

A DESCRIPTIVE STUDY OF CURRICULUM ADVISORY COMMITTEES
IN LOCAL NORTH CAROLINA COMMUNITY COLLEGES: THEIR
ORGANIZATION, PRACTICES, AND FUNCTIONS,

by

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Chapter 1

INTRODUCTION

Citizen participation in vocational education was well documented beginning with the Smith-Hughes Act in 1917. In that legislation, citizen participation was recognized as being important to vocational education. As technical and social changes occurred, other federal legislation was enacted. The Vocational Education Act of 1963, the Vocational Education Amendments of 1968 and the Educational Amendments of 1976 continued to place even greater emphasis on the value of citizen participation through advisory councils.

While early federal legislation encouraged and current legislation required citizen participation in planning and evaluating vocational education programs, the North Carolina State Board of Education, through its policies and the State Plan for Occupational Education, emphasized the importance of curriculum advisory committees. The North Carolina State Advisory Council on Vocational Education also promoted the importance of curriculum advisory committees, through a publication entitled Citizen Participation in Vocational Education Programs: A Handbook (1976). This handbook was to provide assistance to vocational leaders working with curriculum advisory committees.

The literature made reference to two types of citizen involvement through committee activity. One type of committee involvement was through a group sometimes labeled as general advisory council or committee. The principal function of this type of council was advisement

on issues involving all programs of the institution. The second type of committee was labeled either a curriculum or craft advisory committee. While many of the functions and activities of each of these committees sometimes overlapped, this study focused on functions and activities of the curriculum advisory committee.

The changing manpower needs of business, industry, agriculture, health, and other services call for a close look at the demands on the work force of the future. It was, therefore, recognized that institutions must rally to the challenge which the advancement of technology, mobility of population, and demand for new skills and knowledge placed upon education. The National Commission on Technology, Automation, and Economic Progress (1966:46) identified particularly post-secondary institutions as the agencies which must respond to this demand. Specifically, the community colleges, technical institutes, and/or technical colleges were named as appropriate respondents.¹

There was a consensus among vocational educators that leadership from various levels of government played a vital role in curriculum advisory committee operation (Malamphy, 1974:2). Educators also realized that this leadership alone may not have been sufficient to ensure the effectiveness of curriculum advisory committees at the local level. It appeared that the chief administrator played a key role in the oversight operations of the curriculum advisory committees to the extent that the North Carolina State Board policy charged the president

¹The term "institution" will be used in this study to refer to both the community college and the technical institute or technical college.

of each local institution with the responsibility of making the institution community-centered (N. C. Administrative Code, 1978). Presidential support and endorsement were key factors which helped ensure effective utilization of curriculum advisory committees; however, some chief administrators were reluctant to permit the layman to participate in vocational education planning (Trigg, 1959:3). Fisher (1979:255) indicated that from the standpoint of committee members, too many school administrators treated advisory committees with virtual indifference. Of many attempts to initiate change, ranging from major to minor, most were unsuccessful.

A study by Affeldt (1981) suggested that 96 percent of a representative sample of presidents in the North Carolina system of two-year institutions favored utilizing curriculum advisory committees. These presidents also recognized the benefits derived from utilization of well-organized and functioning curriculum advisory committees.

Even though benefits were recognized, there were different schools of thought with respect to organization and functions of curriculum advisory committees for vocational education. Therefore, this research was undertaken to identify the perceived effectiveness of current practices in the organizational and functional operations of the curriculum advisory committees used in institutions of the North Carolina Community College System.

STATEMENT OF THE PROBLEM

The problem addressed in this research study is a lack of

documentation regarding curriculum advisory committees for the two-year institutions in the North Carolina Community College System. The research efforts taken were (1) to determine what extent curriculum advisory committees were utilized in the fifty-eight institutions in the North Carolina Community College System; (2) to determine how the curriculum advisory committee members were selected and appointed; (3) to determine what functions the curriculum advisory committees performed; (4) to determine the organizational structure and functions utilized by curriculum advisory committees; (5) to determine the perceived effectiveness of curriculum advisory committees; and (6) to determine the relationships between perceived effectiveness of assigned functions to committee utilization criteria, committee selection criteria, and certain organizational characteristics.

RESEARCH QUESTIONS

More specifically, the following research questions were posed:

1. To what extent did institutions utilize curriculum advisory committees?
2. What criteria were used in the selection of curriculum advisory committee members?
3. What were the organizational characteristics of curriculum advisory committees?
4. What were the major functions of the curriculum advisory committees?

5. What was the perceived effectiveness of curriculum advisory committees?

6. What was the relationship between perceived effectiveness of assigned functions to committee utilization criteria, committee selection criteria, and certain organizational characteristics?

NEED FOR THE STUDY

Much has been written and discussed regarding the organization and function of advisory committees, including general as well as curriculum committees. Even as early as 1953, Campbell wrote in regard to curriculum advisory committees:

I am convinced good practices are still to be born. In all probability a good practice in one locality may not be so good in another. In other words there is no royal road to public participation. There is, however, a great resource in the part citizens can play in shaping educational policy for the schools (1953:58).

The American Association of Community and Junior Colleges (1975:8) reported in October 1975 that a total of 1,300 different vocational programs were offered by community and junior colleges. Davies, et al. (1977b:28) reported:

The current statistics of [citizen] participation are surprising and impressive. Although we know that many councils exist on paper only and that membership lists are often inflated and inaccurate, we estimate that there are now about 1,200,000 non-professional members of various school councils and education advisory committees throughout the country.

Apparently, the notion of citizen involvement was accepted as having value but was done so with little indepth and systematic analysis. Davies, et al. (1977b:29) indicated that "to date there have been no

attempts nationally by either governmental, professional or citizen-interest groups to capture baseline data on council members' characteristics, functions, and selection."

The North Carolina State Advisory Council on Vocational Education issued a report in 1972 which proposed that the State Board of Education promote and develop a statewide system of curriculum advisory committees. The State Advisory Council report Involving Citizens and Citizens Groups in Planning and Evaluating Occupational Education Programs (1973) contained basic statements of philosophy concerning citizen groups; key concepts and/or general principles for organizing and utilizing citizen groups; and outlined various types of citizen groups, with suggested structures and functions. While one could not conclude that institutions were not using curriculum advisory committees, the report did raise questions concerning how curriculum advisory committees were organized and utilized.

The North Carolina State Advisory Council on Vocational Education also contracted with the Department of Sociology and Anthropology, East Carolina University, to assess the extent of citizen participation in vocational education programs in North Carolina as a means of determining "benchmark" data which could determine the impact of the State Advisory Council's recommendations and State Board of Education activities on citizen participation during the next few years. The study (1973) revealed:

1. Community colleges and technical institutes used many different types of citizens' advisory groups.

2. Citizen's groups were used in most local administrative units of the public schools (87.6 percent) in the development of their long range plans for vocational education.

3. Formally organized advisory groups increased the quantity of citizen participation.

4. More than two-thirds (67.9 percent) of the community colleges and technical institute teachers made use of citizen advisory groups for vocational education programs while less than one-half (43 percent) of the high schools did.

The institutions within the North Carolina Community College System were required to list all curriculum advisory committee members, by name and occupation, on each application for a vocational education program; however, there were no indications as to the way these committees were actually selected, utilized or organized. It was reasonable to assume, therefore, that the selection, organization and function of these committees were less than uniform, and that they varied from institution, and from program to program, even in curricula of similar name and scope.

Data from local institutional staff members who work with local committees may provide a broader information base by which judgments on selection, operation, function, and organization of curriculum advisory committees could be improved. Brock (1973:4), in his discussion of curriculum advisory committees, stated: "I have reason to believe that adequate use is not being made of advisory committees in the institutes of North Carolina." This opinion also was expressed by curriculum planners at the state level. The personal experience of this researcher with institutional accreditation revealed that curriculum advisory committees were not fully utilized.

Lingens (1979:16) also expressed concern about citizen involvement on curriculum advisory committees when he stated that "institutions must involve citizens in program planning. Here, for too long, there has been only token participation. Very little has been communicated to the business community." Burt (1967:351) noted:

There is little documented literature concerning actual functioning of advisory committees. . . . Boards [administrators] will find themselves in an experimental area.

Davies, et al. (1977a:21) reported that there were few analytic frameworks and even fewer sources of documentation to guide an in-depth evaluation of the current status of present organizing efforts.

Kaufman, et al. (1967:12) supported this author's point of view regarding curriculum advisory committees by reporting:

The weaknesses cited most frequently in the evaluation of all vocational programs were their inadequate use of advisory committees. Many programs were being conducted without any advisory committees; other programs had committees in name only or had so few meetings that the committees could not function effectively.

Johnson (1969:128) reported in his conclusions that "systematically organized selection procedures for lay advisory committee members will improve the committee's ability to meet its problem-solving goals."

The preceding studies suggested that effective utilization of curriculum advisory committees had become a real concern among professionals in the field of vocational education. The utilization, selection, function and organization of curriculum advisory committees has especially become a concern to both state and local levels of the North Carolina Community College System. This study of curriculum advisory committees in North Carolina was needed to provide data which would:

1. Identify those operational factors which contributed to the utilization and satisfaction of curriculum advisory committees.
2. Identify criteria used in the selection of curriculum advisory committee members.
3. Identify the organizational structure used for the curriculum advisory committees.
4. Identify the major functional practices of curriculum advisory committees.
5. Provide some insight into the perceived effectiveness of the curriculum advisory committees.
6. Identify relationship of functional practices to committee utilization criteria, committee selection criteria, and certain organizational characteristics.

SIGNIFICANCE OF THE STUDY

While much was written concerning advisory committees serving the public schools, very little information was available concerning general or curriculum advisory committees serving the two-year post-secondary institution. Folley (1974:21) wrote that:

Community colleges must have a close partnership with potential employers and utilize their technical-occupational knowledge in order to provide students the skills, techniques, and knowledge necessary for entrance into their occupational choice.

The North Carolina Community College System relied upon the North Carolina State Advisory Council on Vocational Education for direction in outlining broad principles under which curriculum advisory committees could operate.

Responsible agencies in vocational education pointed out that organized and intelligent use of curriculum advisory committees was a vital factor in the stimulation of community participation (Nerden, 1977:27). As early as 1966, Gleazer (1966:14) recommended that education and industry should "improve the use of advisory committees." He further explained that many two-year institutions "need assistance so that such groups are more than 'window dressing.'"

Efforts should be made to study the factors which enhance or inhibit the utilization of curriculum advisory committees. Therefore, this study was designed to identify and document current practices by which curriculum advisory committees were selected or appointed; and to determine how they were utilized; and how they functioned in North Carolina two-year institutions.

The findings of this study should serve these purposes:

1. To utilize more effectively, the curriculum advisory committees in North Carolina institutions;
2. To provide an insight into the role which present and prospective institutional employees should follow in utilizing curriculum advisory committees;
3. To serve as a model for the vocational educator to consult when organizing, selecting, and interacting with curriculum advisory committees;
4. To provide data for professionals who work with curriculum advisory committees to re-examine their perceptions of organization, selection, and function of curriculum advisory committees;

5. To identify gaps between actual and perceived functional practices of curriculum advisory committees; and

6. To serve as an evaluation process for the North Carolina State Advisory Council on Vocational Education.

ASSUMPTIONS

The basic assumptions of the study were:

1. Respondents, when asked to consider one specific committee from among many committees, will be able to respond objectively.

2. Respondents are sufficiently aware of the selection, functions, organizational structure and utilization of curriculum advisory committees to respond accurately.

3. A questionnaire is an effective means of collecting descriptive survey data.

4. By asking respondents to select the most effective curriculum advisory committee when responding to the questionnaire is an effective means to answer the research questions.

DELIMITATIONS OF THE STUDY

The following delimitations of this study were recognized:

1. This study was delimited in geographic area to the state of North Carolina and its fifty-eight post-secondary institutions.

2. This study was delimited to curriculum advisory committees specifically related to vocational education.

3. Local advisory councils on vocational education were excluded in this study.

4. The survey was further delimited to three individuals in each institution who were responsible for initiating, selecting, and organizing curriculum advisory committees.

5. The study included only vocational programs conducted during the regular academic year of 1979-1980.

6. The study considered a maximum of three curriculum advisory committees within each institution.

7. If any one member of the respondents of each institution answered "unknown" to six or more of the eleven questions, that questionnaire was not used in the tabulation.

LIMITATIONS OF THE STUDY

The findings of this study were subject to the following limitations:

1. When responding to items on the questionnaire, the respondents were asked to select the curriculum advisory committee in their institution which they perceived to be the most effective.

2. Data analyzed were limited to responses from mailed questionnaires developed by this researcher and evaluated by a panel of jurors.

3. Respondents to the questionnaire from each institution were selected by the institutional president.

DEFINITION OF TERMS

The following definitions are stated here to provide clarity of meaning:

1. Local Advisory Council: A group of persons from business, industry, and labor who advise educational officials on current job needs and on relevancy of programs being offered by their institution.
2. Curriculum Advisory Committee: A group of lay citizens organized by the institution which were mainly concerned with advising, implementing, and/or evaluating a specific vocational curriculum program.
3. Vocational/Technical Education: A group of programs designed to prepare entry level workers to enter and make progress in employment on a productive basis.
4. North Carolina Community College System: A system of fifty-eight institutions offering academic, cultural, vocational education and training opportunities from basic education through the two-year college level.
5. Community College or Technical Institute (College): An institution within the North Carolina Community College System. The term college was included due to authorization by the 1979 General Assembly to allow local boards of trustees to change the name from technical institute to technical college. The term institute or institution was used throughout this study when reference was made to a community college, technical institute and/or technical college.

6. Administrators: Persons in positions as presidents, vice presidents, deans or directors of instruction, and division or department chairpersons.

7. Vocational/Technical Faculty: Full-time teachers whose primary function was to teach in a curriculum vocational/technical education program in the North Carolina institutions.

8. Advisory Committee Member: A local community resident who served on the curriculum advisory committee of a North Carolina institution.

9. Effectiveness: Effectiveness was arbitrarily defined by this researcher as follows: When a mean score of 2.5 or less on the Likert scale out of one-half or more of the committee functions deemed appropriate by a subgroup of respondents (vice presidents and/or deans of instruction, division and/or department chairpersons and faculty members), the curriculum advisory committee was perceived as being effective.

10. Perception: An ability of respondents to make distinctions between those operational factors which may or may not contribute to the effective operation of a curriculum advisory committee.

SUMMARY

The number of curriculum advisory committees significantly increased in recent decades because of encouragement from the State Advisory Councils on Vocational Education and of federal legislation. A major concern among individuals was to create and maintain lines of

communication between vocational educators and citizens from business and industry. An effective way to enhance communication was improved utilization of curriculum advisory committees. Little or no research was available concerning the initiation, selection, organization, and function of curriculum advisory committees serving the post-secondary institutions. Most of what was written about curriculum advisory committees dealt with the mechanics of curriculum advisory committee organization.

This study should contribute information on how the curriculum advisory committee members were selected and appointed, should discover what major functions the curriculum advisory committees performed, and should focus attention on perceived effectiveness of the organizational structure and functions utilized by the curriculum advisory committees.

Chapter 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The purpose of this chapter was to review the literature that was relevant to post-secondary curriculum advisory committees. The review revealed that much was written concerning community school advisory committees. Very little was written which specifically referred to the two-year institutional curriculum advisory committees for vocational programs. Most of the literature was based on opinions related to the operations and functions of curriculum advisory committees.

The opinions offered by most writers on the organization and operation of curriculum advisory committees consisted of suggested guidelines. These guidelines dealt with rationale which was used to establish committees, initiate committees, develop membership selection procedures, decide membership composition, and determine functions and operating procedures of curriculum advisory committees. The recommended operating techniques of curriculum advisory committees as stated in the literature changed very little over the past fifty years.

Although research studies on curriculum advisory committees for two-year institutions were limited, it was deemed important by this author to examine literature dealing with the following topics relating to curriculum advisory committees: (1) historical perspective, (2) purposes, (3) selection of members, (4) orientation and information.

processes, (5) organization structures, (6) functions, (7) rewards, and (8) evaluations.

This study attempted to report on those principles which, if applied through appropriate methods and techniques, should improve the effectiveness of those educators responsible for organizing, implementing, and interacting with curriculum advisory committees.

HISTORICAL PERSPECTIVE OF CURRICULUM ADVISORY COMMITTEES

Concern for curriculum advisory committee involvement in vocational education was traced to the formation of the National Society for the Promotion of Industrial Education in 1906 (Wallace, 1971:15). Hamlin (1952:10) traced agricultural advisory committees back to 1911, revealing citizen interest in agricultural education. A 1913 vocational education law in Indiana required local programs to have curriculum advisory committees. The law stated in part that:

Boards of Education or township trustees administering approved vocational schools and departments for industrial, agricultural or domestic science education shall, under a scheme to be approved by the State Board of Education, appoint an advisory committee composed of members representing local trades, industries and occupations (American Vocational, 1950:4).

More recently, the Vocational Education Act of 1963 emphasized further community involvement. Section 9 of the Act provided for the establishment of the National Advisory Council on Vocational Education to advise the Commissioner of Education concerning the preparation of general regulations and policy matters and on all other matters pertinent to the administration, conduct, and evaluation of vocational education.

The Vocational Education Amendments of 1968 continued to reflect an emphasis on advisory councils. The 1968 amendments required, for the first time, State Advisory Councils on Vocational Education. A provision of these amendments required that each state which received federal funds for vocational education establish a State Advisory Council on Vocational Education.

The Educational Amendments of 1976 emphasized greater involvement of the national and state councils and called specifically for advisory councils at the local level. Ross (1975:3) revealed that all states either require or recommend the use of curriculum advisory committees. New York, Massachusetts, Indiana, and Michigan were representative of the states that enacted legislation to ensure that curriculum advisory committees were utilized by all vocational programs (Nerden, 1977:27). The Michigan State Plan for Vocational Education stated:

Representative advisory committees for trade and industrial education, joint apprenticeship committees, and technical committees shall assist in the developing and maintaining of sound programs of industrial and technical education at both the local and state levels (1972: Section 2.3, Part 8.46).

In 1959, Trigg (1959:1) investigated the organization and function of the curriculum advisory committee for junior college technical-vocational curricula. From this investigation were gathered the first significant insights into the organization and role of curriculum advisory committees in post-secondary vocational programs. Specifically, he found many variations in administrative practices as well as in committee participation in curricula functions. His data analysis did not

reveal any significant patterns of administrative policy and procedure in relation to the functions of curriculum advisory committees.

Brock (1973:2) reported that three methods were employed by the North Carolina Department of Community Colleges to encourage the practice of using curriculum advisory committees in the local institutions. First, a publication that explained the organization, function, and utilization of curriculum advisory committees in vocational education had been distributed to all institutions. A second method used was to provide space for listing all curriculum advisory committee members, by name and occupation, on each application to the State Board of Education when approval of a new curriculum program was requested. The third method offered encouragement for institutions to become accredited by the Southern Association of Colleges and Schools. Evaluative standards used to determine eligibility for accreditation strongly suggested using curriculum advisory committees for all vocational education programs.

A 1971 National Study by the American Vocational Association focused on the use of curriculum advisory committees in relating vocational education programs to industrial standards:

An institution providing vocational/technical education needs an organized mechanism for assuring that its services are acceptable to the clientele and to employers, and for keeping its services current with its clientele's needs and with the needs of the labor market (1971:60).

The value and impact that curriculum advisory committees made on vocational education was supported by the review of literature. Challenges to make vocational programs more relevant to industrial needs were made by the National Advisory Council, through the state councils

to the local advisory councils and curriculum advisory committees. These challenges could become more realistic as curriculum advisory committees and educators increase their knowledge of clearly defined duties, responsibilities, and guidelines for the organization and utilization of curriculum advisory committees.

