire and return it in the enclosed stamped, addressed envelope.

We would appreciate hearing from you by April 2nd, so that the research can proceed on schedule.

Thanks so much for your help.

Approved:

Robert Poland

Robert Poland
Professor of Business and
Distributive Education

Sincerely,

John J Komar

John J. Komar
Fellow, E.P.D.A.
Leadership Program

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

Dear Colleague:

A few weeks ago, about 150 chief vocational administrators in public two-year colleges were asked to participate in a national study of their profiles and problems.

The response has been encouraging and enlightening. The study promises to pave the way for improved selection and training of administrators. Priorities among the problems of post-secondary vocational-technical education also are in focus.

Your participation still is very important to the success of the study, as data analysis is in its final stages.

Won't you complete and return the enclosed questionnaire? A stamped, addressed envelope is provided for your convenience.

I would be happy to send you a copy of the results. Thanks for your cooperation.

Sincerely,

John J. Komar
Fellow, E.P.D.A.
Leadership Program

APPENDIX B

WRITTEN QUESTIONNAIRE

QUESTIONNAIRE

Please supply the information requested by placing a check [✓] and/or writing the answer in the spaces provided.

NAME _____

OFFICIAL TITLE _____

NAME OF INSTITUTION _____

ADDRESS OF INSTITUTION _____
(City) (State)

ADMINISTRATOR BACKGROUND

Please indicate the degrees you have completed, are working toward, and your major fields of study:

[✓] [✓]

DEGREE	COMPLETED	WORKING TOWARD	MAJOR
Bachelor's			
Master's			
Certificate of Specialization			
Ed.D.			
Ph.D.			
Other: _____			

At what types of institutions have you studied? Check all that apply:

TYPE OF INSTITUTION	UNDERGRAD	MASTER'S	SPEC	DOCTORAL
State University				
State College				
Private University				
Private College				
Two-Year College				
Other: _____				

Indicate the settings in which you have taught, full or part-time, and give the number of years you have taught in each:

	SETTINGS	YEARS
[ ]	K through Grade 6	_____
[ ]	Grades 7 – 9	_____
[ ]	Grades 10 – 12	_____
[ ]	Two-Year College	_____
[ ]	College or University	_____
[ ]	Military Service	_____
[ ]	Industry, Business, or Public Service	_____
[ ]	Private School	_____

Which instructional area was/is your main teaching field:

[ ]	Agricultural Education	[ ]	Vocational Home Economics
[ ]	Office Education	[ ]	Technical Occupations
[ ]	Distributive Education	[ ]	Academic Transfer
[ ]	Health Occupations Education	[ ]	Adult Education
[ ]	Trade and Industrial Education	[ ]	Cooperative Work-Study

[ ] Other: _____

Indicate the types of settings in which you have held a full or part-time administrative position, and give the number of years for each:

	SETTINGS	YEARS
[ ]	K through Grade 6	_____
[ ]	Grades 7 – 9	_____
[ ]	Grades 10 – 12	_____
[ ]	Two-Year College	_____
[ ]	College or University	_____
[ ]	Military Service	_____
[ ]	Industry, Business, or Public Service	_____
[ ]	Private School	_____

Indicate the areas of business and industry in which you have worked, excluding teaching, and the number of years in each:

	BUSINESS	YEARS
[ ]	Management	_____
[ ]	Accounting – Finance	_____
[ ]	Sales – Marketing	_____
[ ]	Other _____	_____

	INDUSTRY	YEARS
[ ]	Manufacturing	_____
[ ]	Skilled Trade	_____
[ ]	Technician	_____
[ ]	Service	_____
[ ]	Management	_____
[ ]	Other _____	_____

For how many years have you held your present administrative job? _____

What part of your time is spent in vocational administration?

[ ] 100% [ ] More than 50% [ ] Less than 50% [ ] 25% [ ] Less than 25%

How many months per year does your contract require you to be on duty?

[ ] 9 [ ] 10 [ ] 11 [ ] 12 [ ] Other

Have you been awarded tenure? [ ] YES [ ] NO

What is your annual contracted salary?