PURPOSE OF CURRICULUM ADVISORY COMMITTEES

Perhaps no area related to curriculum advisory committees was more important than that of purpose. Nerden (1977:28) suggested that committee members, usually drawn from the rank of management and labor, must clearly understand the purpose of the committee in order to help ensure its successful operation.

Several authors suggested specific purposes for curriculum advisory committees. Krebs (1965:1) suggested the primary purpose was to provide a vehicle by which citizens of a school district can participate effectively in school affairs. Brock (1973:25) stated the purpose of a curriculum advisory committee was to provide a communication link between the institution and its relevant publics. The purpose of curriculum advisory committees in the North Carolina Community College System was to advise local educational officials on current job needs and on the relevancy of courses being offered by each institution (Involving Citizens, 1973:12). Woolard (1977:34) stated that the purpose of a curriculum advisory committee was to advise and furnish information on community needs and feelings. The committee was not to prescribe methods of instruction.

The literature further revealed that the purposes of curriculum advisory committees varied, that many were less than clear in purpose, and that utilization of committee members could be improved (Riendeau, 1967:2). A major cause of curriculum advisory committee failure was lack of agreement about purpose. Fibel (1967:2) stated that "[curriculum] advisory committees have been tried for fifty years, but by and large they haven't worked. The concept is fine, but there seems to be something wrong with the specifics."

There seemed to be little question that if members of curriculum advisory committees and educators understood their purposes, the contributions of committees would result in greater benefits for the industrial community. Fisher (1979:255) stated that "the educational community must encourage and welcome all expressions of public interest -- and use to full advantage the opportunities offered by the creation of curriculum advisory committees." However, it was apparent from the study of literature that curriculum advisory committee members did not understand their role in serving vocational education programs, had not been used as intended, and had not performed as well as many had hoped. This study will provide data for the professional educators and lay persons to consult when purposes are being identified for curriculum advisory committees.

SELECTION OF CURRICULUM ADVISORY COMMITTEE MEMBERS

The purpose of this section was to review the literature relevant to qualifications, selection, size, and tenure of curriculum advisory committee members.

Qualifications of Committee Members

Among the more desirable characteristics of curriculum advisory committee members were those identified by Riendeau (1977:11):

1. Competence: The employee representatives should be skilled craftspersons who have the respect of their peers and are recognized as leaders by their coworkers. Graduates of the school's trade and industrial program are especially attractive nominees because of their understanding of the school program.

2. Interest: The nominees should be persons deeply committed to their work. Often they have been recognized by the industry for special contributions to their trade or craft.

3. Adequate time: Persons being considered for appointment should be informed of the time commitments of the assignment and should be willing to accept this responsibility.

4. Character: The nominee's work habits and work history, acceptance of family and civic responsibilities, and general acceptance by colleagues on the job as well as in the community should be beyond reproach.

These characteristics of committee members may determine how effective a curriculum advisory committee performs. Estes (1976:28) provided these essential qualifications:

1. Interest in the program and willingness to serve.

2. Person in whom the people have confidence and whose judgment they respect.

3. Well-acquainted and experienced in the occupation or occupations with which to be dealt.

Wallace (1971:17) suggested criteria for selecting committee members which included being an authority in the field, being experienced in the occupation represented, being able to devote adequate time to meetings, being civic minded, being of outstanding character, and being enthusiastic about becoming a committee member.

A properly composed curriculum advisory committee might provide extensive influence for program improvement. Baker (1979:25) indicated the group needed influential members. To this end, the educators would identify several key persons in a community whose opinions could influence others. These persons would be key people in civic, business, commercial, and community groups. To further ensure that local needs and aspirations were met, Clark and Shoop (1974:43) suggested that membership on curriculum advisory committees be as cross-sectional of the community as possible. Emphasis should be placed on securing persons from different geographic locations, racial and ethnic backgrounds, ages, and sexes, and with varying opinions regarding the vocational education program.

Selection of Committee Members

There was much discussion regarding the advantages and disadvantages of electing or appointing curriculum advisory committees, as well as how to utilize them. There was agreement, however, that the selection of members was of prime importance to the success of curriculum advisory committees.

Krebs (1965:4) proposed a procedure that called for random selection of curriculum advisory committee members. A complete list of persons eligible for membership would be compiled by a nominating committee. Once the nominating committee decided on the size of the curriculum advisory council, persons to be nominated for membership on the curriculum advisory council would be chosen at random from the list. Hamlin

(1960:13) expressed the opinion that the nature of a representative committee needed definition and that its membership should be chosen by lot.

Occasionally, educators suggested that curriculum advisory committees should be elected or appointed. Clark and Shoop (1974:44) proposed that the election of members provided a continuity and democratic representation, but excluded those persons who had not previously had an opportunity to become well known or who did not represent a majority point of view. Oldham (1973:11) reported that in the overwhelming majority of districts using curriculum advisory committees, the board appointed the members. A common method utilized was to have the staff make the appointments. Riendeau (1967:35) suggested asking organized groups, such as trade associations or unions, to make recommendations.

Membership selection usually reflected particular local conditions. Whatever procedure might be utilized in the determination of the committee members, The American Vocational Association (1969:24) recommended that final approval be made by the local governing board and that the invitation to prospective members should come from the board or from a designated representative acting in the name of the board.

Size of the Committee

Only general guidelines were found in the literature in regard to the most appropriate size of curriculum advisory committees. The American Vocational Association (AVA, 1969:27) suggested that committee size should be related to community size with the understanding that too large a committee would not function effectively. The American

Vocational Association recommended four to six members for curriculum advisory committees.

According to Thomas and Fink (1963:375) "studies indicate that as size increased, there was decreasing group cohesiveness and increased organization and division of labor in the group, along with the development of cliques and possibly of factions."

Large groups become too cumbersome to provide positive action and reaction. Baker (1979:26) reported it was best to limit the number of committee members. An optimum group size ranged from three to four to approximately ten to twelve.

There was agreement that the size of each curriculum advisory committee depended on the task assigned. Riendeau (1977:13) reported large committees (twenty or more members) tended to be unwieldy for single occupational areas. Small committees (five to ten members) usually found it convenient to meet more often.

Tenure of Committee Members

Numerous suggestions were made in the literature concerning the length of appointment for curriculum advisory committee members. Some writers (Ely, 1977; Woons, 1973) reported that institutions had appointed committee members for life or for as long as they cared to serve. The American Vocational Association (1969:28) differed with the life-appointment method, stating that "if tenures are specified and replacements named on a staggered schedule, the committee can receive new members while keeping some experienced representatives who help maintain the necessary continuity."

Whatever method of tenure was adopted by institutions, committee members should be aware of the specified time. Lahren (1970:83) reported in his investigation of curriculum advisory committees in New York Technical Colleges that insufficient communication existed between the colleges and the curriculum advisory committee members. Thirty-seven percent of the committee members had no conception of the duration of their appointment.

It was generally agreed by writers that membership on curriculum advisory committees should have definite terms, usually for one to three years. McKinney (1969:287) recommended staggered replacement of committee members so that more community members may become familiar with vocational education and so that new ideas may come into the committee.

Summary

Selecting curriculum advisory committee members was critical to successful operation of an advisory committee. Much attention should be given to the selection and appointment of individual members to each committee. The major theme of literature reviewed was the selection of committee members should be on the basis of expertise needed to promote the best interest of vocational programs.

This study identified selection practices currently used in the North Carolina institutions. Data developed from the study should allow vocational administrators an opportunity to re-examine their own perceptions concerning the selection, size, and terms of committee members.

ORIENTATION FOR COMMITTEE MEMBERS

It was unrealistic to expect new committee members to have full knowledge of the educational program with which they would be involved. Educators should recognize the necessity of making plans for an orientation session which will allow committee members to become better informed of their duties. The American Vocational Association (1969:39) concluded:

When the invitation to join the committee is issued, it should be accompanied by background information on vocational education, why it is necessary, how this relates to the program or programs at issue, and generally what is expected of the committee. This rundown should be supplemented by a briefing during the initial meeting.

When the first meeting lacks organization, the chance of future successful meetings could be jeopardized. Wright (1977:36) suggested the committee be made aware of problems or characteristics about which their advice was needed. Riendeau (1967:36), in his writings about curriculum advisory committees for junior colleges, noted:

Whether by letter, telephone, or personal visit, each advisory committee member should be contacted by the junior college representative prior to the initial meeting. While the new committee member may have a general idea of what is expected of him as a member of a college advisory committee, an important item of the first committee meeting should be a review of the function and purpose of the group. One of the most effective ways to orient all members for the task at hand is by giving each member an advisory committee handbook.

Writers generally agreed that curriculum advisory committees should devote the first few meetings to orientation. Oldham (1973:31) reported that the evaluations of citizen programs corroborated the need for some type of inservice training to make the committees more effective.

Confrontations were avoided when curriculum advisory committee members understood what educators expected of them. Written material in the hands of the new member provided a realistic base for understanding the assignment (Ely, 1977:38).

A majority of the writers who wrote about curriculum advisory committees recognized the importance of properly orienting new members. Most committee members had little understanding of the administration and organizational environment of the institution. In addition, when committee members were first appointed to serve, most members did not understand their role. The vocational educator should provide direction by devoting the first few committee meetings to orientation. This study was designed to identify areas which may assist present and prospective institutional employees with orientation programs.

ORGANIZATIONAL STRUCTURES OF CURRICULUM ADVISORY COMMITTEES

A positive attitude toward curriculum advisory committees by the chief administrators, as well as mid-level administrators, was necessary for committees to be effective. There was no point in organizing or recognizing a curriculum advisory committee until the professional educators reached general consensus regarding the value of committees (Ely, 1977:37).

This section on organization was divided into the following subsections: (1) organizational structure, (2) constitution and/or bylaws, (3) number of meetings, (4) agenda, (5) minutes, and (6) financial arrangements.

Organizational Structure

There was support among writers on curriculum advisory committees to have a definite organizational structure. A formal structure of committees allowed a better opportunity to clarify purposes and create an atmosphere of stability. Some people were more willing to participate in an organized group than in an informal arrangement (AVA, 1969:32).

Hofstrand and Phipps (1971:18) suggested that once the committee had been assembled, permanent officers should be elected. The committee might choose to select a chairperson, vice chairperson, and a secretary.

The chairperson might be selected from lay persons or elected by the committee from the committee membership; however, there was consensus among writers that no one from the institution should serve as chairperson of the committee. Riendeau (1967:48) in summarizing the duties of chairpersons stated that they:

1. Presided over the meetings.
2. Assisted the secretary in formulating the agenda.
3. Represented the committee in other meetings.
4. Appointed subcommittees.

The vice chairperson was assigned the responsibility of presiding and performing functions in the absence of the chairperson.

Curriculum advisory committees often elect a secretary from the membership; however, the majority of writers agreed that an institutional representative was desirable to assume the role of secretary.

The secretary was responsible for the preparation and mailing of announcements, minutes, and other information to committee members and school administrators (Riendeau, 1977:17).

Constitution and/or Bylaws

Once the organizational structure was established, the next task was to prepare a constitution and/or bylaws. Ely (1977:37) indicated these criteria:

1. It is written.
2. It delineates the purpose of the council.
3. It indicates membership and membership selection criteria.
4. It states the policies governing the operation of the council.

There was support among the writers that once the constitution and/or bylaws were written and accepted by the members, the committee was advised to seek board approval in order to make the document official.

Number of Meetings

The number of meetings held by a curriculum advisory committee, according to Riendeau (1967:42), would be related to the need for discussion of significant or real problems. Eninger conducted a study (1968) on trade and industrial programs in the United States. A significant finding in his study concerning frequency of meetings was that:

About 24 percent of the 240 craft advisory committees surveyed met monthly; another 25 percent met quarterly; 20 percent met annually; and about 24 percent had no regular meeting schedule.

Meetings should be held regularly as established at the beginning of each year. The literature search revealed a wide variation in the number of meetings held yearly; however, the average was four for curriculum advisory committees.

Agenda

A well-planned agenda was necessary if the time of each meeting were to be used efficiently and effectively. The American Vocational Association (1969:40) stated that items should be of sufficient importance to demand the attention of the committee, should be presented clearly, and should be listed in logical sequence.

A tentative agenda along with a written notice of each meeting would be mailed to each committee member. To receive the agenda in advance of a meeting would allow members to come prepared to suggest solutions to problem areas (Nerden, 1977:45).

Minutes

The minutes of all curriculum advisory committee meetings should be written, duplicated and distributed by the secretary to all committee members and other persons deemed appropriate by the committee to receive minutes (Hofstrand and Phipps, 1971:19). The importance of accurate and neatly prepared minutes should not be minimized. The timeliness of preparing and mailing was equally important. Minutes should be filed at the institution and be available for review for as long as five years (Riendeau, 1977:17).

Financial Arrangements

Very little mention was made in the literature concerning finances for curriculum advisory committees. Hofstrand and Phipps (1971:15) suggested that the institution budget a small amount of money to allow the committee to pay for consultants, to attend appropriate conferences, and to cover other miscellaneous expenditures. Riendeau (1977:44) suggested for instance, that funds be budgeted to provide a breakfast, luncheon, or dinner to show appreciation for service and accomplishments of the committee.

Summary

The review of literature revealed that an organizational structure of curriculum advisory committees was necessary. When curriculum advisory committees were properly organized and effectively utilized, dividends were recognized through the development of relevant vocational education programs. This study was expected to provide data which could be used by vocational administrators when organizing curriculum advisory committees.

FUNCTIONS OF THE CURRICULUM ADVISORY COMMITTEE

Examples of curriculum advisory committee functions contained in the literature were included in this section to illustrate similarities and differences which existed between those who were considered to be authorities on curriculum advisory committees for vocational education.

As its name implied, the curriculum advisory committee's function was to advise. Functions for which curriculum advisory committees may

be utilized represented broad areas of involvement in programs of vocational education.

A publication distributed by the North Carolina Community College System, Organization, Function, and Operation of Advisory Groups (1972:1), suggested that a curriculum advisory committee should:

1. Assist local institutions in organizing their various curriculum and apprentice programs.
2. Advise on equipment and material procurement.
3. Keep the institution up-to-date with current practices and development within industry.
4. Act as a local program coordinator to help guide occupational training so as to best fit the current needs of the community.

The North Carolina Advisory Council on Vocational Education (1976:3) proposed the following functions as suitable for curriculum advisory committees:

1. Advising on personnel needs of business and industry represented in the specialty education areas.
2. Advising on curriculum content, training techniques, and equipment needs.
3. Analyzing and interpreting trends in the vocational education specialty areas.
4. Serving as a communication link between state agency personnel and the business community.

Riendeau (1977:4-5), in writing about the junior college curriculum advisory committee, stated as its specific functions that it:

1. Lists the specific skills and suggests related and technical information for the program.

2. Recommends competent personnel from business and industry as instructors.
3. Helps evaluate the program of instruction.
4. Suggests ways for improving the public relations program at the school.
5. Assists in recruiting students, providing internships, and placing qualified graduates in appropriate jobs.
6. Keeps the school informed on changes in and needs of the labor market.
7. Provides means for the school to inform the community of occupational programs.
8. Serves as a communication channel between school and community occupational groups.

As vocational educators increased communications with the industrial community, there was much improvement in the quality of local vocational programs and in meeting the needs of the labor market. Communication between the individuals responsible for vocational education programs and leaders in business and industry has continued to be important. According to Rogan (1973:1), curriculum advisory committees were used to maintain lines of communication between education, business, and industry.

The North Carolina Governor's Conference entitled the "Community College System Meeting the Manpower Challenge of an Industrializing and Urbanizing Society" (1968) made the following recommendations in respect to communications:

Communications between the institutions and business and industry [should] be improved by:

1. Institutions' increasing efforts to maintain close contact with business and industry to learn their training requirements.

2. Greater and more active use of advisory committees to establish close contact between institutions and business and industry.

Lahren (1970:60) developed and classified nineteen functions according to curriculum, faculty, instruction, students, and public relations. The results of Lahren's study, however, indicated that the majority of committee members responding to the questionnaire did not consistently participate in any of the functions.

Other prominent authorities of post-secondary education also expressed their opinions concerning the functions of curriculum advisory committees in vocational education. Among them was Ely (1977:39), who noted that each committee should be responsible for planning its own activity within the confines of its constitution and bylaws. Ramey's study in Virginia (1975) identified four functions as being the most important from a survey of 138 administrative units:

1. Providing assistance in the development of good community relations.

2. Offering advice in the development of new or revised occupational course content.

3. Utilizing community resources to support the instructional program.

4. Reviewing occupational programs and providing suggestions for program improvement.

The advisory committee directly associated with vocational education curriculum should become involved in such matters as (1) instructional methodology and techniques; (2) the currency of the instructional

materials and equipment used in shops and laboratories, (3) qualifications of instructors, and (4) placement and follow-up of graduates (Nerden, 1977:28). The impact of successful accomplishments of these functions enabled the institutions to improve their influence within a specific vocational area.

Brock's study (1973:89) reported that confusion existed among the participants in identifying suitable functions for curriculum advisory committees. Confusion was evident in that participants were unable to discriminate between curriculum advisory committee functions and those functions that were normally performed by the department chairpersons and administrators.

The effectiveness of curriculum advisory committee participation in certain functions could be of interest and value to each institution. This study provided some insight into the overall effectiveness of certain functions performed by curriculum advisory committees as perceived by selected institutional respondents. To obtain this data, the respondents were asked to rate, in their own judgment, the effectiveness of curriculum advisory committee participation from a list of sixteen functions.

Summary

The literature suggested a vast array of curriculum advisory committee functions. The research and writings reviewed tended to be repetitive in reporting functions performed by committee members. Even though the functions were numerous, imaginative committee members and vocational educators should continue to seek new ways in which committee

members might serve. This study identified current functional practices of curriculum advisory committees which should encourage educators and committee members to re-examine the actual and perceived functions of committee members as now utilized for the improvement of vocational programs.

REWARDING CURRICULUM ADVISORY COMMITTEE MEMBERS

The literature and research studies provided little in the way of reward systems used for curriculum advisory committees. Woolard (1977:35) stated that educators should praise, compliment, and recognize those committee members who did the work.

Assuming that all curriculum advisory committee members required some reward in order to make their best contribution, Riendeau (1977:41) suggested rewards to be:

1. Resolution of appreciation.
2. Letter of appreciation from the administrator or board chairperson.
3. Attendance at meetings by the chief administrator.
4. Letter to the advisory committee member's superior.
5. Publication of an annual advisory committee handbook and directory.
6. Publication of names in catalogs.
7. Invitations to school functions.
8. Passes for athletic games and events.
9. Parking privileges on campus.

The concept of recognition for committee members should be

considered an important part of the advisory program. The inability of research studies to recognize the importance of rewarding committee members would make one feel that members tend to be forgotten by the institutions. Immediate appreciation for a job well done is one effective form of rewarding committee members.

EVALUATING THE WORK OF CURRICULUM ADVISORY COMMITTEES

A function of curriculum advisory committees was that of evaluating its own activities. The literature review revealed that there was a lack of evaluation instruments which were applicable for curriculum advisory committees.

While some states incorporated advisory committee requirements in their state plans, vocational educators agreed that curriculum advisory committee effectiveness could not be legislated. The professional vocational educators should develop attitudes and procedures to ensure the effectiveness of curriculum advisory committees (Ely, 1977:37).

Riendeau (1977:47) proposed that curriculum advisory committees could be assessed by (a) its own members (self-assessment), (b) the school administration, or (c) the community. The object of the evaluation may be to ascertain why the curriculum advisory committee was established and to determine how successful the committee was in its intended objectives.

Evaluative instruments available to industry, business, and education contained examples of criteria and/or procedures for determining effectiveness. Ramey (1975:34) reported that curriculum advisory

committees should be given the prerogative and opportunity to devise and administer their own evaluation instrument. Committee members were asked to serve in an advisory capacity and, therefore, should be given the privilege of evaluating their contribution.

The North Carolina State Advisory Council on Vocational Education conducted a study entitled, Local Advisory Councils on Vocational Education in North Carolina: A Profile (1978). A portion of the study pertained to an evaluation of the involvement of the local advisory council in development of local plans for vocational education in community colleges/technical institutes and public schools. Conclusions of the study revealed that there had been a good beginning in utilizing local advisory councils to comply with the Educational Amendments of 1976; however, more emphasis was needed on the organizational and functional operations of curriculum advisory committees by local institutions.

Self-evaluation by advisory committee members appeared to have been neglected in the early research studies. The more recent literature gave evidence of increasing interest in the evaluation of curriculum advisory committee activities. This study should assist educators and committee members to identify those practices which may assess the effectiveness of curriculum advisory committees.

SUMMARY

The review of literature revealed a series of studies pertaining to curriculum advisory committees. The majority of research studies

and writings provided support to the public secondary advisory committees; however, only a few studies were located in the area of curriculum advisory committees for the post-secondary institutions.

Studies indicated that use of curriculum advisory committees for vocational education was national in scope from the National Advisory Council through The State Advisory Councils on Vocational Education to the local advisory councils and curriculum advisory committees. The use of curriculum advisory committees for vocational education programs was traced to the early twentieth century.

The importance of defining the purposes of curriculum advisory committee members dated to the early beginnings of curriculum advisory committees. Studies identified purposes of committee members that were perceived as being critical to effective utilization of curriculum advisory committees. It was the concensus of writers reviewed for this study that the major purpose of committee members was to advise and not to establish policy.

Selection of curriculum advisory committee members was accomplished better once the purposes for which members would serve were established. The review of literature revealed that it was essential to establish criteria for selecting members. Opinions and findings in the literature reviewed were varied as to the methods of membership selection, membership representation, size of committees, and tenure of committee members.

Effective organizational practices for curriculum advisory committees were stressed by authors quoted in this chapter. The review of

literature revealed generalizations about the operation of curriculum advisory committees which included emphasis on elective officers, agenda and minutes for each meeting, and the use of a constitution and bylaws for the committee.

The review of literature revealed that when committees were well organized, committee members and educators were prepared better to arrive at functions which would improve vocational education programs. A majority of the writers agreed that the primary function of the curriculum advisory committee was to assist with the development of vocational programs which would provide educational opportunities compatible with local business and industry needs.

The practice of showing appreciation to committee members for accomplishment of tasks appeared to be a forgotten matter by vocational educators. The literature provided only brief suggestions and opinions concerning the presentation of rewards to committee members. The emphasis on evaluation of curriculum advisory committees increased in recent years; however, research studies failed to reveal any results pertaining to committee evaluation.

A survey of the literature supported the importance of this study. Functions and organizational structures of curriculum advisory committees were generally agreed upon, but discrepancies did exist. Many educators and lay people were strong supporters of curriculum advisory committees, while others thought the use of committees to be disruptive.

If each institution in the North Carolina Community College System were to show evidence of using curriculum advisory committees, it would seem that organizational and functional guidelines which would assist in the implementation of curriculum advisory committees should be developed. Organizational and functional procedures would be needed to serve as a guide and support instrument for each community college in its development of curriculum advisory committees.

Chapter 3

METHODOLOGY

An introduction to the problem and a review of literature were presented in Chapters 1 and 2. In this chapter, the research design, the population studied, a description of the research instrument, the procedures for collection of data, and the methods of data analysis were considered.

RESEARCH DESIGN

This study was conducted using descriptive research. Mouly (1978:180) stated that "a descriptive survey method is decision-oriented rather than conclusion oriented. The survey cannot make the decision for the administrator, but by identifying present conditions and pointing [out] present needs, it provides him with information on which to base sound decisions." Descriptive research was used in this study to identify current practices in the organizational and functional operations of the curriculum advisory committees used in the institutions of the North Carolina Community College System.

POPULATION STUDIED

The population was those individuals involved with vocational programs in all fifty-eight institutions in the North Carolina Community College System. It was deemed important to obtain responses from three specific categories of persons within the professional group being

sampled. The three participants selected from each of the fifty-eight institutions included one person directly responsible for the organization and operation of curriculum advisory committees in the institution, one division or department chairperson who was directly responsible for vocational curriculum programs, and one faculty member who worked directly with a curriculum advisory committee. The selection of these three groups of professional educators was considered necessary to identify possible problem areas in the support provided to the organization and functions of curriculum advisory committees.

Representatives for participation in this study were identified by the president of each institution. A list of the participating institutions appear in Appendix A.

DESCRIPTION OF RESEARCH INSTRUMENT

The technique used in gathering data in this study was a mail questionnaire. Mouly (1978:181) stated that "the questionnaire affords wider geographic coverage and reaches persons who are difficult to contact. The wider coverage makes for greater validity in the result through promoting the selection of a large and more representative sample."

An extensive review of related literature was undertaken regarding the organization and functions of curriculum advisory committees as the first step in the development of the instrument. Initially, a list of items pertinent to the study was begun. Eventually, the items were grouped as subordinate questions to the six specific

research questions as posed in this study and listed as follows:

1. To what extent did institutions utilize curriculum advisory committees?
2. What criteria were used in the selection of curriculum advisory committee members?
 - a. What criteria were used to determine curriculum advisory committee participants?
 - b. Did the Board of Trustees approve curriculum advisory committee members prior to the organization of the committee?
3. What were the organizational characteristics of curriculum advisory committees?
 - a. Were orientation sessions provided for curriculum advisory committee members?
 - b. What was the average number of curriculum advisory committee members on each committee?
 - c. What was the average tenure of service for each committee member?
 - d. What type of elective officers did the curriculum advisory committee have?
 - e. How often did the curriculum advisory committees meet?
 - f. Were there any students, active or inactive, utilized as members of the curriculum advisory committees?
 - g. Did the curriculum advisory committees have an agenda planned for each meeting?

- h. Did the curriculum advisory committees have minutes taken of each meeting and distributed?
 - i. Did the curriculum committees have a constitution and/or bylaws?
 - j. Did the curriculum advisory committee members receive recognition for their services?
 - k. Did curriculum advisory committees evaluate their own effectiveness?
4. What were the major functions of the curriculum advisory committee?
5. What was the perceived effectiveness of curriculum advisory committees?
- a. Did curriculum advisory committees provide advice by means of a written report to solve problems within the program area?
 - b. Did the institution take action on at least one recommendation from the curriculum advisory committee?
 - c. What was the perceived effective participation in functions of curriculum advisory committees?
 - d. How did the institution rate the attendance of curriculum members to advisory committee meetings?
6. What was the relationship between perceived effectiveness of assigned functions to committee utilization criteria, committee selection criteria, and certain organizational characteristics?

Problems encountered in writing questions and constructing the

questionnaire were overcome by using the guidelines and suggestions developed by Dillman (1978:80-197).

The questionnaire used in this study was divided into four major parts to provide answers for the six specific research questions. Part I of the questionnaire requested information about the respondent and the utilization of curriculum advisory committees. Part II of the instrument contained items relative to the selection of curriculum advisory committee members. Part III of the instrument was designed to determine organizational structure and practices utilized by curriculum advisory committees. Part IV of the questionnaire contained statements to identify how effectively curriculum advisory committee members performed various functions. A final draft of the questionnaire appears in Appendix B.

Validity

The validity of the individual items as well as that of the total instrument was established prior to use. The instruments were subjected to a critical review by a panel of six experts to assure clarity, representativeness, and comprehensiveness of coverage related to curriculum advisory committees. The criteria for expertness adopted for the selection of each of the jurors were a minimum of three years of experience in coordinating curriculum advisory committees, as well as a record of achievement in the field of vocational education. None of the experts were associated with the institutions investigated in this study. Members of the panel selected are listed in Appendix C.

Prospective jury members received a personal letter from this author requesting their service. The letter requesting the experts to evaluate the instrument, a checklist for validating questionnaires, and a list of the objectives of the study are exhibited in Appendix D, E and F. Portions of the instrument lacking clarity and directness were revised. A letter of appreciation (see Appendix G) was sent to each member of the jury.

Pilot Study

Two community colleges in Virginia and one technical college in South Carolina provided sites for a pilot test of the research procedures that were used in this study. A copy of the letter to institutions of the pilot study is found in Appendix H. Vocational educational programs at these institutions closely paralleled those found in the North Carolina Community College System.

The techniques for administering the questionnaire during the field test were essentially the same as planned for the main study. Participants were asked to complete the entire questionnaire. Also, respondents were asked to make comments about the instrument by using the Check List for Validating Questionnaire which was attached to the instrument.

Comments made by respondents on the checklist provided specific information as to how the questionnaire could be improved. Responses were checked item by item. Items often left blank, or answered in ways that were not predicted, indicated misinterpretation by some of the subjects.

An analysis of the field test results was completed to determine if methods planned for summarizing and quantifying data worked satisfactorily. The results are indicated in Appendix I.

The findings of the pilot study reflected that the procedures were feasible and that few changes were necessary. However, specific comments and recommendations were noted and certain changes were made to improve clarity, meaning, and instructions to the respondents.

PROCEDURES FOR COLLECTION OF DATA

Procedures used in collecting data are reviewed in this section. Copies of the letters and forms used in data collection procedures are found in Appendix J, K, L, M and N.

The first contact with the institution was a personal letter from this author to each president of the fifty-eight North Carolina institutions explaining the nature of the study, method of gathering data, assurance of confidentiality of data, and request for the president's cooperation. Endorsement letters (Appendix O) were included from the Executive Director for the North Carolina State Advisory Council on Vocational Education and the chairman of the North Carolina Association of Public Community College Presidents. Also a form for the president to complete and return accompanied the letter of request. The form provided an easy means of response as to whether or not the president would accept the invitation for the institution to participate in this study. Upon acceptance, the president was asked to designate on the enclosed form the following: (a) the person who was directly

responsible for the organization and operation of curriculum advisory committees in the institution, (b) one division or department chairperson who was directly responsible for vocational curriculum programs, and (c) one faculty member who worked directly with a curriculum advisory committee. The president was then to sign and return the form in the franked envelope within one week. If the invitation to participate in the study was not accepted, the president was asked to make the appropriate response on the form, sign and return the form in the enclosed franked envelope within one week. After a period of one week, a follow-up letter, a form and a franked envelope were mailed as a reminder to those presidents who had not responded. The president was asked to respond within one week. A follow-up telephone call was placed to each president who did not respond to this second letter.

The returned forms were sorted into two categories: (1) institutions wishing to participate and (2) institutions wishing not to participate.

A separate packet was mailed to each participant who had been designated by the president to participate in the study. The packet to each participant contained a letter explaining the purpose of and need for the study and that the responses would be confidential. Also, included were a questionnaire, letter of endorsement, and a franked envelope. Each respondent was asked to return the questionnaire within two weeks.

A follow-up letter was mailed to all individuals failing to respond within the two-week time allotted. This contact suggested the possibility that the recipient, because of a busy schedule or a

misplaced questionnaire, was unable to complete the initial questionnaire. The recipient was encouraged to take part in the study by completing the enclosed questionnaire and returning the completed questionnaire in the franked envelope within one week. A follow-up telephone call was placed to each respondent who did not respond to this second letter.

DATA ANALYSIS

Data analysis consisted of tabulating the responses through descriptive statistic techniques: frequency counts, percentages, and mean.

Responses from each question were compiled and transferred to the TRS-80 micro computer in order to answer the specific questions posed by this study. Results from each item on the questionnaire were compiled and reported in terms of frequency count and percentages. Item 4 of Part II and all items of Part IV of the questionnaire were reported through the computation of mean scores for each group of respondents. Assuming that all participants responded to the same category on the scale, there would exist perfect consensus on that item; however, no single item was expected to receive this type of response. A mean score of 1.00 for a statement indicated ideal consensus on a given curriculum advisory committee selection, or a very effective contribution made to a particular function. A mean score of 4.00 for an item statement indicated an inappropriate selection or very ineffective function for a curriculum advisory committee. The

lower the mean score on each item, the greater the degree of effectiveness of each curriculum advisory committee selection and function as described by that statement. The curriculum advisory committee was perceived as being effective when a subgroup of respondents scored a mean score of 2.5 or less on the Likert scale out of one-half or more of the committee selection and function criteria as deemed appropriate by the respondents, and when any two of the three categories below met the arbitrarily established criteria.

1. When advice by means of a written report which solved a problem was reported by a minimum of 75 percent of the respondents.

2. When the institution accepted and took advice on at least one advisory committee recommendation as reported by a minimum of 75 percent of the respondents.

3. When the attendance of committee members to meetings was reported as average or better by a minimum of 75 percent of the respondents.

Chi-square was used to determine whether a systematic relationship existed between functions and selected committee utilization criteria, committee selection criteria, and organizational criteria. Phi and Cramer's V statistics were used to reveal to what extent these variables occurred together to produce effective curriculum advisory committees.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

INTRODUCTION

The purpose of this chapter was to present and analyze the data collected. The data were obtained from persons directly responsible for the organization and operation of a curriculum advisory committee, division and/or department chairpersons who were directly responsible for vocational curriculum programs, and faculty members who worked directly with a curriculum advisory committee in one of the fifty-eight institutions of the North Carolina Community College System.

The results were presented in the same order as the survey instrument used to collect the data. The major sections were: (1) use of curriculum advisory committees, (2) selection of curriculum advisory committees, (3) organizational structure, and (4) functional measures of effectiveness. The data were presented through textural and tabular form for each section and discussions of the findings focused upon the six specific research questions posed in Chapter 1.

Each president of the fifty-eight North Carolina Community Colleges was contacted by a personal letter which sought permission of the president to participate in the study and to designate three persons who had knowledge of curriculum advisory committees. Fifty-eight presidents responded within the specified time period. Only one president chose not to participate in the study.

ANALYSIS AND INTERPRETATION OF DATA

The fifty-seven presidents designated one hundred sixty-three persons; of those fifty-seven persons were directly responsible for the organization and operation of a curriculum advisory committee; fifty-seven division and/or department chairpersons were directly responsible for vocational curriculum programs; and forty-nine faculty members worked directly with a curriculum advisory committee. The presidents of eight institutions did not provide a faculty representative but reported that the division and/or department chairperson was also the faculty member responsible for working directly with the curriculum advisory committee.

As reported in Table 1, one hundred sixty-three questionnaires were mailed to the three groups of participants. A total of one hundred forty-one questionnaires (86.5 percent) were returned with only two not being usable. Fifty-six or 98.2 percent of the vice presidents, deans, and directors of instruction, those persons considered as having responsibility for the organization and operation of a curriculum advisory committee, returned usable questionnaires. Forty-eight or 84.2 percent of the division and department chairpersons and thirty-five or 71.4 percent of the faculty members returned usable questionnaires. The total number of usable questionnaires were one hundred thirty-nine or 85.3 percent. There were fewer than three returns from some of the institutions, but at least one response was received from each of the fifty-seven institutions.

Table 1

Number and Percentage of Returns by Respondents

Respondent Groups	Questionnaires Mailed	Questionnaires Returned	Usable Questionnaires	Percent Usable By Groups
VP/Dean/Directors of Instruction	57	56	56	98.2%
Division and Department Chairpersons	57	49	48	84.2%
Faculty Members	<u>49*</u>	<u>36</u>	<u>35</u>	71.4%
Totals	163	141	139	
Total Percent of Usable Questionnaires: 85.3%				

*Eight presidents reported division and department chairpersons served also as the faculty member responsible for the curriculum advisory committee.

The data were assembled according to the six research questions listed in the statement of problem section of Chapter 1.

Research Question 1

To what extent did institutions utilize curriculum advisory committees?

It was apparent from the review of literature that advisory committee members were not being utilized or had not performed to the satisfaction of the institutional or community representatives. The purpose of research question one was to document data from the North Carolina institutions relevant to the utilization and satisfaction with curriculum advisory committees.

Data presented in this section revealed the number of years the respondents had worked with a curriculum advisory committee, how many curriculum programs (AAS and diploma) were offered in their institution, how many curriculum programs (AAS and diploma) were using advisory committees, and how satisfied the respondents were with the way the curriculum advisory committee was utilized.

Years Worked with Advisory Committee. The data in Table 2 shows that 42.5 percent of the respondents had worked with advisory committees within the range of five to nine years. Those who reported within the range of five to nine years were 33.9 percent of the persons responsible for advisory committees, 50.0 percent of the division and department chairpersons and 45.7 percent of the faculty members. A majority (64.8 percent) of the respondents reported having worked with advisory

Table 2

Years Worked With Advisory Committees

Years	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Less than 1 year	3	5.4	1	2.0	2	5.7	4.3
1 - 4 years	11	19.6	8	16.7	9	25.7	20.1
5 - 9 years	19	33.9	24	50.0	16	45.7	42.5
10 - 14 years	14	25.0	11	22.9	6	17.2	22.3
15 - 19 years	7	12.5	3	6.3	2	5.7	8.6
20 - more years	<u>2</u>	<u>3.6</u>	<u>1</u>	<u>2.1</u>	<u>0</u>	<u>0.0</u>	<u>2.2</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

committees between five to fourteen years, while only 4.3 percent reported less than one year and 2.2 percent reported having twenty or more years experience with advisory committees. Data suggested that the respondents had adequate experience in working with advisory committees to offer valid responses to the remaining questions.

Number of Curriculum Programs Offered and Number of Programs Using Advisory Committees. Tables 3 and 4 contain data which reflect the number of curriculum programs offered and the number of programs using the services of an advisory committee. Comparison of data in these two tables revealed that the number of programs offered was larger than the number of programs utilizing advisory committees.

Satisfaction with Committee Utilization. Data in Table 5 shows that 51.1 percent of all respondents were "somewhat satisfied" with utilization of curriculum advisory committees. There was variation among the groups with 60.4 percent of the division and department chairpersons, 51.8 percent of the persons responsible, and 37.1 percent of the faculty reporting they were "somewhat satisfied" with committee utilization. Of all the respondents, 39.6 percent reported "very satisfied" with utilization of curriculum advisory committees. Only 2.1 percent of all respondents reported they were "very dissatisfied." None of the division and department chairpersons reported being "very dissatisfied."

Summary. Data revealed that more respondents (42.5 percent) had worked with advisory committees in the range of five to nine years than any other category. This researcher considered the respondents to have

Table 3

Number of Curriculum Programs Offered

Number of Programs	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
0 - 3	0	0	0	0	1	2.9	.7
4 - 7	1	1.8	3	6.2	1	2.9	3.6
8 - 11	3	5.4	1	2.1	4	11.4	5.8
12 - 15	8	14.3	5	10.4	3	8.6	11.5
16 - 19	7	12.5	7	14.6	5	14.3	13.7
20 - 23	10	17.8	13	27.1	6	17.1	20.9
24 - 27	9	16.1	7	14.6	7	20.0	16.5
28 - 31	7	12.5	3	6.2	0	0	7.2
32 or more	10	17.8	9	18.8	8	22.8	19.4
No response	<u>1</u>	<u>1.8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>.7</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 4

Number of Curriculum Programs Using Advisory Committees

Programs	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
0 - 3	3	5.4	0	0	1	2.9	2.9
4 - 7	2	3.6	6	12.5	2	5.7	7.2
8 - 11	5	8.9	3	6.3	5	14.3	9.4
12 - 15	5	8.9	9	18.7	4	11.4	12.9
16 - 19	9	16.1	6	12.5	5	14.3	14.4
20 - 23	7	12.5	10	20.8	4	11.4	15.1
24 - 27	9	16.1	2	4.2	5	14.3	11.5
28 - 31	6	10.7	4	8.3	1	2.9	7.9
32 or more	9	16.1	7	14.6	7	20.0	16.5
No response	<u>1</u>	<u>1.7</u>	<u>1</u>	<u>2.1</u>	<u>1</u>	<u>2.9</u>	<u>2.2</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 5

Satisfaction With Committee Utilization

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Very satisfied	19	33.9	17	35.4	19	54.3	39.6
Somewhat satisfied	29	51.8	29	60.4	13	37.1	51.1
Somewhat dissatisfied	6	10.7	2	4.2	2	5.7	7.2
Very dissatisfied	<u>2</u>	<u>3.6</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2.9</u>	<u>2.1</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

adequate experience to respond to the utilization, selection, function and organization items on the survey instrument.