[ ] 6,000 – 6,999	[ ] 11,000 – 11,999	[ ] 16,000 – 16,999
[ ] 7,000 – 7,999	[ ] 12,000 – 12,999	[ ] 17,000 – 18,999
[ ] 8,000 – 8,999	[ ] 13,000 – 13,999	[ ] 19,000 – 21,999
[ ] 9,000 – 9,999	[ ] 14,000 – 14,999	[ ] 22,000 – 24,999
[ ] 10,000 – 10,999	[ ] 15,000 – 15,999	[ ] 25,000 and over

How many teaching and administrative personnel do you supervise?

_____ Teaching _____ Administrative

Under your present administrative organization, to whom do you report?

[ ] **Chief Administrative Officer**
[ ] **Executive Vice President**
[ ] **Dean of Academic Affairs**
[ ] **Dean of Instruction**
[ ] **Dean of Faculty**
[ ] **Other** _____

Under your present administrative structure, to what level do you report?

[ ] **Level 1 (Directly to Chief Administrative Officer)**
[ ] **Level 2**
[ ] **Level 3**
[ ] **Level 4**
[ ] **Other:** _____

PROFESSIONAL PROBLEMS

Please state three long-run problems of vocational-technical education which most seriously impinge upon the implementation of your program:

1. _____
_____
_____
_____

2. _____
_____
_____
_____

3. _____
_____
_____
_____

THANKS VERY MUCH FOR YOUR HELP! PLEASE RETURN QUESTIONNAIRE TO:

John J. Komar
4484 Janice Lee, Apt. 212A
Okemos, Michigan 48864

APPENDIX C

SAMPLING PROCEDURES

Table 32. Stratified sample.

Regions	Institutions in Population	
	Large	Small
Region I:		
Connecticut	13	2
Maine	0	5
Massachusetts	15	1
New Hampshire	0	1
New Jersey	13	0
New York	40	5
Pennsylvania	26	4
Rhode Island	1	0
Vermont	0	1
Totals:	108	19
Samples:	16	3
Region II:		
Delaware	2	0
District of Columbia	1	0
Florida	26	1
Georgia	12	1
Maryland	13	4
North Carolina	19	35
South Carolina	4	13
Virginia	11	10
West Virginia	1	3
Totals:	89	67
Samples:	13	10
Region III:		
Illinois	44	3
Indiana	2	0
Iowa	10	10
Minnesota	7	13

Table 32.--Continued

Regions	Institutions in Population	
	Large	Small
Ohio	16	18
Wisconsin	12	5
Totals:	91	49
Samples:	14	7
Region IV:		
Alabama	10	6
Arkansas	1	2
Kentucky	4	10
Louisiana	1	5
Mississippi	9	9
Missouri	10	5
Tennessee	6	5
Totals:	41	42
Samples:	6	6
Region V:		
Idaho	2	0
Montana	1	2
Nebraska	2	10
North Dakota	3	2
Oregon	12	2
South Dakota	0	0
Washington	26	1
Wyoming	2	5
Totals:	48	22
Samples:	7	3

Table 32.--Continued

Regions	Institutions in Population	
	Large	Small
Region VI:		
Arizona	11	1
Colorado	10	6
Kansas	6	13
Nevada	0	3
New Mexico	2	5
Oklahoma	6	7
Texas	38	6
Utah	3	2
Totals:	76	43
Samples:	11	6
Region VII:		
Alaska	1	6
California	89	5
Hawaii	4	2
Totals:	94	13
Samples:	14	2

APPENDIX D

CHI-SQUARE DISTRIBUTIONS

Table 33. Chi-square distribution of respondents by experience in educational administration.

Number of Years In Educ. Admin.	Respondents		Totals
	United States	Michigan	
Less than 10	57	14	71
10 or more	30	14	44
Totals	87*	28	115*

C = 3.84 $X^2 = 2.16 < 3.84$

*Three respondents did not indicate number of years of experience in educational administration.

Table 34. Chi-square distribution of respondents by extent of business experience.

Number of Years In Business	Respondents		Totals
	United States	Michigan	
No experience	45	18	63
One or more years	45	10	55
Totals	90	28	118

C = 3.84 $X^2 = 1.81 < 3.84$

Table 35. Chi-square distribution of respondents by extent of formal education attained.

Formal Education	Respondents: United States	Respondents: Michigan	Totals
Master's degree or less	27	12	39
Beyond Master's degree	63	16	79
Totals	90	28	118
C = 3.84	$X^2 = 1.59 < 3.84$		

Table 36. Chi-square distribution of respondents by extent of teaching experience.