A comparison of data between the curriculum programs offered and the number of programs using advisory committees revealed that institutions were not utilizing advisory committees in each program of the institution.

Faculty members (54.3 percent) reported that they were "very satisfied" with the way their advisory committees were being utilized; whereas, the persons responsible for advisory committees (51.8 percent) and division and department chairpersons (60.4 percent) reported committee utilization as "somewhat satisfactory". Only 9.3 percent of all respondents reported any dissatisfaction with utilization of advisory committees.

Data from the one hundred thirty-nine respondents revealed that even though each curriculum program did not have a curriculum advisory committee, the North Carolina Community College System did utilize advisory committees, and that the majority of respondents (90.7 percent) were either "very satisfied" or "somewhat satisfied" with the way advisory committees were utilized.

Research Question 2

What criteria were used in the selection of curriculum advisory committee members?

Selecting curriculum advisory committee members was critical to the successful operation of an advisory committee. Data obtained from this research question provided vocational faculty and staff members an

opportunity to examine the process used in selecting advisory committee members at their institution.

In this section data were presented to identify criteria used in selecting curriculum advisory committee members. Questionnaire items included the following categories:

1. Established policy statement on selection of members.
2. When advisory committee members are selected.
3. Trustee approval of curriculum advisory committee members.
4. Criteria used in selection of advisory committee members.

Established Policy Statement on Selection of Members. Each respondent was asked to indicate whether or not the institution had established a written policy statement concerning the selection of curriculum advisory committee members. Data presented in Table 6 revealed that 51.8 percent of all respondents indicated their institution had an established policy statement. The three groups of respondents had similar responses with 55.4 percent of the persons responsible for advisory committees, 51.4 percent of faculty, and 47.9 percent of the division and department chairpersons responding "yes" to the question. Of all the respondents, 7.9 percent reported "unknown" and 40.3 percent reported no established policy statement existed for the selection of committee members.

When Advisory Committee Members Are Selected. The time for selection of advisory committee members is reported in Table 7. More committees were selected before the establishment of a curriculum than

Table 6

Established Policy Statement on Selection of Members

Criteria	Persons Responsible		Respondents Division or Department				Faculty	Combined %
		%		%		%		
Yes	31	55.4	23	47.9	18	51.4	51.8	
No	23	41.1	22	45.8	11	31.4	40.3	
Unknown	<u>2</u>	<u>3.5</u>	<u>3</u>	<u>6.3</u>	<u>6</u>	<u>17.2</u>	<u>7.9</u>	
Totals	56	100.0	48	100.0	35	100.0	100.0	

Table 7

When Advisory Committees Are Selected

Time Selected	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Before curriculum established	41	73.2	37	77.1	18	51.4	69.1
At same time curric- ulum established	7	12.5	8	16.7	9	25.7	17.3
After curriculum established	<u>8</u>	<u>14.3</u>	<u>3</u>	<u>6.2</u>	<u>8</u>	<u>22.9</u>	<u>13.6</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

at any other time. Approximately three-fourths of the persons responsible for curriculum advisory committees and the division and department chairpersons reported their advisory committees were selected before the curriculum was established, whereas, only 51.4 percent of faculty members reported advisory committees were selected before curriculum programs were established.

Trustee Approval of Curriculum Advisory Committee Members.

Approximately twenty-six percent (25.9) of all respondents reported that the trustees of the institution were the officials who appointed curriculum advisory committee members. Data, as revealed in Table 8, indicated 75.0 percent of persons responsible for curriculum advisory committees reported that trustee approval was not necessary in the selection of curriculum advisory committee members. Also, 65.7 percent of faculty members and 70.8 percent of division and department chairpersons reported trustee approval was not necessary when selecting advisory committee members.

Criteria Used in Selection of Curriculum Advisory Committee

Members. Tables 9 through 14 contain data which reflect the degree of importance given to sixteen criteria used when selecting curriculum advisory committee members. A four point Likert scale was used by each respondent. A mean score of 2.50 or below was arbitrarily determined to indicate that the criteria was used in selecting committee members. Data in Table 13 indicated that each subgroup of respondents had a mean score of 2.50 or less on one-half or more of the criteria. The persons

Table 8

Trustee Approval of Curriculum Advisory Committee Members

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	14	25.0	13	27.1	9	25.7	25.9
No	42	75.0	34	70.8	23	65.7	71.2
Unknown	<u>0</u>	<u>0</u>	<u>1</u>	<u>2.1</u>	<u>3</u>	<u>8.6</u>	<u>2.9</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 9
Frequency Distribution of Responses to the 16 Selection
Criteria by Persons Responsible (*N = 54)

Criteria	Response ^a				Mean
	GI	MI	SI	NI	
a. Well-known and respected in community	24	22	8	0	1.70
b. Availability of time to attend meetings	23	25	5	1	1.70
c. Relevant experience in vocational area	49	4	0	1	1.13
d. Industrial Management background	6	26	19	3	2.35
e. Board of Trustee background	1	0	8	45	3.80
f. Ethnic background	3	10	18	23	3.13
g. Potential employer of graduates	17	27	9	1	1.89
h. Minority representation	6	23	20	5	2.44
i. Student representation	7	20	21	6	2.48
j. Enthusiastic about the institution	42	10	1	1	1.28
k. Knowledge and experience with handicapped	3	21	27	3	2.56
l. Organized labor background	1	2	18	33	3.54
m. Faculty representation	23	16	9	6	1.96
n. Geographic location	6	24	18	6	2.44
o. Appropriate sex representation	5	21	22	6	2.54
p. Institution administration representation	13	18	18	5	2.28

*Two respondents failed to respond to this question.

^aGI = Great Importance
MI = Moderate Importance
SI = Slight Importance
NI = Of No Importance

Table 10
 Frequency Distribution of Responses to the 16 Selection
 Criteria by Division or Department Chairpersons
 (N = 48)

Criteria	Response ^a				Mean
	GI	MI	SI	NI	
a. Well-known and respected in community	19	23	5	1	1.75
b. Availability of time to attend meetings	19	25	4	0	1.69
c. Relevant experience in vocational area	41	4	2	1	1.23
d. Industrial Management background	10	19	14	5	2.29
e. Board of Trustee background	1	2	11	34	3.63
f. Ethnic background	1	12	10	25	3.23
g. Potential employer of graduates	14	23	7	4	2.02
h. Minority representation	3	25	12	8	2.52
i. Student representation	13	13	14	8	2.35
j. Enthusiastic about the institution	33	10	5	0	1.42
k. Knowledge and experience with handicapped	2	16	28	2	2.63
l. Organized labor background	0	3	18	27	3.50
m. Faculty representation	19	9	10	10	2.23
n. Geographic location	7	27	11	3	2.21
o. Appropriate sex representation	3	11	20	14	2.94
p. Institution administration representation	7	15	16	10	2.60

^aGI = Great Importance
 MI = Moderate Importance
 SI = Slight Importance
 NI = Of No Importance

Table 11

Frequency Distribution of Responses to the 16 Selection
Criteria by Faculty Members (N = 35)

Criteria	Response ^a				Mean
	GI	MI	SI	NI	
a. Well-known and respected in community	15	14	4	2	1.80
b. Availability of time to attend meetings	14	18	2	1	1.71
c. Relevant experience in vocational area	26	8	0	1	1.31
d. Industrial Management background	5	15	10	5	2.43
e. Board of Trustee background	0	0	7	28	3.80
f. Ethnic background	0	7	6	22	3.43
g. Potential employer of graduates	17	11	2	5	1.86
h. Minority representation	2	10	12	11	2.91
i. Student representation	6	12	7	10	2.60
j. Enthusiastic about the institution	27	7	1	0	1.26
k. Knowledge and experience with handicapped	3	7	18	7	2.83
l. Organized labor background	1	2	5	27	3.66
m. Faculty representation	11	7	7	10	2.46
n. Geographic location	5	22	3	5	2.23
o. Appropriate sex representation	1	9	7	18	3.20
p. Institution administration representation	6	7	12	10	2.74

^aGI = Great Importance
MI = Moderate Importance
SI = Slight Importance
NI = Of No Importance

Table 12

Frequency Distribution of Responses to the 16 Selection
Criteria by All Respondents (N = 137)

Criteria	Response ^a				Mean
	GI	MI	SI	NI	
a. Well-known and respected in community	58	59	17	3	1.74
b. Availability of time to attend meetings	56	68	11	2	1.70
c. Relevant experience in vocational area	116	16	2	3	1.21
d. Industrial Management background	21	60	43	13	2.35
e. Board of Trustee background	2	2	26	107	3.74
f. Ethnic background	4	29	34	70	3.24
g. Potential employer of graduates	48	61	18	10	1.93
h. Minority representation	11	58	44	24	2.59
i. Student representation	26	45	42	24	2.47
j. Enthusiastic about the institution	102	27	7	1	1.32
k. Knowledge and experience with handicapped	8	44	73	12	2.65
l. Organized labor background	2	7	41	87	3.55
m. Faculty representation	53	32	26	26	2.18
n. Geographic location	18	73	32	14	2.31
o. Appropriate sex representation	9	41	49	38	2.85
p. Institution administration representation	26	40	46	25	2.51

^aGI = Great Importance
MI = Moderate importance
SI = Slight Importance
NI = Of No Importance

Table 13
Summary of Means to the 16 Selection Criteria

Criteria	Respondents ^a			
	All Respondents	Persons Responsible	Division or Department	Faculty
a. Well-known and respected in community	1.74	1.70	1.75	1.80
b. Availability of time to attend meetings	1.70	1.70	1.69	1.71
c. Relevant experience in vocational area	1.21	1.13	1.23	1.31
d. Industrial Management background	2.35	2.35	2.29	2.43
e. Board of Trustee background	3.74	3.80	3.63	3.80
f. Ethnic background	3.24	3.13	3.23	3.43
g. Potential employer of graduates	1.93	1.89	2.02	1.86
h. Minority representation	2.59	2.44	2.52	2.91
i. Student representation	2.47	2.48	2.35	2.60
j. Enthusiastic about the institution	1.32	1.28	1.42	1.26
k. Knowledge and experience with handicapped	2.65	2.56	2.63	2.83
l. Organized labor background	3.55	3.54	3.50	3.66
m. Faculty representation	2.18	1.96	2.23	2.46
n. Geographic location	2.31	2.44	2.21	2.23
o. Appropriate sex representation	2.85	2.54	2.94	3.20
p. Institution administration representation	2.51	2.28	2.60	2.74

^aGI = Great Importance
MI = Moderate Importance
SI = Slight Importance
NI = Of No Importance

Table 14

Degree of Importance to Selection of Members

Criteria	*Rank of Criteria			
	Persons Responsible	Division or Department	Faculty	Combined Respondents
a. Well-known and respected in community	4	4	4	4
b. Availability of time to attend meetings	3	3	3	3
c. Relevant experience in vocational area	1	1	2	1
d. Industrial Management background	8	8	7	8
e. Board of Trustee background	16	16	16	16
f. Ethnic background	14	14	14	15
g. Potential employer of graduate	5	5	5	5
h. Minority representation	9	10	12	12
i. Student representation	11	9	9	9
j. Enthusiastic about the institution	2	2	1	2
k. Knowledge and experience with handicapped	13	12	11	13
l. Organized labor background	15	15	15	11
m. Faculty representation	6	7	8	6
n. Geographic location	9	6	6	7
o. Appropriate sex representation	12	13	13	14
p. Institution administration representation	7	11	10	10

*Rank of Functions Based on Percentage Computation

responsible for advisory committees used eleven of the sixteen criteria, division or department chairpersons used nine of the sixteen criteria and faculty members used eight of the sixteen criteria.

Five criteria ranked highest by the three groups in order of priority were:

1. Relevant experience in the vocational area.
2. Enthusiastic about the institution and its programs.
3. Availability of time to attend meetings.
4. Well known and respected in the community.
5. Potential employer of graduates.

Those criteria ranked lowest by the three groups were:

1. Ethnic background.
2. Organized labor background.
3. Board of trustee background.

Summary. A majority of the respondents (51.8 percent) reported their institution had established a policy statement on selection of members for curriculum advisory committees. More advisory committee members were selected before the curriculum program was established than at the same time or after the curriculum was established. It was revealed by 71.2 percent of the respondents that trustee approval was not required when advisory committee members were appointed.

The respondents' views towards the most appropriate criteria used in selecting curriculum advisory committee members are listed below in priority order.

1. Relevant experience in the vocational area.
2. Enthusiastic about the institute and its programs.
3. Availability of time to attend meetings.
4. Well-known and respected in the community.
5. Potential employer of graduates.
6. Faculty representation.
7. Geographic location.
8. Industrial management background.
9. Institutional administrative representation.
10. Student representation.
11. Minority representation.
12. Knowledge and experience with respect to the handicapped.
13. Appropriate sex representation.
14. Ethnic background.
15. Organized labor background.
16. Board of trustee background.

Research Question 3

What were the organizational characteristics of curriculum advisory committees?

Findings reported from responses to Part III of the questionnaire were expected to reveal that organizational structure of curriculum advisory committees was utilized by vocational faculty and administrators when advisory committees were organized. Some organizational characteristics utilized with committees in the fifty-seven institutions were identified and described in this section.

Committee Member Orientation. Data shown in Table 15 revealed that the groups differed in reporting that an orientation session for curriculum advisory committee members was planned. The data from all respondents indicated 54.0 percent of all respondents had an orientation session. This may be because 66.1 percent of the persons responsible for advisory committees reported that planned sessions of orientation were provided. Planned orientation was supported by the persons responsible for committees with 66.1 percent answering "yes" compared to 47.9 percent for the division and department chairpersons and 42.9 percent for the faculty. Eleven and four-tenths percent of the faculty did not know if any orientation was planned for their curriculum advisory committees.

Size of Committees. Respondents reported committee size consisted of five to nine members. As revealed in Table 16, 85.7 percent of the persons responsible for advisory committees reported a committee size of five to nine members as compared to 64.6 percent of the division or department chairpersons and 65.7 percent of the faculty. Two institutions surveyed had committees with twenty or more members and only four institutions reported membership in the fifteen to nineteen membership range.

Tenure of Service for Committee Members. As indicated in Table 17, the question concerning the tenure of service for committee members revealed that 43.2 percent of all respondents reported that committee members had an indefinite tenure of service. The pattern of indefinite

Table 15

Planned Orientation for Committee Members

Criteria	Persons Responsible		Respondents Division or Department				Faculty	Combined %
		%		%		%		
Yes	37	66.1	23	47.9	15	42.9	54.0	
No	19	33.9	24	50.0	16	45.7	42.4	
Unknown	<u>0</u>	<u>0</u>	<u>1</u>	<u>2.1</u>	<u>4</u>	<u>11.4</u>	<u>3.6</u>	
Totals	56	100.0	48	100.0	35	100.0	100.0	

Table 16

Preference of Groups for Size of Committee

Size of Committees	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
1 - 4	1	1.8	2	4.2	2	5.7	3.6
5 - 9	48	85.7	31	64.6	23	65.7	73.4
10 - 14	4	7.1	13	27.0	6	17.2	16.5
15 - 19	2	3.6	2	4.2	2	5.7	4.3
20 or more	<u>1</u>	<u>1.8</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>5.7</u>	<u>2.2</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 17

Tenure of Service for Committee Members

Years of Service	Persons Responsible		Respondents Division or Department				Faculty	Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%		
Less than 1 year	0	0	0	0	0	0	0	
1 year	10	17.9	8	16.7	5	14.3	16.5	
2 years	9	16.1	9	18.8	6	17.1	17.3	
3 years	8	14.3	5	10.4	8	22.9	15.1	
Indefinite	24	42.8	22	45.8	14	40.0	43.2	
Other	<u>5</u>	<u>8.9</u>	<u>4</u>	<u>8.3</u>	<u>2</u>	<u>5.7</u>	<u>7.9</u>	
Totals	56	100.0	48	100.0	35	100.0	100.0	

tenure of service did not follow the recommended pattern of the two year term of membership found in the literature; however, 17.3 percent of all respondents reported members were serving two year terms. Three respondents reported under "other" years of service that members served on a rotational basis with staggered terms. One institution allowed members to serve as long as members were doing a good job, and another institution reported that tenure of a member depended on participation in reaching decisions.

Types of Elective Officers for Advisory Committees. As reported in Table 18, 67.9 percent of persons responsible for advisory committees reported that elections were held for a chairperson, whereas, 68.8 percent of division and department chairpersons and 65.7 percent of the faculty reported a chairperson was elected. No election of officers was reported by 30.2 percent of all respondent groups.

How Many Meetings Were Held? Respondents were asked to report the number of meetings held by their curriculum advisory committee during the past academic year. Table 19 shows the number of meetings conducted by one hundred thirty-seven of the one hundred thirty-nine respondents. Two individuals did not respond to this question.

Table 19 indicated that 37.2 percent of all respondents reported their committee met only one time during the past year and 38.7 percent met two times during the year. The data revealed that 40.7 percent of the persons responsible for curriculum advisory committees held one meeting, while 33.3 percent of the division and department chairpersons

Table 18

Types of Elective Officers for Advisory Committees

Types of Officers	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Chairperson	*38	67.9	*33	68.8	*23	65.7	67.6
Vice-chairperson	11		9		2		
Secretary/Treasurer	19		20		12		
None	*16	28.6	*14	29.2	*12	34.3	30.2
Other	* <u>2</u>	<u>3.5</u>	* <u>1</u>	<u>2.0</u>	<u>0</u>	<u>0</u>	<u>2.2</u>
Total	56	100.0	48	100.0	35	100.0	100.0

*All respondents selected the criteria of "chairpersons," "none," or "other" which produced the individual totals of 56, 48, and 35 respectively for each group. The criteria of vice-chairperson and secretary/treasurer were multiple responses from the same respondents.

Table 19

Number of Meetings Held During the Past Year

Number of Meetings	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
None	3	5.5	0	0	1	2.9	2.9
One	22	40.7	16	33.3	13	37.1	37.2
Two	18	33.3	20	41.7	15	42.9	38.7
Three	4	7.4	7	14.6	6	17.1	12.4
Four	5	9.3	4	8.3	0	0	6.6
Five	1	1.9	0	0	0	0	.7
Six	0	0	0	0	0	0	0
Seven	0	0	0	0	0	0	0
Eight	0	0	0	0	0	0	0
Nine	0	0	0	0	0	0	0
Ten or more	<u>1</u>	<u>1.9</u>	<u>1</u>	<u>2.1</u>	<u>0</u>	<u>0</u>	<u>1.5</u>
Totals	*54	100.0	48	100.0	35	100.0	100.0

*Two failed to respond.

and 37.1 percent of the faculty reported holding only one meeting during the academic year. Data further revealed that 33.3 percent of the persons responsible for curriculum advisory committees, 41.7 percent of the division and department chairpersons and 42.9 percent of the faculty held two meetings during the academic year. The pattern of two meetings per year did not follow the pattern of four meetings per year as found in the review of literature.

Schedule of Curriculum Advisory Committee Meetings. The data reported in Table 20 showed insufficient difference between semi-annually and annually-scheduled curriculum advisory committee meetings to establish a prevalence between the two. The data reported that 33.8 percent of all respondents used the semi-annual schedule and 32.4 percent used an annual schedule of meetings. Very little variation was reported among the three groups of respondents as 37.1 percent of the faculty, 35.4 percent of division and department chairpersons and 30.4 percent of the persons responsible for advisory committees reported holding semi-annual meetings. No respondent reported meetings to be scheduled on a weekly or monthly schedule and 19.4 percent of all responsible reported meetings were scheduled only "on call".

Who Prepares the Written Agenda? Data in Table 21 revealed that 69.8 percent of all the respondents reported the institutional representatives prepared the agenda. Data further revealed that 82.2 percent of the persons responsible, 68.7 percent of the division and department chairpersons, and 51.4 percent of the faculty reported the institutional

Table 20

Schedule of Advisory Committee Meetings

Frequency of Meetings	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Weekly	0	0	0	0	0	0	0
Monthly	0	0	0	0	0	0	0
Quarterly	8	14.3	6	12.5	3	8.6	12.2
Semi-annually	17	30.4	17	35.4	13	37.1	33.8
Annually	20	35.7	13	27.1	12	34.3	32.4
On Call	9	16.1	11	22.9	7	20.0	19.4
Other	<u>2</u>	<u>3.5</u>	<u>1</u>	<u>2.1</u>	<u>0</u>	<u>0</u>	<u>2.2</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 21

Who Prepares Written Agenda

Personnel	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Committee Chairperson	4	7.1	6	12.5	6	17.2	11.5
Committee Secretary	1	1.8	7	14.6	4	11.4	8.6
Institutional Representative	46	82.2	33	68.7	18	51.4	69.8
No One	1	1.8	0	0	2	5.7	2.2
Other	<u>4</u>	<u>7.1</u>	<u>2</u>	<u>4.2</u>	<u>5</u>	<u>14.3</u>	<u>7.9</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

representative prepared the agenda. Only 2.2 percent of all respondents reported that no one prepared an agenda.

Keeping Written Minutes of Committee Meetings. Table 22 revealed that a greater proportion (97.1 percent) of the faculty members reported that written minutes were kept of each committee meeting than did the persons responsible for advisory committees (92.9 percent) or the division and department chairpersons (91.7 percent). Only 4.3 percent of the combined groups indicated that written minutes were not kept on advisory committee meetings. No respondent in the faculty group reported that written minutes were not kept; however, one faculty member (2.9 percent) was uncertain if written minutes were kept for each meeting.

Distribution of Minutes. The distribution of minutes as presented in Table 23 suggested very little difference among the three groups as to whom minutes were distributed. Respondents indicated there was multiple distribution of written minutes to a number of the listed recipients. The greatest percentage (80.6 percent) of all respondents reported minutes being distributed to the vice presidents, deans and directors of the institutions as compared to 38.8 percent of the minutes being sent to the presidents. Only 73.4 percent of the respondents reported that minutes were distributed to advisory committee members. Failure to distribute minutes was reported by 7.2 percent of the respondents. Of this 7.2 percent who reported distribution, 4.3 percent of the respondents reported minutes were not kept; thereby, leaving 2.8

Table 22

Written Minutes Kept of Each Committee Meeting

Minutes Kept	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	52	92.9	44	91.7	34	97.1	93.5
No	3	5.3	3	6.3	0	0	4.3
Unknown	<u>1</u>	<u>1.8</u>	<u>1</u>	<u>2.0</u>	<u>1</u>	<u>2.9</u>	<u>2.2</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 23

Distribution of Written Minutes

Recipients of Minutes	Respondents			Combined Total
	Persons Responsible	Division or Department	Faculty	
President	25	16	13	54
VP/Dean/Director	48	37	27	112
Division Chairperson	29	27	17	73
Department Chairperson	40	31	16	87
Advisory Committee Member	40	38	24	102
Faculty Member	22	17	7	46
Not Distributed	4	3	3	10
Other	0	1	1	2

percent having minutes but not making them available.

Written Constitution and Bylaws. Table 24 shows that 79.1 percent of all respondents reported that their advisory committees did not have a written constitution or bylaws. The "no" responses to having a constitution and bylaws among the three groups varied slightly with 82.1 percent of persons responsible for advisory committees, 81.2 percent of division and department chairpersons and 71.4 percent of faculty members reporting as not having a written constitution and bylaws. The "yes" responses to having constitutions and bylaws among the three groups were generally the same. The 6.5 percent of all respondents reporting "unknown" revealed an area which may need state and/or local attention.

Recognition for Advisory Committee Members. Data in Table 25 indicated that 56.1 percent of the respondents reported that planned recognition was not provided for services rendered by advisory committee members. Only 4.3 percent of the respondents were not sure if their institution provided any recognition for committee members. A larger proportion (62.9 percent) of the faculty reported that recognition was not provided for service performed by advisory committee members compared to 57.1 percent of the persons responsible for the committees and 50.0 percent of the division and department chairpersons.

Most Critical Problems Encountered. Respondents were asked to provide the most critical, second most critical, and third most critical problem encountered in working with their curriculum advisory committee. Data in Table 26 revealed that all three groups indicated "attendance"

Table 24

Written Constitution and Bylaws

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	8	14.3	7	14.6	5	14.3	14.4
No	46	82.1	39	81.2	25	71.4	79.1
Unknown	<u>2</u>	<u>3.6</u>	<u>2</u>	<u>4.2</u>	<u>5</u>	<u>14.3</u>	<u>6.5</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 25

Recognition for Advisory Committee Members

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	22	39.3	21	43.8	12	34.3	39.6
No	32	57.1	24	50.0	22	62.9	56.1
Unknown	<u>2</u>	<u>3.6</u>	<u>3</u>	<u>6.2</u>	<u>1</u>	<u>2.8</u>	<u>4.3</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 26

Most Critical Problems Encountered

Encountered	Most Critical						Second Most Critical						Third Most Critical					
	Pers. Resp.	%	Chair. Pers.	%	Fac.	%	Pers. Resp.	%	Chair. Pers.	%	Fac.	%	Pers. Resp.	%	Chair. Pers.	%	Fac.	%
Attendance	32	57.1	28	58.3	19	54.3	7	12.5	5	10.4	5	14.3	6	10.7	3	6.2	7	20.0
Lack of Administrative Support	0	0.0	1	2.1	0	0.0	0	0.0	4	8.3	3	8.6	0	0.0	3	6.2	3	8.6
Personality Among Members	1	1.8	0	0.0	0	0.0	1	1.8	1	2.1	0	0.0	2	3.5	3	6.2	0	0.0
Clarity of Objectives	6	10.7	8	16.7	0	0.0	13	23.2	6	12.5	4	11.4	6	10.7	6	12.5	2	5.7
Membership Cliques	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Recruiting New Members	0	0.0	2	4.2	5	14.3	5	8.9	8	16.7	5	14.3	5	8.9	1	2.1	2	5.7
Orienting Members	3	5.4	2	4.2	0	0.0	8	14.3	7	14.6	4	11.4	12	21.5	9	18.8	3	8.6
Financial Support	3	5.4	0	0.0	3	8.6	6	10.7	1	2.1	1	2.9	3	5.4	2	4.2	0	0.0
Expectations of Members	1	1.8	3	6.2	2	5.7	7	12.5	1	2.1	2	5.7	13	23.2	12	25.0	2	5.7
Implementation of Recommendations	6	10.7	2	4.2	2	5.7	5	8.9	12	25.0	4	11.4	3	5.4	3	6.2	8	22.9
No Problems	2	3.5	2	4.2	4	11.4	4	7.2	3	6.2	7	20.0	6	10.7	6	12.5	8	22.9
No Response	<u>1</u>	<u>1.8</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
Totals	56	100.0	48	100.1	35	100.0	56	100.0	48	100.0	35	100.0	56	100.0	48	99.9	35	100.0

at meetings as the most critical problem. It was interesting to note that 5.8 percent of all respondents reported having no most critical problem.

The second most critical problem of all respondent groups was almost evenly distributed between "clarity of objectives", "implementation of recommendations", and "orienting members" with 16.6 percent, 15.1 percent, and 13.7 percent respectively for these criteria. Persons responsible for committees reported that "clarity of objectives" was their second most critical problem; division and department chairpersons indicated "implementation of recommendations" as their second most critical problem; and, 20.0 percent of the faculty reported as not having a second most critical problem from the "problems encountered" list.

The third most critical problem encountered by all respondents was "expectation of members" followed closely by "orienting members". The problem of orienting members was further supported when 42.4 percent of all respondents reported "no" (Table 15) when asked if orientation was planned for committee members and 3.6 percent reported "unknown" if any orientation had been planned. The persons responsible for committees and the division and department chairpersons were in agreement with this third most critical problem; however, faculty members selected the "implementation of recommendations" as their third most critical problem.

Committee Evaluates Own Work and Effectiveness. As reported by 84.9 percent of all respondents, advisory committee members did not evaluate their own work and effectiveness. Only 11.5 percent of the combined groups reported that their committees were involved with self

evaluation of committee activities while 3.6 percent were uncertain if evaluations were conducted. As shown in Table 27, there were 87.5 percent of persons responsible for advisory committees, 85.4 percent of division and department chairpersons and 80.0 percent of faculty who reported their advisory committee did not annually evaluate their work and effectiveness.

Written Guidelines For Organizing Committee. Each respondent was asked to indicate whether or not their committee had written guidelines pertaining to organizing a curriculum advisory committee. There was a wide variation among the three groups responding to "no" with 37.5 percent of the persons responsible for committees reporting written guidelines were not provided as compared to 17.1 percent of faculty reporting the lack of written guidelines. A point of interest, as indicated in Table 28, was that 17.1 percent of faculty and 12.5 percent of the division and department chairpersons were not sure if written guidelines were available for organizing committees.

Money Budgeted For Curriculum Advisory Committees. Table 29 indicates that of all respondents, 66.2 percent had no money budgeted for advisory committee operation. Data further revealed that 12.9 percent of all respondents were uncertain if money were available for use with activities of the committees. A larger portion of faculty (71.4 percent) reported that no money was budgeted for curriculum advisory committees than did the division and department chairpersons (66.6 percent) or persons responsible for advisory committees (62.5 percent).

Table 27

Committee Evaluates Own Work and Effectiveness

Criteria	Persons Responsible		Respondents Division or Department				Faculty	Combined %
		%		%		%		
Yes	6	10.7	4	8.3	6	17.1	11.5	
No	49	87.5	41	85.4	28	80.0	84.9	
Unknown	<u>1</u>	<u>1.8</u>	<u>3</u>	<u>6.3</u>	<u>1</u>	<u>2.9</u>	<u>3.6</u>	
Totals	56	100.0	48	100.0	35	100.0	100.0	

Table 28

Written Guidelines for Organizing Committee

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	34	60.7	29	60.4	23	65.8	61.9
No	21	37.5	13	27.1	6	17.1	28.8
Not Sure	<u>1</u>	<u>1.8</u>	<u>6</u>	<u>12.5</u>	<u>6</u>	<u>17.1</u>	<u>9.3</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 29

Money Budgeted for Advisory Committees

Money Budgeted	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
None	35	62.5	32	66.6	25	71.4	66.2
\$1 - 25	3	5.3	1	2.1	1	2.9	3.6
\$26 - 50	2	3.6	2	4.2	1	2.9	3.6
\$51 - 75	1	1.8	1	2.1	0	0	1.4
\$76 - 100	2	3.6	0	0	1	2.9	2.2
\$101 or more	9	16.1	2	4.2	2	5.7	9.4
Unknown	3	5.3	10	20.8	5	14.2	12.9
On Request	<u>1</u>	<u>1.8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>.7</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Summary of Organizational Characteristics. The data as described in this section indicated that the organizational structure of curriculum advisory committees generally was sound. In summarizing the respondents' views to the questionnaire items related to organizational characteristics, the following were noted.

The three groups of respondents differed in reporting that an orientation session was planned. Only 54.0 percent of the combined respondents reported having an orientation session for committee members. Of the thirty-five faculty members responding, 11.4 percent reported they were uncertain if any orientation were planned for curriculum advisory committee members.

Respondents reported that committee size ranged from five to nine members. When all respondents were combined, 43.2 percent reported that their curriculum advisory committee served an indefinite period of time. The two year term of service was reported by 17.3 percent of all respondents.

Election of a chairperson was reported by 67.6 percent of all respondents. No election of officers was reported by 30.2 percent of all respondents.

The largest percentage of respondents (38.7 percent) reported their committees met twice during the past academic year. Only 2.9 percent of all respondents reported that their committees failed to meet during the past year.

The respondents reported meetings were scheduled either semi-annually (33.8 percent) or annually (32.4 percent). Only 19.4 percent

of the respondents reported that meetings were called as the need arose and 2.2 percent had no predetermined arrangement.

When all responses were combined, 97.8 percent of the respondents reported that a written agenda was prepared. Data revealed that 69.8 percent of all respondents reported that the institutional representative prepared the agenda. Only 2.2 percent of all respondents reported that no one prepared an agenda.

Written minutes of committee meetings were kept as reported by 93.5 percent of the respondents. More faculty respondents (97.1 percent) reported "yes" than did the other two groups. Only 4.3 percent of the respondents reported that written minutes were not kept.

The three groups of respondents reported that written minutes were distributed to advisory committee members and institutional representatives. Failure to distribute written minutes was reported by 7.2 percent of all respondents.

The majority (79.1 percent) of all respondents reported that their curriculum advisory committee had no written constitution and bylaws. The faculty members were less informed than the other two groups as to knowledge of a constitution and bylaws.

Recognition was generally not provided for curriculum advisory committee members as reported by 56.1 percent of all respondents. Only 4.3 percent of all respondents were not sure if any recognition were provided. There was very little variation in responses from the three groups of respondents.

The three groups of respondents reported "attendance at meetings" as their most critical problem encountered in working with their curriculum advisory committees. The second most critical problem varied among the three groups. Persons responsible for committees reported "clarity of objectives" as their second most critical problem. Division and department chairpersons reported their second most critical problem as "implementation of committee recommendations". The greatest percentage (20.0 percent) of faculty members reported that they had no second most critical problem. The third most critical problem of combined respondents was "expectation of members" followed closely by "orienting members to their role".

Respondents reported (84.9 percent) that curriculum advisory committees failed to evaluate their own work and/or effectiveness. There were 3.6 percent of the combined respondents who were uncertain if any evaluation had been conducted.

When all respondents were combined, 61.9 percent indicated that written guidelines for organizing curriculum advisory committees were available. Very little variation existed among the three groups of respondents who answered "yes"; however, there may be need for concern over the data that showed 17.1 percent of the faculty and 12.5 percent of the division and department chairpersons were not sure if written guidelines were available for organizing advisory committees.

As was expected, 66.2 percent of all respondents reported that there were no funds budgeted for use by curriculum advisory committees.

Also, 12.9 percent of all respondents were not certain if funds were available for use by their committee.

Research Question 4

What were the major functions of the curriculum advisory committee?

Research question four was used to identify the major functional practices of curriculum advisory committees which may assist educators in the improvement of vocational programs.

To identify the major functions of the curriculum advisory committees, the three groups of respondents were asked to respond to a list of sixteen functions by indicating which of the functions were appropriate, which of the functions were assigned as a role of the committee, and which of the functions did the advisory committees have an opportunity to perform. Tables 30 through 36 contain descriptive data for this research question.

Is It an Appropriate Function? The three groups of respondents were asked to check each of those sixteen functions, as provided in Part IV of the questionnaire, which were considered appropriate for their curriculum advisory committee during the last academic year. Tables 30 and 31 contain data concerning the appropriateness of each function and the rank of importance given to selecting the sixteen functions by the three groups of respondents.

As reported in Table 30, the persons responsible for advisory committees placed equal value (91.1 percent) on the following functions as being an appropriate function.

1. Assisted in formulation of goals and objectives for the vocational program.
2. Encouraged local public support for the vocational program.
3. Offered advice on course and program development.
4. Recommended equipment for use in vocational programs.

The above four functions received a higher rating than any other functions as rated by the three groups of respondents. The division and department chairpersons reported (Table 30) their most appropriate functions as listed below in order of priority.

1. Offered advice on course and program development (85.4 percent of the respondents).
2. Recommended equipment for use in vocational programs (83.3 percent of the respondents).
3. Assisted in formulation of goals and objectives for the vocational programs (81.3 percent of the respondents).
4. Recommended course and program revisions which kept the curriculum relevant (81.3 percent of the respondents).

The faculty group reported (Table 30) their appropriate functions, in priority order, as listed below.

1. Offered advice on course and program development (88.6 percent of the respondents).
2. Recommended equipment for use in vocational programs (77.1

Table 30

Is It An Appropriate Function?

Functions	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
a. Assisted in Formulation of Goals and Objectives	51	91.1	39	81.3	27	77.1	84.2
b. Encouraged Local Public Support	51	91.1	38	79.2	24	68.6	81.3
c. Offered Advice on Course and Program Development	51	91.1	41	85.4	31	88.6	88.5
d. Advised on Construction and/or Renovations	49	87.5	31	64.6	20	57.1	71.9
e. Advised in Planning Needs for Disadvantaged	44	78.6	26	54.2	16	45.7	61.9
f. Recommended Equipment	51	91.1	40	83.3	27	77.1	84.9
g. Provided Consumable Supplies	24	42.9	22	45.8	18	51.4	46.0
h. Assisted in Recruiting Faculty	30	53.6	25	52.1	18	51.4	52.5
i. Assisted in Recruiting Students	47	83.9	30	62.5	21	60.0	70.5
j. Provided Scholarships or Other Financial Aid	31	55.4	19	39.6	15	42.9	46.8
k. Provided Awards to Students and/or Faculty	27	48.2	19	39.6	14	40.0	43.2
l. Assisted Graduates in Securing Employment	47	83.9	28	58.3	22	62.9	69.8
m. Assisted in Evaluation of Voc. Programs	49	87.5	34	70.8	24	68.6	77.0
n. Recommended Course and Program Revisions	50	89.3	39	81.3	27	77.1	83.5
o. Assisted in Long Range Plans	44	78.6	36	75.0	23	65.7	74.1
p. Evaluated Work and Effectiveness of the Committee	40	71.4	25	52.1	16	45.7	58.3
No Response	4	7.1	4	8.3	3	8.6	7.9

percent of the respondents).

3. Assisted in formulation of goals and objectives for the vocational program (77.1 percent of the respondents).
4. Recommended course and program revisions which kept the curriculum relevant (77.1 percent of the respondents).

Table 31 revealed the priority given when selecting appropriate functions for advisory committees as reported by the three groups of respondents. Those functions reported as appropriate by groups, as well as the combined groups were ranked by using percentage computation. The ranking of the ten most appropriate functions as reported by the combined respondents are as follows:

1. Offered advice on course and program development (88.5 percent of the respondents).
2. Recommended equipment for use in the vocational program (84.9 percent of the respondents).
3. Assisted in the formulation of goals and objectives for the vocational program (84.2 percent of the respondents).
4. Recommended course and program revisions which kept the curriculum relevant (83.5 percent of the respondents).
5. Encouraged local public support for the vocational program (81.3 percent of the respondents).
6. Assisted in the evaluation of the vocational program (77.0 percent of the respondents).
7. Assisted in long range plans related to the vocational program (74.1 percent of the respondents).