Number of Years In Teaching	Respondents: United States	Respondents: Michigan	Totals
Less than 10	34	12	46
10 or more	51	16	67
Totals	85*	28	113*
C = 3.84	$X^2 = 0.07 < 3.84$		

*Five respondents did not indicate number of years in teaching.

Table 37. Chi-square distribution of respondents by extent of experience in industry.

Number of Years In Industry	Respondents		Totals
	United States	Michigan	
No experience	30	8	38
One or more years	60	20	80
Totals	90	28	118
C = 3.84	$X^2 = 0.21 < 3.84$		

Table 38. Chi-square distribution of respondents by size of teaching staff.

Number of Teachers	Respondents		Totals
	United States	Michigan	
29 or fewer	42	9	51
30 to 99	35	12	47
100 or more	13	7	20
Totals	90	28	118
C = 3.84	$X^2 = 2.54 < 3.84$		

Table 39. Chi-square distribution of respondents by size of administrative staff.

Number of Administrators	Respondents		Totals
	United States	Michigan	
0 - 2	43	8	51
3 - 7	32	13	45
8 or more	15	7	22
Totals	90	28	118

C = 3.84 $X^2 = 3.28 < 3.84$

Table 40. Chi-square distribution of respondents by time spent in vocational administration.

Percentage of Time	Respondents		Totals
	United States	Michigan	
100 per cent	44	17	61
Less than 100 per cent	46	11	57
Totals	90	28	118

C = 3.84 $X^2 = 1.17 < 3.84$

Table 41. Chi-square distribution of respondents by amount of contracted salary.

Contracted Salary	Respondents United States	Michigan	Totals
Less than $19,000	53	5	58
$19,000 to $24,999	29	13	42
$25,000 or more	8	10	18
Totals	90	28	118
C = 3.84	$X^2 = 13.82 > 3.84$		

Table 42. Chi-square distribution of respondents by length of contract.

Length of Contract	Respondents United States	Michigan	Totals
12 months	70	27	97
Less than 12 months	20	1	21
Totals	90	28	118
C = 3.84	$X^2 = 5.11^* > 3.84$		

*Chi-square value arrived at through Yates' correction for continuity, since one cell had less than five observations.

Table 43. Chi-square distribution of respondents by status with respect to tenure.

Tenure Status	Respondents		Totals
	United States	Michigan	
Tenured	40	4	44
Not tenured	50	24	74
Totals	90	28	118
C = 3.84	$X^2 = 6.98 > 3.84$		

APPENDIX E

COMPARATIVE DISTRIBUTIONS OF RESPONDENT GROUPS

Table 44. Distribution of respondents by highest degree obtained.

Degree	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Doctorate	21	23	4	14
Educational Specialist	9	10	2	7
Master's	55	61	20	71
Bachelor's	2	2	2	7
Totals	87	96**	28	100

*Percentage computed using N = 90 and N = 28.
**Three respondents had no accredited degree.

Table 45. Distribution of respondents working toward degrees.

Degree Program	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Doctorate	28	31	7	25
Educational Specialist	5	6	3	11
Master's	2	2	2	7
Bachelor's	2	2	-	-
Totals	37	41	12	43

*Percentage computed using N = 90 and N = 28.

Table 46. Major areas of educational specialist and doctoral study of chief vocational administrators.

Area of Study	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Educational Specialist				
Vocational-Technical Education	3	33	-	-
Educational Administration	2	22	1	50
Education	2	22	-	-
Guidance and Counseling	1	11	-	-
Industrial Education	1	11	1	50
Doctoral				
Vocational-Technical Education	5	24	-	-
Education	4	19	-	-
Educational Administration	3	14	3	75
Higher Education	3	14	1	25
Industrial Education	2	10	-	-
History	2	10	-	-
Physical Science	2	10	-	-

*Educational specialist percentages computed with N = 9 and N = 2 (the number of responding administrators who held educational specialist certificates); doctoral percentages computed with N = 21 and N = 4 (the number of responding administrators who held doctoral degrees).

Table 47. Types of institutions attended by chief vocational administrators for advanced graduate study.

Type of Institution	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Doctoral Study:				
State University	15	71	4	100
Private University	5	24	-	-
Private College	1	5	-	-
Educational Specialist Study:				
State University	8	89	2	100
State College	1	11	-	-

*Percentages computed with N = 21 and N = 4 for doctoral study and N = 9 and N = 2 for educational specialist study.

Table 48. Major areas of master's degree study of chief vocational administrators.