Table 31

Degree of Importance Given to
Selecting an Appropriate Function

Functions	*Rank of Functions			Combined Respondents
	Persons Responsible	Division or Department	Faculty	
a. Assisted in Formulation of Goals and Objectives	1	3	2	3
b. Encouraged Local Public Support	1	5	5	5
c. Offered Advice on Course and Program Development	1	1	1	1
d. Advised on Construction and/or Renovations	6	8	10	8
e. Advised in Planning Needs for Disadvantaged	10	11	13	11
f. Recommended Equipment	1	2	2	2
g. Provided Consumable Supplies	16	14	11	15
h. Assisted in Recruiting Faculty	14	12	11	13
i. Assisted in Recruiting Students	8	9	9	9
j. Provided Scholarships or Other Financial Aid	13	15	15	14
k. Provided Awards to Students and/or Faculty	15	15	16	16
l. Assisted Graduates in Securing Employment	8	10	8	10
m. Assisted in Evaluation of Voc. Programs	6	7	5	6
n. Recommended Course and Program Revisions	5	3	2	4
o. Assisted in Long Range Plans	10	6	7	7
p. Evaluated Work and Effectiveness of the Committee	12	12	13	12

*Rank of Functions Based on Percentage Computation

8. Advised on the construction of new facilities and/or renovations of present facilities (71.9 percent of the respondents).
9. Assisted in recruiting students for admission to courses and programs (70.5 percent of the respondents).
10. Assisted graduates in securing employment (69.8 percent of the respondents).

The percentage of respondents reporting on the remaining six functions ranged from 61.9 percent, advised in planning needs for the disadvantaged, to 43.2 percent, provided awards to outstanding students and/or faculty.

Is It An Assigned Function? The three groups of respondents were asked to check each of those sixteen functions as provided in Part IV of the questionnaire, which had been assigned as a function for their curriculum advisory committee during the past academic year. Tables 32 and 33 contained data concerning the assignment of each function and the rank of importance given to assigning each function as reported by the three groups of respondents.

The persons responsible for advisory committees reported (Table 32) the following functions were assigned as they worked with their advisory committees.

1. Offered advice on course and program development (82.1 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (78.6 percent of the respondents).

3. Recommended equipment for use in the vocational program (64.3 percent of the respondents).
4. Assisted in evaluation of vocational programs (58.9 percent of the respondents).

The division and department chairpersons responsible for curriculum advisory committees reported (Table 32) that the following functions were assigned to their advisory committees.

1. Offered advice on course and program development (70.8 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (60.4 percent of the respondents).
3. Recommended equipment for use in the vocational program (54.2 percent of the respondents).
4. Encouraged local public support for the vocational program (47.9 percent of the respondents).

The faculty members working with curriculum advisory committees reported (Table 32) the following functions were assigned when seeking assistance from their committees.

1. Offered advice on course and program development (65.7 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (57.1 percent of the respondents).
3. Recommended equipment for use in the vocational program (45.7 percent of the respondents).

Table 32
Was It An Assigned Function?

Functions	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
a. Assisted in Formulation of Goals and Objectives	25	44.6	21	43.8	16	45.7	44.6
b. Encouraged Local Public Support	29	51.8	23	47.9	13	37.1	46.8
c. Offered Advice on Course and Program Development	46	82.1	34	70.8	23	65.7	74.1
d. Advised on Construction and/or Renovations	13	23.2	12	25.0	7	20.0	23.0
e. Advised in Planning Needs for Disadvantaged	7	12.5	2	4.2	0	0.0	6.5
f. Recommended Equipment	36	64.3	26	54.2	16	45.7	56.1
g. Provided Consumable Supplies	12	21.4	7	14.6	8	22.9	15.8
h. Assisted in Recruiting Faculty	15	26.8	9	18.8	5	14.3	20.9
i. Assisted in Recruiting Students	25	44.6	16	33.3	13	37.1	38.8
j. Provided Scholarships or Other Financial Aid	10	17.9	6	12.5	5	14.3	15.1
k. Provided Awards to Students and/or Faculty	5	8.9	3	6.3	3	8.6	7.9
l. Assisted Graduates in Securing Employment	26	46.4	13	27.1	13	37.1	37.4
m. Assisted in Evaluation of Voc. Programs	33	58.9	19	39.6	13	37.1	46.8
n. Recommended Course and Program Revisions	44	78.6	29	60.4	20	57.1	66.9
o. Assisted in Long Range Plans	22	39.3	16	33.3	11	31.4	35.3
p. Evaluated Work and Effectiveness of the Committee	6	10.7	5	10.4	5	14.3	11.5
No Response	9	16.1	9	18.8	4	11.4	15.8

4. Assisted in formulation of goals and objectives for the vocational program (45.7 percent of the respondents).

Table 33 revealed the rank of importance given to the assignment of functions to advisory committees as reported by the three groups of respondents. Functions which were assigned were ranked for each group, as well as for the combined group. The ten most frequently assigned functions as reported by the combined group were as follows:

1. Offered advice on course and program development (74.1 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (66.9 percent of the respondents).
3. Recommended equipment for use in vocational programs (56.1 percent of the respondents).
4. Encouraged local public support for the vocational program (46.8 percent of the respondents).
5. Assisted in evaluation of the vocational program (46.8 percent of the respondents).
6. Assisted in the formulation of goals and objectives for the vocational programs (44.6 percent of the respondents).
7. Assisted in the recruiting of students for admission to courses and programs (38.8 percent of the respondents).
8. Assisted graduates in securing employment (37.4 percent of the respondents).
9. Assisted in long range plans related to the vocational program (35.3 percent of the respondents).

Table 33
Degree of Importance Given to the
Assignment of Functions

Functions	Persons Responsible	*Rank of Functions		
		Division or Department	Faculty	Respondents
a. Assisted in Formulation of Goals and Objectives	7	5	3	6
b. Encouraged Local Public Support	5	4	5	4
c. Offered Advice on Course and Program Development	1	1	1	1
d. Advised on Construction and/or Renovations	11	10	11	10
e. Advised in Planning Needs for Disadvantaged	14	16	16	16
f. Recommended Equipment	3	3	3	3
g. Provided Consumable Supplies	12	12	10	12
h. Assisted in Recruiting Faculty	10	11	12	11
i. Assisted in Recruiting Students	7	7	5	7
j. Provided Scholarships or Other Financial Aid	13	13	13	13
k. Provided Awards to Students and/or Faculty	16	15	15	15
l. Assisted Graduates in Securing Employment	6	9	5	8
m. Assisted in Evaluation of Voc. Programs	4	6	5	4
n. Recommended Course and Program Revisions	2	2	2	2
o. Assisted in Long Range Plans	9	7	9	9
p. Evaluated Work and Effectiveness of the Committee	15	14	13	14

*Rank of Assigned Functions Based on Percentage Computation

10. Advised on the construction of new facilities and/or renovations of present facilities (23.0 percent of the respondents).

The percentage of respondents reporting on the remaining assignment of functions to their advisory committees ranged from 20.9 percent, assisted in recruiting faculty, to 6.5 percent, advised in planning vocational needs for the disadvantaged and handicapped students.

Was There An Opportunity To Perform A Function? The three groups of respondents were asked to check each of the sixteen functions, provided in Part IV of the questionnaire, to which their curriculum advisory committee members were given an opportunity to perform during the past academic year. Tables 34 and 35 reported data on the functions which committees had an opportunity to perform and revealed the importance given to providing an opportunity for the committee to perform the functions.

The persons responsible for curriculum advisory committees reported (Table 34) the following functions as those which their committee members had an opportunity to perform.

1. Offered advice on course and program development (78.6 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (75.0 percent of the respondents).
3. Recommended equipment for use in the vocational program (67.9 percent of the respondents).

4. Encouraged local public support for the vocational program (57.1 percent of the respondents).
5. Assisted in the evaluation of the vocational program (57.1 percent of the respondents).

The division and department chairpersons working with curriculum advisory committees reported (Table 34) the following functions as those which their committee members had an opportunity to perform.

1. Offered advice on course and program development (77.1 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (64.6 percent of the respondents).
3. Recommended equipment for use in the vocational program (62.5 percent of the respondents).
4. Encouraged local public support for the vocational program (50.0 percent of the respondents).
5. Assisted in formulation of goals and objectives for the vocational program (50.0 percent of the respondents).

The faculty members working with curriculum advisory committees reported (Table 34) an opportunity was given to their committees to perform the following functions.

1. Offered advice on course and program development (71.4 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (71.4 percent of the respondents).

Table 34

Was There An Opportunity to Perform This Function?

Functions	Respondents						
	Persons Responsible	%	Division or Department	%	Faculty	%	Combined %
a. Assisted in Formulation of Goals and Objectives	30	53.6	24	50.0	19	54.3	52.5
b. Encouraged Local Public Support	32	57.1	24	50.0	16	45.7	51.8
c. Offered Advice on Course and Program Development	44	78.6	37	77.1	25	71.4	76.3
d. Advised on Construction and/or Renovations	15	26.8	16	33.3	9	25.7	28.8
e. Advised in Planning Needs for Disadvantaged	10	17.9	3	6.3	2	5.7	10.8
f. Recommended Equipment	38	67.9	30	62.5	16	45.7	60.4
g. Provided Consumable Supplies	14	25.0	10	20.8	9	25.7	23.7
h. Assisted in Recruiting Faculty	15	26.8	8	16.7	6	17.1	20.1
i. Assisted in Recruiting Students	28	50.0	18	37.5	16	45.7	44.6
j. Provided Scholarships or Other Financial Aid	14	25.0	5	10.4	6	17.1	18.0
k. Provided Awards to Students and/or Faculty	8	14.3	6	12.5	4	11.4	12.9
l. Assisted Graduates in Securing Employment	28	50.0	17	35.4	19	54.3	46.0
m. Assisted in Evaluation of Voc. Programs	32	57.1	21	43.8	18	51.4	51.1
n. Recommended Course and Program Revisions	42	75.0	32	64.6	25	71.4	71.2
c. Assisted in Long Range Plans	23	41.1	17	35.4	15	42.9	39.6
p. Evaluated Work and Effectiveness of the Committee	8	14.3	6	12.5	8	22.9	15.8
No Response	11	19.6	8	16.7	2	5.7	15.1

3. Assisted in formulation of goal and objectives for the vocational program (54.3 percent of the respondents).
4. Assisted graduates in securing employment (54.3 percent of the respondents).
5. Assisted in the evaluation of the vocational program (51.4 percent of the respondents).

Table 35 revealed the priority given to providing an opportunity for the advisory committees to perform various functions as reported by each group of respondents as well as the combined group of respondents. The ten functions which advisory committees had the greatest opportunity to perform were as follows:

1. Offered advice on course and program development (76.3 percent of the respondents).
2. Recommended course and program revisions which kept the curriculum relevant (71.2 percent of the respondents).
3. Recommended equipment for use in vocational programs (60.4 percent of the respondents).
4. Assisted in the formulation of goals and objectives for the vocational program (52.5 percent of the respondents).
5. Encouraged local public support for the vocational program (51.8 percent of the respondents).
6. Assisted in the evaluation of the curriculum program (51.1 percent of the respondents).
7. Assisted the graduates in securing employment (46.0 percent of the respondents).

Table 35

Degree of Importance Given to Providing
An Opportunity to Perform a Function

Functions	Persons Responsible	*Rank of Functions		
		Division or Department	Faculty	Respondents
a. Assisted in Formulation of Goals and Objectives	6	4	3	4
b. Encouraged Local Public Support	4	4	6	5
c. Offered Advice on Course and Program Development	1	1	1	1
d. Advised on Construction and/or Renovations	10	10	10	10
e. Advised in Planning Needs for Disadvantaged	14	16	16	16
f. Recommended Equipment	3	3	6	3
g. Provided Consumable Supplies	12	11	10	11
h. Assisted in Recruiting Faculty	10	12	13	12
i. Assisted in Recruiting Students	7	7	6	8
j. Provided Scholarships or Other Financial Aid	12	15	13	13
k. Provided Awards to Students and/or Faculty	15	13	15	15
l. Assisted Graduates in Securing Employment	7	8	3	7
m. Assisted in Evaluation of Top. Programs	4	6	5	6
n. Recommended Course and Program Revisions	2	2	1	2
o. Assisted in Long Range Plans	9	8	9	9
p. Evaluated Work and Effectiveness of the Committee	15	13	12	14

*Rank Based on Percentage Computations

8. Assisted in recruiting students for admission to courses and programs (44.6 percent of the respondents).
9. Assisted in long range plans related to the vocational program (39.6 percent of the respondents).
10. Advised on the construction of new facilities and/or renovations of present facilities (28.8 percent of the respondents).

The percentage of respondents reporting on the remaining functions which advisory committees had an opportunity to perform ranged from 23.7 percent, provided consumable supplies for classrooms and shops, to 10.8 percent, advised in planning vocational needs for the disadvantaged and handicapped students.

Summary. Table 36 revealed data from the combined group of respondents for which a comparison was made among the appropriate, assigned and performed functions. In summarizing the respondents' views towards the most appropriate, assigned, and performed functions, it was evident that the following functions listed in order of priority were considered as major functions of the curriculum advisory committee.

1. Offered advice on course and program development.
2. Recommended course and program revisions which kept the curriculum relevant.
3. Recommended equipment for use in the vocational program.
4. Assisted in the formulation of goals and objectives for the vocational program.
5. Encouraged local public support for the vocational program.

Table 36

Comparison of Appropriate, Assigned and Performed Functions

Functions	Rank of Combined Respondents*		
	Appropriate Functions	Assigned Functions	Performed Functions
a. Assisted in Formulation of Goals and Objectives	3	6	4
b. Encouraged Local Public Support	5	4	5
c. Offered Advice on Course and Program Development	1	1	1
d. Advised on Construction and/or Renovations	8	10	10
e. Advised in Planning Needs for Disadvantaged	11	16	16
f. Recommended Equipment	2	3	3
g. Provided Consumable Supplies	15	12	11
h. Assisted in Recruiting Faculty	13	11	12
i. Assisted in Recruiting Students	9	7	8
j. Provided Scholarships or Other Financial Aid	14	13	13
k. Provided Awards to Students and/or Faculty	16	15	15
l. Assisted Graduates in Securing Employment	10	8	7
m. Assisted in Evaluation of Voc. Programs	6	4	6
n. Recommended Course and Program Revisions	4	2	2
o. Assisted in Long Range Plans	7	9	9
p. Evaluated Work and Effectiveness of the Committee	12	14	14

*Rank Based on Percentage Computations

6. Assisted in evaluation of the vocational program.
7. Assisted graduates in securing employment.
8. Assisted in recruiting students for admission to courses and programs.
9. Assisted in long range plans related to the vocational program.
10. Advised on the construction of new facilities and/or renovations of present facilities.
11. Assisted in recruiting faculty.
12. Provided consumable supplies for classrooms and shops.
13. Provided scholarships or other financial aid for students.
14. Evaluated the work and effectiveness of the curriculum advisory committee.
15. Advised in planning vocational needs for the disadvantaged and handicapped students.
16. Provided awards to outstanding students and/or faculty.

Research Question 5

What was the perceived effectiveness of curriculum advisory committees?

Data from research question five provided assistance in making distinctions between certain organizational characteristics which may contribute to effective operations of curriculum advisory committees.

Data in this section provided some insight into the effectiveness of the curriculum advisory committees as perceived by the persons directly responsible for curriculum advisory committees, division and

department chairpersons who were directly responsible for curriculum advisory committees and faculty members who worked directly with curriculum advisory committees. Questionnaire items were developed within the following categories:

1. Advice provided by means of a written report which solved at least one problem (Q-16 in Part III of the questionnaire).
2. Institution accepted and took action on at least one recommendation from the curriculum advisory committee (Q-17 in Part III of the questionnaire).
3. Attendance of committee members (Q-18 in Part III of the questionnaire).
4. Effective participation in functions by the curriculum advisory committee (Part IV of the questionnaire).

Advice Provided by Advisory Committee Which Solved A Problem.

As presented in Table 37. 62.5 percent of the persons responsible for advisory committees reported that their advisory committee had provided advice by submitting a written report which solved at least one problem within the past academic year. Only 33.3 percent of the division and department chairpersons and 40.0 percent of the faculty members reported that any written report had been provided which solved a problem. When the responses from the three groups were combined, 46.8 percent of the respondents indicated advice had been provided through means of a written report. There were 3.1 percent of all respondents who were

Table 37

Advice Provided by Means of a Written Report
Which Solved at Least One Problem

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	35	62.5	16	33.3	14	40.0	46.8
No	20	35.7	28	58.3	21	60.0	49.6
Unknown	<u>1</u>	<u>1.8</u>	<u>4</u>	<u>8.4</u>	<u>0</u>	<u>0</u>	<u>3.1</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

uncertain if any advice had been provided by the advisory committee.

Institution Accepted and Took Action on At Least One Recommendation. Data presented in Table 38 revealed that 91.1 percent of the persons responsible for advisory committees reported that their institution accepted and took action on at least one recommendation from their curriculum advisory committee. Data further revealed that 70.8 percent of the division and department chairpersons and 65.7 percent of the faculty members reported having at least one recommendation accepted and action taken by the institution during the past academic year. Only 4.3 percent of all respondents reported as not knowing if the institution had accepted or taken any action on recommendations from the advisory committee.

Attendance of Committee Members. Attendance at meetings can be one measure of the success of curriculum advisory committees in meeting their stated goals. The data of Table 39 revealed that 38.1 percent of all respondents rated attendance at committee meetings as above average (29.5 percent) or excellent (8.6 percent). Only 8.6 percent of all respondents reported attendance at meetings as poor while 15.1 percent indicated attendance as being below average. Data concerning attendance of committee members supported why the three groups selected attendance as their most critical problem as revealed in research question three.

Effective Participation in Functions. Respondents were asked to rate on a Likert type scale those sixteen functions of Part IV of the questionnaire to which a "yes" response was given to all three questions:

Table 38

Institution Accepted and Took Action on at
Least One Recommendation from the Committee

Criteria	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Yes	51	91.1	34	70.8	23	65.7	77.7
No	3	5.3	11	22.9	11	31.4	18.0
Unknown	<u>2</u>	<u>3.6</u>	<u>3</u>	<u>6.3</u>	<u>1</u>	<u>2.9</u>	<u>4.3</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

Table 39

Attendance of Committee Members at Meetings

Attendance	Respondents						Combined %
	Persons Responsible	%	Division or Department	%	Faculty	%	
Excellent	5	8.9	4	8.3	3	8.6	8.6
Above Average	10	17.9	18	37.5	13	37.1	29.5
Average	29	51.8	15	31.3	9	25.7	38.2
Below Average	7	12.5	9	18.7	5	14.3	15.1
Poor	<u>5</u>	<u>8.9</u>	<u>2</u>	<u>4.2</u>	<u>5</u>	<u>14.3</u>	<u>8.6</u>
Totals	56	100.0	48	100.0	35	100.0	100.0

is it an appropriate function, was it assigned as a function, and was there an opportunity to perform this function? The means scores computed from the respondent ratings determined the perceived effectiveness of contributions by curriculum advisory committee members to certain functions. Data in Table 40 revealed the number of respondents in each of the three groups who responded "yes" to the three questions. The number of respondents recorded for each function within each group was used as the number (N) of respondents when computing the mean score for each function.

Tables 41 through 44 contained data concerning the perceived effectiveness of participation in functions by curriculum advisory committees. Functions having a mean score of 2.50 or less were considered to be those functions perceived by respondents as producing effective contribution by curriculum advisory committees.

Table 41 revealed that the persons responsible for curriculum advisory committees had a mean score of 2.50 or less on sixteen functions; therefore, the perceived functional measure of effectiveness of advisory committees was very positive for this group. The most effective contribution of advisory committees took place as committees offered advice on course and program development.

Table 42 revealed that the division and department chairpersons produced a mean score of 2.50 or less on fourteen of the sixteen functions. Two of the functions, "provided awards to outstanding students and/or faculty", and "advised in planning vocational needs for the disadvantaged and handicapped students", did not meet the mean score of

Table 40

Frequency Distribution of Affirmative Responses to Three
Questions Concerning Functional Measures of Effectiveness

Functions	Respondents						
	Persons Responsible	%	Division or Department	%	Faculty	%	Combined %
a. Assisted in Formulation of Goals and Objectives	26	46.4	17	35.4	15	42.9	41.7
b. Encouraged Local Public Support	25	44.6	18	37.5	12	34.3	39.6
c. Offered Advice on Course and Program Development	44	78.6	33	68.8	22	62.1	71.2
d. Advised on Construction and/or Renovations	13	23.2	9	18.8	7	20.0	20.1
e. Advised in Planning Needs for Disadvantaged	7	12.5	0	0.0	0	0.0	5.0
f. Recommended Equipment	35	62.5	22	45.8	16	45.7	52.5
g. Provided Consumable Supplies	11	19.6	5	10.4	7	20.0	16.5
h. Assisted in Recruiting Faculty	14	25.0	6	12.5	3	8.6	16.5
i. Assisted in Recruiting Students	24	42.9	12	25.0	11	31.4	33.8
j. Provided Scholarships or Other Financial Aid	10	17.9	2	4.2	5	14.3	12.2
k. Provided Awards to Students and/or Faculty	3	5.4	1	2.1	3	8.6	5.0
l. Assisted Graduates in Securing Employment	25	44.6	11	22.9	12	34.3	34.5
m. Assisted in Evaluation of Voc. Programs	31	55.4	16	33.3	13	37.1	43.2
n. Recommended Course and Program Revisions	42	75.0	26	54.2	21	60.0	64.0
o. Assisted in Long Range Plans	23	41.1	13	27.1	11	31.4	33.8
p. Evaluated Work and Effectiveness of the Committee	6	10.7	4	8.3	3	8.6	9.4
No Response	6	10.7	3	6.3	2	5.7	7.9

Table 41

Frequency Distribution of Affirmative Responses to the
Sixteen Functions by Persons Responsible

Functions	Responses ^a				Mean	Rank *
	VE	SE	SI	VI		
a. Assisted in Formulation of Goals and Objectives	9	17	0	0	1.65	4
b. Encouraged Local Public Support	4	20	1	0	1.88	9
c. Offered Advice on Course and Program Development	27	17	0	0	1.39	1
d. Advised on Construction and/or Renovations	3	8	2	0	1.92	10
e. Advised in Planning Needs for Disadvantaged	2	4	1	0	2.16	15
f. Recommended Equipment	16	16	3	0	1.63	3
g. Provided Consumable Supplies	4	6	0	1	1.82	7
h. Assisted in Recruiting Faculty	3	9	2	0	1.93	11
i. Assisted in Recruiting Students	5	14	4	1	2.04	14
j. Provided Scholarships or Other Financial Aid	2	4	2	2	2.40	16
k. Provided Awards to Students and/or Faculty	2	0	0	1	2.00	12
l. Assisted Graduates in Securing Employment	8	17	0	0	1.68	5
m. Assisted in Evaluation of Voc. Programs	9	20	2	0	1.77	6
n. Recommended Course and Program Revisions	23	19	0	0	1.45	2
o. Assisted in Long Range Plans	6	14	3	0	1.87	8
p. Evaluated Work and Effectiveness of the Committee	2	2	2	0	2.00	12

^aVE = Very Effective SI = Somewhat Ineffective
SE = Somewhat Effective VI = Very Ineffective

* Rank based on mean scores

Table 42

Frequency Distribution of Affirmative Responses to the
Sixteen Functions by Department and Division Chairpersons

Functions	Responses ^a				Mean	Rank*
	VE	SE	SI	VI		
a. Assisted in Formulation of Goals and Objectives	8	8	1	0	1.59	4
b. Encouraged Local Public Support	5	10	3	0	1.89	9
c. Offered Advice on Course and Program Development	16	15	2	0	1.58	3
d. Advised on Construction and/or Renovations	5	4	0	0	1.44	2
e. Advised in Planning Needs for Disadvantaged	0	0	0	0	0.00	16
f. Recommended Equipment	14	7	1	0	1.41	1
g. Provided Consumable Supplies	2	3	0	0	1.60	5
h. Assisted in Recruiting Faculty	0	6	0	0	2.00	10
i. Assisted in Recruiting Students	2	6	4	0	2.17	13
j. Provided Scholarships or Other Financial Aid	0	2	0	0	2.00	10
k. Provided Awards to Students and/or Faculty	0	0	1	0	3.00	15
l. Assisted Graduates in Securing Employment	2	7	1	1	2.09	12
m. Assisted in Evaluation of Voc. Programs	4	10	2	0	1.88	8
n. Recommended Course and Program Revisions	11	13	2	0	1.65	6
o. Assisted in Long Range Plans	4	8	1	0	1.77	7
p. Evaluated Work and Effectiveness of the Committee	0	3	1	0	2.25	14

^aVE = Very Effective SI = Somewhat Ineffective
SE = Somewhat Effective VI = Very Ineffective

*Rank based on mean scores

2.50 or less established to measure effectiveness. The perceived functional measure of effectiveness of curriculum advisory committees was positive as reported by division and department chairpersons. The most effective contribution of advisory committees, as reported by this group, took place as committees recommended equipment for use in the vocational program.

Table 43 revealed that faculty members reported a mean score of 2.50 or less on fifteen of the sixteen functions. The function, "advised in planning vocational needs for the disadvantaged and handicapped students", failed to receive the required "yes" responses to the three questions. The perceived functional measure of effectiveness of curriculum advisory committees was positive as reported by the faculty members who worked with curriculum advisory committees. The most effective contribution of advisory committees, as reported by faculty, took place as committees assisted graduates in securing employment.

The combined respondents, as revealed in Table 44, produced mean scores of 2.50 or less on each of the sixteen functions. Priority listing, based on mean scores, of those functions perceived as producing the most effective curriculum advisory committees are listed below.

1. Offered advice on course and program development.
2. Recommended course and program revisions which kept the curriculum relevant.
3. Assisted in the formulation of goals and objectives for the vocational program.
4. Recommended equipment for use in the vocational program.

Table 43

Frequency Distribution of Affirmative Responses to
the Sixteen Functions by Faculty

Functions	Responses ^a				Mean	Rank [*]
	VE	SE	SI	VI		
a. Assisted in Formulation of Goals and Objectives	12	3	0	0	1.20	2
b. Encouraged Local Public Support	6	5	1	0	1.58	10
c. Offered Advice on Course and Program Development	14	8	0	0	1.36	5
d. Advised on Construction and/or Renovations	5	0	2	0	1.57	9
e. Advised in Planning Needs for Disadvantaged	0	0	0	0	0.00	16
f. Recommended Equipment	7	7	1	1	1.75	12
g. Provided Consumable Supplies	2	2	1	2	2.43	7
h. Assisted in Recruiting Faculty	2	1	0	0	1.33	3
i. Assisted in Recruiting Students	3	5	3	0	2.00	14
j. Provided Scholarships or Other Financial Aid	3	1	0	1	1.80	13
k. Provided Awards to Students and/or Faculty	2	1	0	0	1.33	3
l. Assisted Graduates in Securing Employment	10	2	0	0	1.17	1
m. Assisted in Evaluation of Voc. Programs	6	6	1	0	1.62	11
n. Recommended Course and Program Revisions	15	4	2	0	1.38	6
o. Assisted in Long Range Plans	6	5	0	0	1.45	8
p. Evaluated Work and Effectiveness of the Committee	1	1	0	1	2.33	15

VE = Very Effective SI = Somewhat Ineffective
SE = Somewhat Effective VI = Very Ineffective

* Rank based on mean scores

Table 44

Frequency Distribution of Affirmative Responses to
the Sixteen Functions by Combined Respondents

Functions	Responses ^a				Mean	Rank [*]
	VE	SE	SI	VI		
a. Assisted in Formulation of Goals and Objectives	29	28	1	0	1.52	3
b. Encouraged Local Public Support	15	35	5	0	1.82	9
c. Offered Advice on Course and Program Development	57	40	2	0	1.44	1
d. Advised on Construction and/or Renovations	13	12	4	0	1.69	6
e. Advised in Planning Needs for Disadvantaged	2	4	1	0	1.86	10
f. Recommended Equipment	37	30	5	1	1.59	4
g. Provided Consumable Supplies	8	11	1	3	1.96	13
h. Assisted in Recruiting Faculty	5	16	2	0	1.87	12
i. Assisted in Recruiting Students	10	25	11	1	2.06	14
j. Provided Scholarships or Other Financial Aid	5	7	2	3	2.18	16
k. Provided Awards to Students and/or Faculty	4	1	1	1	1.86	10
l. Assisted Graduates in Securing Employment	20	26	1	1	1.65	5
m. Assisted in Evaluation of Voc. Programs	19	36	5	0	1.77	8
n. Recommended Course and Program Revisions	49	36	4	0	1.49	2
o. Assisted in Long Range Plans	16	27	4	0	1.74	7
p. Evaluated Work and Effectiveness of the Committee	3	6	3	1	2.15	15

^aVE = Very Effective SI = Somewhat Ineffective
SE = Somewhat Effective VI = Very Ineffective

*Rank based on mean scores

5. Assisted graduates in securing employment.
6. Advised on the construction of new facilities and/or renovations of present facilities.
7. Assisted in long range plans related to the vocational program.
8. Assisted in the evaluation of the vocational program.
9. Encouraged local public support for the vocational program.
10. Provided awards to outstanding students and/or faculty.
11. Advised in planning vocational needs for the disadvantaged and handicapped students.
12. Assisted in recruiting faculty.
13. Provided consumable supplies for classroom and shops.
14. Assisted in recruiting students for admission to courses and programs.
15. Evaluated the work and effectiveness of the curriculum advisory committee.
16. Provided scholarships or other financial aid for students.

Table 45 provided a comparison between the rank order of major functions and perceived functional measures of effectiveness of curriculum advisory committees as reported by the combined responses. In general, those functions considered by respondents as being major functions of advisory committees are also those same functions perceived as producing the most effective advisory committees. Three major functions, "advised on the construction and/or renovations", "advised on planning vocational needs for the disadvantaged and handicapped students", and

Table 45

Comparison Between Rank Order of Major Functions and Perceived Effectiveness of Participation in Functions by Combined Respondents

Functions	*Rank of Functions	
	Major Functions	Perceived Effectiveness
a. Assisted in Formulation of Goals and Objectives	4	3
b. Encouraged Local Public Support	5	9
c. Offered Advice on Course and Program Development	1	1
d. Advised on Construction and/or Renovations	10	6
e. Advised in Planning Needs for Disadvantaged	15	11
f. Recommended Equipment	3	4
g. Provided Consumable Supplies	12	13
h. Assisted in Recruiting Faculty	11	12
i. Assisted in Recruiting Students	7	14
j. Provided Scholarships or Other Financial Aid	13	16
k. Provided Awards to Students and/or Faculty	16	10
l. Assisted Graduates in Securing Employment	8	5
m. Assisted in Evaluation of Voc. Programs	6	8
n. Recommended Course and Program Revisions	2	2
o. Assisted in Long Range Plans	9	7
p. Evaluated Work and Effectiveness of the Committee	14	15

*Rank Based on Percentage Computations

provided awards to outstanding students and/or faculty", ranked as low priority were perceived as having a higher rating of effectiveness by advisory committees. Also, two functions, "encouraged local public support for the vocational program" and "assisted in recruiting students for admission to courses and programs", were rated as a major function priority but were not reported as producing very effective advisory committees.

Summary. There were 49.6 percent of the combined respondents who reported advice had not been provided by means of a written report. This high percentage may be due to the large number of division and department chairpersons and faculty members who provided a negative response.

Data revealed that 77.7 percent of all respondents reported the institute accepted and took action on at least one recommendation from their curriculum advisory committees. The division and department chairpersons (70.8 percent) and faculty (65.7 percent) reported that acceptance and action on at least one recommendation had been taken by the institute while the persons responsible for advisory committees reported 91.1 percent.

Attendance of committee members to meetings was reported as average by 38.2 percent of all respondents, and above average by 29.5 percent of all respondents. Below average attendance was reported by 15.1 percent of all respondents while 8.6 percent reported poor attendance.

The persons responsible for advisory committees perceived contributions of advisory committees as being effective in sixteen functions; division and department chairpersons in fourteen functions; and

faculty members in fifteen functions. The mean scores of the combined respondents ranged from 1.44 to 2.18 in a scale of one to four where one was very effective, two was somewhat effective, three was somewhat ineffective and four was very ineffective. Data revealed that respondents perceived effectiveness of their curriculum advisory committees as being within the range of "very effective" and "somewhat effective".

Research Question 6

What was the extent of relationship between those functions perceived to be effective to certain committee utilization criteria, committee selection criteria, and committee organizational criteria?

The purpose of research question six was to determine how strongly two variables were related to each other. In essence, data revealed to what extent those functions perceived to be effective and certain utilization, selection and organizational criteria occurred together to produce effective curriculum advisory committees.

The ten functions which were perceived to be the most effective as determined from summarizing the views of all respondents as reported in research question five were as follows:

1. Offered advice on course and program development.
2. Recommended course and program revisions which kept the curriculum relevant.
3. Assisted in the formulation of goals and objectives for the vocational program.
4. Recommended equipment for use in the vocational program.

5. Assisted graduates in securing employment.
6. Advised on the construction of new facilities and/or renovations of present facilities.
7. Assisted in long range plans related to the vocational program.
8. Assisted in the evaluation of the vocational program.
9. Encouraged local public support for the vocational program.
10. Assisted in recruiting students for admission to courses and programs.

The committee utilization criteria were arbitrarily selected from Part I of the questionnaire and included the following:

1. Number of years worked with an advisory committee.
2. Satisfaction with committee utilization.

The committee selection criteria were arbitrarily selected from Part II of the questionnaire and included the following:

1. Policy statement on selection of members.
2. Time when the committee members were selected.
3. Relevant experience of members in vocational education.
4. Enthusiasm for the institution and its programs.
5. Availability of time to attend meetings.

The organizational criteria were arbitrarily selected from Part III of the questionnaire and included the following:

1. Planned orientation for committee members.
2. Size of the advisory committee.
3. Tenure of service for committee members.

4. Election of officers for advisory committee.
5. Schedule of advisory committee meetings.
6. Written minutes of meetings.
7. Constitution and bylaws available for committee.
8. Planned recognition of committee members.
9. Evaluation of work of the committee.
10. Guidelines for organizing an advisory committee.
11. Budget available for advisory committee.
12. Attendance of committee members to meetings.

Chi-square, a test of statistical significance, was used to determine whether a systematic relationship existed between the variables. For 2 x 2 contingency tables, the phi statistic was used to measure the strength of relationships between the variables. For larger contingency tables, Cramer's V statistic was used to adjust phi for either the number of rows or the number of columns in the table. A large value of V signified that a high degree of relationship existed between the function and utilization, selection or organizational criteria.

Data in this section revealed the degree of relationship which existed between each of the ten functions perceived to be effective by all the respondents to those utilization, selection, and organizational criteria arbitrarily selected from the questionnaire by this author. The degree of 30.0 percent or higher was arbitrarily selected to signify that a high degree of relationship existed between the variables in this study.

Offered Advice on Course and Program Development. Data shown in Table 46 revealed that an appropriate measure of relationship existed between the function, "offered advice on course and program development," and one utilization criteria, "satisfaction with utilization of the committee" (36.4 percent). Data further revealed that relationship existed between this function and the four selection criteria listed below.

1. Relevant experience of members in vocational education (70.0 percent).
2. Availability of time to attend meetings (48.4 percent).
3. Time when committee members were selected (45.4 percent).
4. Enthusiasm for the institution and its programs (29.7 percent).

Data also showed that the two below organizational criteria produced a sufficient degree of relationship with this function:

1. Schedule of advisory committee meetings (49.8 percent).
2. Attendance of committee members to meetings (34.6 percent).

Recommended Course and Program Revisions Which Kept the Curriculum Relevant. Data presented in Table 47 revealed that the utilization criteria failed to show appropriate measure of relationship with the function, "recommended course and program revisions which kept the curriculum relevant"; however, the three selection criteria listed below showed sufficient degree of relationship.

1. Relevant experience of members in vocational education (60.0 percent).

Table 46
 The Degree of Relationship which Exist Between the Function
 "Offered Advice on Course and Program Development"
 and Certain Utilization, Selection, and Organizational Criteria (N=99)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	1.1163	.1062	10.6%
Satisfaction with Utilization of the Committee	13.1416	.3643	36.4%
<u>Selection</u>			
Policy Statement on Selection of Members	.2414	.0494	4.9%
Time when Committee Members Selected	20.4124	.4541	45.4%
Relevant Experience of Members in Voc. Ed.	48.4794	.6998	70.0%
Enthusiasm for the Institution and Programs	8.7456	.2972	29.7%
Availability of Time to Attend Meetings	23.2191	.4843	48.4%
<u>Organizational</u>			
Planned Orientation for Committee Members	.1404	.0377	3.8%
Size of the Committee	2.0140	.1426	14.3%
Tenure of Service for Committee Members	3.4204	.1859	18.6%
Election of Officers for Advisory Committee	.8456	.0924	9.2%
Schedule of Advisory Committee Meetings	24.5145	.4976	49.8%
Written Minutes of Meetings	.0859	.0295	2.9%
Constitution and Bylaws Available for Committee	.7654	.0879	8.8%
Planned Recognition of Committee Members	.0868	.0296	3.0%
Evaluation of Work of the Committee	.4847	.0700	7.0%
Guidelines for Organizing an Advisory Committee	4.9271	.2231	22.3%
Budget Available for Advisory Committee	1.2181	.1109	11.1%
Attendance of Committee Members to Meetings	11.8843	.3465	34.6%

Table 47
 The Degree of Relationship which Exist Between the Function
 "Recommended Course and Program Revisions which Kept the Curriculum Relevant"
 and Certain Utilization, Selection, and Organizational Criteria (N=89)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	2.1296	.1547	15.5%
Satisfaction with Utilization of the Committee	3.5894	.2008	20.1%
<u>Selection</u>			
Policy Statement on Selection of Members	2.1424	.1552	15.5%
Time when Committee Members Selected	8.8722	.3157	31.6%
Relevant Experience of Members in Voc. Ed.	31.9999	.5996	60.0%
Enthusiasm for the Institution and Programs	20.7508	.4829	48.3%
Availability of Time to Attend Meetings	1.5207	.1307	13.1%
<u>Organizational</u>			
Planned Orientation for Committee Members	.3446	.0622	6.2%
Size of the Committee	1.2456	.1183	11.8%
Tenure of Service for Committee Members	.7263	.0903	9.0%
Election of Officers for Advisory Committee	1.4595	.1281	12.8%
Schedule of Advisory Committee Meetings	6.2954	.2660	26.6%
Written Minutes of Meetings	.2493	.0529	5.3%
Constitution and Bylaws Available for Committee	.2197	.0497	5.0%
Planned Recognition of Committee Members	1.9445	.1478	14.8%
Evaluation of Work of the Committee	.2371	.0516	5.2%
Guidelines for Organizing an Advisory Committee	1.0600	.1091	10.9%
Budget Available for Advisory Committee	4.6149	.2277	22.8%
Attendance of Committee Members to Meetings	14.5357	.4041	40.4%

2. Enthusiasm for the institution and its programs (48.3 percent).
3. Time when committee members were selected (31.6 percent).