Area of Study	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Vocational-Technical Education	20	24	6	23
Education	11	13	3	12
Educational Administration	9	11	5	19
Industrial Education	8	9	7	27
Physical Science	8	9	-	-
Engineering	5	6	-	-
Business Administration	4	5	2	8
Guidance and Counseling	4	5	1	4
History	3	4	1	4
Mathematics	2	2	-	-
Other	8	9	1	4

*Percentages computed using N = 85 and N = 26 (the number of responding administrators who held a master's degree).

Table 49. Types of institutions attended by chief vocational administrators for master's study.

Type of Institution	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
State University	51	60	22	85
Private University	23	27	-	-
State College	8	9	3	12
Private College	2	2	1	4
Other	1	1	-	-

*Percentages computed with N = 85 and N = 26 (the numbers of responding administrators who held master's degrees).

Table 50. Major areas of baccalaureate study of chief vocational administrators.

Area of Study	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Vocational-Technical Education	22	25	4	14
Industrial Education	9	10	10	36
Engineering	8	9	2	7
Physical Science	8	9	-	-
Education	6	7	2	7
Business Administration	5	6	5	18
Industrial Arts	5	6	2	7
History	4	4	1	4
Mathematics	3	3	2	7
Agriculture	2	2	-	-
English	2	2	-	-
Other Areas	13	17	-	-

*Percentages computed using N = 89 and N = 28 (the numbers of responding administrators with baccalaureate degrees).

Table 51. Types of institutions attended by chief vocational administrators for undergraduate study.

Type of Institution	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
State University	42	47	13	46
State College	21	23	11	39
Two-Year College	16	18	4	14
Private College	12	13	1	4
Private University	10	11	1	4
Other	2	2	-	-

*Percentages computed with N = 87 and N = 28.
**Some respondents indicated having attended more than one type of undergraduate institution.

Table 52. Distribution of respondents by years of teaching experience.

Years of Experience	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
0 - 4	8	9	1	4
5 - 9	26	30	11	39
10 - 14	13	15	8	29
15 - 19	16	19	3	11
20 - 24	10	12	-	-
25 - 29	4	5	1	4
30 - 34	3	4	3	11
35 - 39	2	2	-	-
40 and over	3	4	1	4
Totals	85**	100	28	100

*Percentages computed with N = 85 and N = 28.
**Five respondents did not specify experience in years.

Table 53. Educational settings in which chief vocational administrators had taught.

Educational Settings	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Kindergarten through grade six	6	7	-	-
Grades seven through nine	21	23	9	32
Grades ten through twelve	56	62	23	82
Two-year college	68	76	18	64
College, university	28	31	5	18
Military service	16	18	5	18
Industry, business, or public service	12	13	10	36
Private school	2	2	-	-

*Percentages computed with N = 90 and N = 28.

Table 54. Main teaching fields of chief vocational administrators.

Teaching Field	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Technical Occupations	32	36	8	29
Trade and Industrial Education	24	27	18	64
Academic Transfer	23	26	1	4
Agricultural Education	10	11	-	-
Adult Education	10	11	4	14
Office Education	9	10	2	7
Distributive Education	7	8	3	11
Cooperative Work Study	5	6	3	11
Health Occupations Education	2	2	-	-
Other	24	27	8	29

*Percentages computed with N = 90 and N = 28. Some respondents indicated more than one teaching field.

Table 55. Distribution of respondents by years of experience in educational administration.

Years of Experience	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
1 - 4	20	23	4	14
5 - 9	37	43	10	36
10 - 14	13	15	4	14
15 - 19	3	3	5	18
20 - 24	9	10	3	11
25 and over	5	6	2	7
Totals	87**	100	28	100

*Percentages computed with N = 87 and N = 28.
**Three respondents did not specify experience in years.

Table 56. Distribution of respondents by number of years in position held at time of study.

Number of Years	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
1 - 2	28	31	6	21
3 - 5	36	40	11	39
6 - 8	20	22	9	32
9 or more	6	7	2	7
Totals	90	100	28	100

*Percentages computed with N = 90 and N - 28.

Table 57. Educational settings in which respondents had assumed administrative positions.

Educational Settings	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Kindergarten through grade six	6	7	1	4
Grades seven through nine	7	8	1	4
Grades ten through twelve	21	23	10	36
Two-year college	90	100	28	100
Four-year college, university	14	16	6	21
Military service	12	13	3	11
Industry, business, or public service	16	18	8	28

*Percentages computed with N = 90 and N = 28.

Table 58. Distribution of respondents by years of experience in business and industry.

Years of Experience	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Business				
None	45	50	18	64
1 - 2	10	11	4	14
3 - 4	15	17	1	4
5 - 6	5	6	1	4
7 - 8	5	6	3	11
9 - 10	1	1	1	4
11 - 15	4	4	-	-
16 and over	5	6	-	-
Industry				
None	30	33	8	29
1 - 2	10	11	3	11
3 - 4	15	17	5	18
5 - 6	14	16	3	11
7 - 8	2	2	2	7
9 - 10	6	7	1	4
11 - 15	6	7	3	11
16 and over	7	8	3	11

*Percentages computed with N = 90 and N = 28.

Table 59. Non-education work experiences of chief vocational administrators.

Type of Work Experience	Respondents			
	United States		Michigan	
	Number*	Per Cent**	Number*	Per Cent**
	Business			
Management	21	23	-	-
Accounting-Finance	7	8	1	4
Sales-Marketing	26	29	9	32
Other	9	10	2	7
	Industry			
Manufacturing	17	19	6	21
Skilled Trade	26	29	10	36
Technician	23	26	7	25
Service	12	13	4	14
Management	12	13	3	11
Other	11	12	6	21

**Percentages computed with N = 90 and N = 28.
*Some respondents specified more than one occupation.

Table 60. Immediate supervisors of chief vocational administrators.

Immediate Supervisors	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
Chief Administrator	44	49	18	64
Dean of Instruction	22	24	4	14
Executive Vice President	7	8	2	7
Dean of Academic Affairs	5	6	1	4
Board of Trustees/ Governors	4	4	-	-
Vice President of Academic Affairs	3	3	1	4
Dean of Faculty	2	2	-	-
President of Multi-Campus	1	1	-	-
Provost	1	1	-	-
Vice President of Instruction	1	1	1	4
Dean of Campus	-	-	1	4

*Percentages computed using N = 90 and N = 28.

Table 61. Numbers of administrators supervised by chief vocational administrators.

Number of Administrators Supervised	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
None	24	27	3	11
1	12	13	2	7
2	7	8	3	11
3	8	9	5	18
4	8	9	1	4
5	9	10	5	18
6	3	3	2	7
7	4	4	-	-
8	4	4	3	11
9	3	3	-	-
10 or more	8	9	4	14
Totals	90	100	28	100

*Percentages computed with N = 90 and N = 28.

Table 62. Numbers of instructors supervised by chief vocational administrators.

Number of Instructors Supervised	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
9 or less	8	9	3	11
10 - 19	16	18	2	7
20 - 29	18	20	4	14
30 - 39	18	20	2	7
40 - 49	5	6	-	-
50 - 59	6	7	4	14
60 - 99	6	7	6	21
100 - 199	8	9	4	14
200 - 299	4	4	2	7
300 and more	1	1	1	4
Totals	90	100	28	100

*Percentages computed with N = 90 and N = 28.

Table 63. Distribution of respondents by time spent in vocational-technical administration.

Time Spent	Respondents			
	United States		Michigan	
	Number	Per Cent*	Number	Per Cent*
100 per cent	44	49	17	61
More than 50 per cent	22	24	10	36
Less than 50 per cent	10	11	1	4
25 per cent	5	6	-	-
Less than 25 per cent	9	10	-	-
Totals	90	100	28	100

*Percentages computed with N = 90 and N = 28.

APPENDIX F

SPECIFIC PROBLEMS OF VOCATIONAL ADMINISTRATION

Table 64. Problem areas of vocational administration by frequency of mention.

Problem Area	Times Mentioned	Per Cent*
Finances:	77	27
General lack of funding for occupational education	37	13
Lack of funds for equipment	14	5
Lack of funds for facilities	12	4
Lack of funds for programs	8	3
Lack of funds for salaries	6	2
Communication:	56	19
Difficulty in recruiting students for vocational programs	19	6
Low public image for vocational-technical education	11	4
Low status of occupational programs in the community college	10	3
High school counselors' general disinterest in occupational education	6	2
Lack of communication with 4-year colleges and universities	3	1
Parents' disinterest in vocational curricula for their children	3	1
Lack of communication with local business and industry	2	less than 1
High school teachers' low opinion of vocational education	2	less than 1

Table 64.--Continued

Problem Area	Times Mentioned	Per Cent*
Community College Administrative Procedures:	34	12
Lack of attention for occupational education in academic governance	11	4
Need for more administrative staff members in occupational education	7	2
Too much bureaucratic "red tape" and paperwork at the community college level	6	2
Complacency in administrative policies of superior officials in community college setting	5	1
Lack of long-range goals for vocational-technical education in the two-year college	2	less than 1
Ineffective organization of vocational-technical education in the two-year college	2	less than 1
Too little autonomy granted to the director of occupational programs	1	less than 1
Staffing:	23	8
Instructors in occupational education lacking in professional training	8	3
Difficulty in securing instructors for certain technical courses	6	2

Table 64.--Continued

Problem Area	Times Mentioned	Per Cent*
Instructors in occupational education lacking in practical work experience in their teaching subjects	4	1
Irresponsibility of certain instructors to meet all of their job requirements	3	1
Complacent attitude among teachers of occupational curricula	1	less than 1
Lack of leadership among staff members	1	less than 1
Curriculum Development:	15	5
Difficulty in sensing needs for new occupational programs	2	less than 1
Current vocational curricula is irrelevant to the realities of work	2	less than 1
Inexperience of curriculum developers for vocational-technical programs	2	less than 1
Administrative difficulty in phasing-out unsuccessful occupational programs	2	less than 1
Slow process of establishing new programs	2	less than 1
Need to expand cooperative education	2	less than 1
Difficulty in gaining accreditation for new programs	1	less than 1

Table 64.--Continued

Problem Area	Times Mentioned	Per Cent*
Need for more short, non-degree vocational programs	1	less than 1
Narrowness of vocational curricula, lack of theory	1	less than 1
Evaluation Techniques:	15	5
Need for effective means to evaluate student progress	6	2
Need for greater emphasis on follow-up of student placement, in order to evaluate vocational programs	6	2
Need for a valid system for accountability of faculty	3	1
State Level Vocational Administration:	13	5
Ineffective statewide organization for vocational and technical education	5	1
Funding priorities for occupational education frequency change	2	less than 1
Weak leadership	2	less than 1
Excessive bureaucratic "red tape" required in working with state department of education	2	less than 1
Poorly researched and prepared state level reports	1	less than 1
Inappropriate certification requirements for instructors	1	less than 1

Table 64.--Continued

Problem Area	Times Mentioned	Per Cent*
Student Inadequacies:	9	3
Lack of prior preparation of students in occupational areas	7	3
Lack of interest in vocational course work	2	less than 1
Students unable to enroll in occupational program due to lack of tuition money	1	less than 1
Unionization:	9	3
Conflicts between teachers and administration over master contract	5	2
The presence of a union interferes with the process of education in the community college	3	1
Difficulty of teachers and administrators adjusting to new roles, with regard to collective bargaining	1	less than 1
Manpower Data:	8	3
Need for valid projections of manpower needs, to facilitate sound curricular planning	8	3
Inservice Training:	7	2
Lack of available time for inservice training of faculty	4	1
Lack of available monies for the implementation of inservice training programs	2	less than 1

Table 64.--Continued

Problem Area	Times Mentioned	Per Cent*
Community college too far from nearest university, difficulty in upgrading of faculty	1	less than 1
Coordination of Vocational Programs of Different Institutions:	7	2
Occupational programs in the community college overlap with those of other local schools, forcing competition for students	6	2
Community college competes with local industry in recruiting students for vocational programs	1	less than 1
Teacher Education:	5	2
Occupational instructors are not adequately-trained at the university level	4	1
Curricula for the training of vocational administrators is unrealistic	1	less than 1
Other Problems:	7	2
Lack of industrial support in student placement	1	less than 1
Work of outside contractors in education is inferior to that of staff members	1	less than 1
Finding suitable location for a school	1	less than 1
Lack of leadership for vocational-technical education at the federal level	1	less than 1

Table 64.--Continued

Problem Area	Times Mentioned	Per Cent*
Difficulty of achieving maximum utilization of facilities for occupational education programs	1	less than 1
High state level quotes for minimum graduate placement from occupational programs	1	less than 1
Responsibility of vocational-technical education to society is too burdensome	1	less than 1
Totals	285	100

*Percentage computed with N = 285 (total number of specific responses).