Data further revealed that a measure of 40.4 percent relationship existed between this function and the organizational criteria, "attendance of committee members to meetings."

Assisted in the Formulation of Goals and Objectives For the Vocational Program. The data reported in Table 48 showed that one utilization criteria, "satisfaction with utilization of the committee," had sufficient degrees (32.6 percent) of relationship with the function, "assisted in the formulation of goals and objectives for the vocational program." Also, one selection criteria, "relevant experience of members in vocational education," and one organizational criteria, "attendance of committee members to meetings," produced a measure of 68.8 percent and 48.7 percent respectively to show relationship with this function.

Recommended Equipment For Use in the Vocational Program. Data in Table 49 revealed that an appropriate measure of relationship existed between the function, "recommended equipment for use in the vocational program," and one utilization criteria, "satisfaction with utilization of the committee" (60.1 percent). Data further revealed that relationship existed between this function and the three selection criteria listed below.

1. Enthusiasm for the institution and its programs (51.3 percent).

Table 48
 The Degree of Relationship which Exist Between the Function
 "Assisted in the Formulation of Goals and Objectives for the Vocational Program"
 and Certain Utilization, Selection, and Organizational Criteria (N=58)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	3.1980	.2348	23.5%
Satisfaction with Utilization of the Committee	6.1707	.3262	32.6%
<u>Selection</u>			
Policy Statement on Selection of Members	1.0175	.1325	13.2%
Time when Committee Members Selected	.3549	.0782	7.8%
Relevant Experience of Members in Voc. Ed.	27.4909	.6885	68.8%
Enthusiasm for the Institution and Programs	3.9005	.2593	25.9%
Availability of Time to Attend Meetings	.9497	.1280	12.8%
<u>Organizational</u>			
Planned Orientation for Committee Members	.6686	.1074	10.7%
Size of the Committee	2.4097	.2038	20.4%
Tenure of Service for Committee Members	1.5484	.1634	16.3%
Election of Officers for Advisory Committee	.3237	.0747	7.5%
Schedule of Advisory Committee Meetings	2.2612	.1974	19.7%
Written Minutes of Meetings	.0363	.0250	2.5%
Constitution and Bylaws Available for Committee	.4219	.0853	8.5%
Planned Recognition of Committee Members	1.2523	.1469	14.7%
Evaluation of Work of the Committee	.2381	.0641	6.4%
Guidelines for Organizing an Advisory Committee	.6686	.1074	10.7%
Budget Available for Advisory Committee	.4957	.0924	9.2%
Attendance of Committee Members to Meetings	13.7368	.4867	48.7%

Table 49
 The Degree of Relationship which Exist Between the Function
 "Recommended Equipment for Use in the Vocational Program"
 and Certain Utilization, Selection, and Organizational Criteria (N=73)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	.3150	.0657	6.6%
Satisfaction with Utilization of the Committee	26.4065	.6014	60.1%
<u>Selection</u>			
Policy Statement on Selection of Members	4.2562	.2415	24.1%
Time when Committee Members Selected	10.3625	.3768	37.7%
Relevant Experience of Members in Voc. Ed.	11.8355	.4027	40.3%
Enthusiasm for the Institution and Programs	19.2273	.5132	51.3%
Availability of Time to Attend Meetings	4.4778	.2477	24.8%
<u>Organizational</u>			
Planned Orientation for Committee Members	.3411	.0684	6.8%
Size of the Committee	3.8727	.2303	23.0%
Tenure of Service for Committee Members	5.2368	.2678	26.8%
Election of Officers for Advisory Committee	.2937	.0634	6.3%
Schedule of Advisory Committee Meetings	1.5793	.1471	14.7%
Written Minutes of Meetings	2.7726	.1949	19.5%
Constitution and Bylaws Available for Committee	.4954	.0824	8.2%
Planned Recognition of Committee Members	.6038	.0909	9.1%
Evaluation of Work of the Committee	2.7210	.1931	19.3%
Guidelines for Organizing an Advisory Committee	.6722	.0960	9.6%
Budget Available for Advisory Committee	2.6789	.1916	19.2%
Attendance of Committee Members to Meetings	19.0570	.5109	51.1%

2. Relevant experience of members in vocational education (40.3 percent).
3. Time when committee members were selected (37.7 percent).

Data also revealed that one organizational criteria, "attendance of committee members to meetings," produced a measure (51.1 percent) of relationship to this function.

Assisted Graduates in Securing Employment. Data shown in Table 50 revealed that the measure of relationship was insufficient to show any value between the function, "assisted graduates in securing employment," and any of the utilization criteria. Data revealed that relationship existed between this function and the four selection criteria listed below.

1. Enthusiasm for the institution and its programs (80.8 percent).
2. Availability of time to attend meetings (70.7 percent).
3. Relevant experience of members in vocational education (51.9 percent).
4. Policy statement on selection of members (49.2 percent).

Data further revealed that relationship existed between the three organizational criteria listed below and this function.

1. Written minutes of meetings (41.7 percent).
2. Guidelines for organizing an advisory committee (32.5 percent).
3. Attendance of committee members to meetings (30.3 percent).

Table 50
 The Degree of Relationship which Exist Between the Function
 "Assisted Graduates in Securing Employment"
 and Certain Utilization, Selection, and Organizational Criteria (N=48)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	1.1446	.1544	15.4%
Satisfaction with Utilization of the Committee	1.4161	.1718	17.2%
<u>Selection</u>			
Policy Statement on Selection of Members	11.6273	.4922	49.2%
Time when Committee Members Selected	.7751	.1271	12.7%
Relevant Experience of Members in Voc. Ed.	12.9391	.5192	51.9%
Enthusiasm for the Institution and Programs	31.3044	.8076	80.8%
Availability of Time to Attend Meetings	24.0000	.7071	70.7%
<u>Organizational</u>			
Planned Orientation for Committee Members	.5760	.1095	10.9%
Size of the Committee	2.0309	.2057	20.6%
Tenure of Service for Committee Members	.8695	.1346	13.5%
Election of Officers for Advisory Committee	.8853	.1358	13.6%
Schedule of Advisory Committee Meetings	2.2608	.2170	21.7%
Written Minutes of Meetings	8.3515	.4171	41.7%
Constitution and Bylaws Available for Committee	2.0533	.2068	20.7%
Planned Recognition of Committee Members	1.7658	.1918	19.2%
Evaluation of Work of the Committee	2.3105	.2194	21.9%
Guidelines for Organizing an Advisory Committee	5.0683	.3249	32.5%
Budget Available for Advisory Committee	1.3449	.1674	16.7%
Attendance of Committee Members to Meetings	4.3948	.3026	30.3%

Advised on the Construction of New Facilities and/or Renovations of Present Facilities. Data presented in Table 51 revealed that the utilization criteria failed to show appropriate measure of relationship with the function, "advised on the construction of new facilities and/or renovations of present facilities." Data further revealed that the five selection criteria listed below provided appropriate measure to show relationship of activity with this function.

1. Relevant experience of members in vocational education (78.9 percent).
2. Availability of time to attend meetings (68.1 percent).
3. Time when committee members are selected (64.8 percent).
4. Policy statement on selection of members (47.6 percent).
5. Enthusiasm for the institution and its programs (30.2 percent).

Data also showed that relationship existed between this function and the following four organizational criteria.

1. Constitution and bylaws available for committee (47.4 percent).
2. Budget available for advisory committee (37.0 percent).
3. Written minutes of meetings (33.0 percent).
4. Attendance of committee members to meetings (31.6 percent).

Assisted in Long Range Plans Related to the Vocational Program.

The data reported in Table 52 revealed that one utilization criteria, "number of years worked with advisory committees," had sufficient measure (51.7 percent) of relationship with the function, "assisted in long

Table 51
 The Degree of Relationship which Exist Between the Function
 "Advised on the Construction of New Facilities and/or Renovations of Present Facilities"
 and Certain Utilization, Selection, and Organizational Criteria (N=29)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	.7453	.1603	16.0%
Satisfaction with Utilization of the Committee	2.1397	.2716	27.2%
<u>Selection</u>			
Policy Statement on Selection of Members	6.5733	.4761	47.6%
Time when Committee Members Selected	12.1800	.6481	64.8%
Relevant Experience of Members in Voc. Ed.	18.0670	.7893	78.9%
Enthusiasm for the Institution and Programs	2.6486	.3022	30.2%
Availability of Time to Attend Meetings	13.4415	.6808	68.1%
<u>Organizational</u>			
Planned Orientation for Committee Members	.1957	.0821	8.2%
Size of the Committee	.3650	.1122	11.2%
Tenure of Service for Committee Members	2.1526	.2724	27.2%
Election of Officers for Advisory Committee	.3650	.1122	11.2%
Schedule of Advisory Committee Meetings	1.7312	.2443	24.4%
Written Minutes of Meetings	3.1533	.3297	33.0%
Constitution and Bylaws Available for Committee	6.5133	.4739	47.4%
Planned Recognition of Committee Members	1.3240	.2137	21.4%
Evaluation of Work of the Committee	.7424	.1600	16.0%
Guidelines for Organizing an Advisory Committee	.7533	.1612	16.1%
Budget Available for Advisory Committee	3.9702	.3700	37.0%
Attendance of Committee Members to Meetings	2.9023	.3164	31.6%

Table 52
 The Degree of Relationship which Exist Between the Function
 "Assisted in Long Range Plans Related to the Vocational Program"
 and Certain Utilization, Selection, and Organizational Criteria (N=47)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	12.5417	.5166	51.7%
Satisfaction with Utilization of the Committee	2.7377	.2413	24.1%
<u>Selection</u>			
Policy Statement on Selection of Members	.6256	.1154	11.5%
Time when Committee Members Selected	1.1816	.1586	15.9%
Relevant Experience of Members in Voc. Ed.	15.2396	.5694	56.9%
Enthusiasm for the Institution and Programs	14.2629	.5509	55.1%
Availability of Time to Attend Meetings	7.1366	.3897	39.0%
<u>Organizational</u>			
Planned Orientation for Committee Members	.3691	.0886	8.9%
Size of the Committee	.3723	.0890	8.9%
Tenure of Service for Committee Members	1.6213	.1857	18.6%
Election of Officers for Advisory Committee	2.3468	.2235	22.3%
Schedule of Advisory Committee Meetings	1.1932	.1593	15.9%
Written Minutes of Meetings	.1943	.0643	6.4%
Constitution and Bylaws Available for Committee	1.4198	.1738	17.4%
Planned Recognition of Committee Members	4.9682	.3251	32.5%
Evaluation of Work of the Committee	2.7243	.2408	24.1%
Guidelines for Organizing an Advisory Committee	1.2920	.1658	16.6%
Budget Available for Advisory Committee	1.8548	.1987	19.9%
Attendance of Committee Members to Meetings	1.2543	.1634	16.3%

range plans related to the vocational program." Data also revealed that three selection criteria as listed below produced measures sufficient to show that relationship existed between the selection criteria and this function.

1. Relevant experience of members in vocational education (56.9 percent).
2. Enthusiasm for the institution and its programs (55.1 percent).
3. Availability of time to attend meetings (39.0 percent).

Only one organizational criteria, "planned recognition of committee members," produced sufficient degrees of relationship (32.5 percent) to indicate that relationship existed between the organizational criteria and this function.

Assisted in the Evaluation of the Vocational Program. Data in Table 53 revealed that the measure of relationship was insufficient to show any value between the function, "assisted in the evaluation of the vocational program," and any of the utilization criteria. Data further showed that relationship existed between this function and the three selection criteria listed below.

1. Relevant experience of members in vocational education (57.3 percent).
2. Enthusiasm for the institution and its programs (39.5 percent).
3. Availability of time to attend meetings (38.0 percent).

Table 53
 The Degree of Relationship which Exist Between the Function
 "Assisted in the Evaluation of the Vocational Program"
 and Certain Utilization, Selection, and Organizational Criteria (N=60)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	.6610	.1050	10.5%
Satisfaction with Utilization of the Committee	4.7338	.2809	28.1%
<u>Selection</u>			
Policy Statement on Selection of Members	1.8256	.1744	17.4%
Time when Committee Members Selected	.9249	.1242	12.4%
Relevant Experience of Members in Voc. Ed.	19.6909	.5729	57.3%
Enthusiasm for the Institution and Programs	9.3654	.3951	39.5%
Availability of Time to Attend Meetings	8.6730	.3802	38.0%
<u>Organizational</u>			
Planned Orientation for Committee Members	.1052	.0419	4.2%
Size of the Committee	.8451	.1187	11.9%
Tenure of Service for Committee Members	1.3280	.1488	14.9%
Election of Officers for Advisory Committee	.7140	.1091	10.9%
Schedule of Advisory Committee Meetings	8.6526	.3797	38.0%
Written Minutes of Meetings	11.2477	.4330	43.3%
Constitution and Bylaws Available for Committee	.2468	.0641	6.4%
Planned Recognition of Committee Members	.5454	.0953	9.5%
Evaluation of Work of the Committee	.8391	.1183	11.8%
Guidelines for Organizing an Advisory Committee	.5741	.0978	9.8%
Budget Available for Advisory Committee	4.3636	.2697	27.0%
Attendance of Committee Members to Meetings	3.6883	.2478	24.8%

Data also revealed that the two organizational criteria listed below produced a value of relationship to this function.

1. Written minutes of meetings (43.3 percent).
2. Schedule of advisory committee meetings (38.0 percent).

Encouraged Local Public Support for the Vocational Program.

Data shown in Table 54 revealed that the measure of relationship was insufficient to show any value between the function, "encouraged local public support for the vocational program," and any of the utilization criteria. Data further reported that the three selection criteria listed below showed a degree of relationship with the function.

1. Relevant experience of the member in vocational education (72.3 percent).
2. Enthusiasm for the institution and its programs (46.6 percent).
3. Availability of time to attend meetings (43.8 percent).

Only one organizational criteria, "attendance of committee members to meetings," produced sufficient degrees of relationship (29.7 percent) to indicate that relationship existed between the organizational criteria and this function.

Assisted in Recruiting Students For Admission to Courses and Programs. Data presented in Table 55 revealed that one utilization criteria, "number of years worked with advisory committees," had sufficient degrees of relationship (39.0 percent) with the function, "assisted in recruiting students for admission to courses and programs," to predict

Table 54
 The Degree of Relationship which Exist Between the Function
 "Encouraged Local Public Support for the Vocational Program"
 and Certain Utilization, Selection, and Organizational Criteria (N=55)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	.0752	.0370	3.7%
Satisfaction with Utilization of the Committee	2.2318	.2014	20.1%
<u>Selection</u>			
Policy Statement on Selection of Members	.4693	.0924	9.2%
Time when Committee Members Selected	1.3750	.1581	15.8%
Relevant Experience of Members in Voc. Ed.	28.7833	.7234	72.3%
Enthusiasm for the Institution and Programs	11.9660	.4664	46.6%
Availability of Time to Attend Meetings	10.5737	.4385	43.8%
<u>Organizational</u>			
Planned Orientation for Committee Members	1.8944	.1856	18.6%
Size of the Committee	.5030	.0956	9.6%
Tenure of Service for Committee Members	.8805	.1265	12.6%
Election of Officers for Advisory Committee	1.7023	.1759	17.6%
Schedule of Advisory Committee Meetings	2.2523	.2024	20.2%
Written Minutes of Meetings	4.0662	.2719	27.2%
Constitution and Bylaws Available for Committee	.5189	.0971	9.7%
Planned Recognition of Committee Members	.1172	.0462	4.6%
Evaluation of Work of the Committee	1.4760	.1638	16.4%
Guidelines for Organizing an Advisory Committee	1.4575	.1628	16.3%
Budget Available for Advisory Committee	2.9027	.2297	23.0%
Attendance of Committee Members to Meetings	4.8522	.2970	29.7%

Table 55
 The Degree of Relationship which Exist Between the Function
 "Assisted in Recruiting Students for Admission to Courses and Programs"
 and Certain Utilization, Selection, and Organizational Criteria (N=47)

Criteria	Chi Square	Phi or Cramer's V	Degree of Relationship
<u>Utilization</u>			
Number of years worked with Advisory Committee	7.1366	.3897	39.0%
Satisfaction with Utilization of the Committee	2.7377	.2413	24.1%
<u>Selection</u>			
Policy Statement on Selection of Members	4.9682	.3251	32.5%
Time when Committee Members Selected	1.4198	.1738	17.4%
Relevant Experience of Members in Voc. Ed.	14.2629	.5509	55.1%
Enthusiasm for the Institution and Programs	15.2396	.5694	56.9%
Availability of Time to Attend Meetings	12.5417	.5166	51.7%
<u>Organizational</u>			
Planned Orientation for Committee Members	.6256	.1154	11.5%
Size of the Committee	.3723	.0890	8.9%
Tenure of Service for Committee Members	1.8548	.1987	19.9%
Election of Officers for Advisory Committee	2.7377	.2413	24.1%
Schedule of Advisory Committee Meetings	1.1932	.1593	15.9%
Written Minutes of Meetings	1.2920	.1658	16.6%
Constitution and Bylaws Available for Committee	1.1816	.1586	15.9%
Planned Recognition of Committee Members	2.7243	.2408	24.1%
Evaluation of Work of the Committee	4.9682	.3251	32.5%
Guidelines for Organizing an Advisory Committee	1.4198	.1738	17.4%
Budget Available for Advisory Committee	1.6213	.1857	18.6%
Attendance of Committee Members to Meetings	1.2543	.1634	16.3%

value between these variables. Data also showed a degree of relationship between the four selection criteria listed below and this function.

1. Enthusiasm for the institution and its programs (56.9 percent).
2. Relevant experience of the member in vocational education (55.1 percent).
3. Availability of time to attend meetings (51.7 percent).
4. Policy statement on selection of members (32.5 percent).

Data further revealed that one organizational criteria, "evaluation of work of the committee," produced a degree of relationship (32.5 percent) sufficient to show that relationship existed between the organizational criteria and this function.

Summary of the Extent of Relationship Between Functions to Certain Utilization Criteria, Selection Criteria, and Organizational Criteria. The data as described in this section indicated to what extent the functions which were perceived as being effective showed relationship to certain utilization, selection and organizational criteria.

Data revealed that very little relationship existed between the ten functions and the two utilization criteria. The two utilization criteria showed a high degree (30.0 percent or higher) of relationship with only five of the ten functions.

It was evident from the data that the highest degree of relationship existed between the ten functions and the five selection criteria. With the exception of one function, "assisted in the formulation

of goals and objectives for the vocational program," three or more of the five selection criteria revealed a high degree (30.0 percent or higher) of relationship with each function. Those selection criteria which produced the highest level of relationship with the functions were as follows:

1. Relevant experience of the member in vocational education.
2. Enthusiasm for the institution and its programs.
3. Availability of time to attend meetings.

Data further revealed that the relationship between functions and organizational criteria produced little value in causing effective curriculum advisory committees. Only eight of the twelve organizational criteria were shown to have a high degree (30.0 percent or higher) of relationship with the ten functions. The three organizational criteria which showed the highest degree of relationship were as follows:

1. Attendance of committee members to meetings.
2. Written minutes of meetings.
3. Schedule of advisory committee meetings.

The four organizational criteria which failed to show high relationship are as follows:

1. Planned orientation for committee members.
2. Size of the committee.
3. Tenure of service for committee members.
4. Election of officers for advisory committees.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

SUMMARY OF FINDINGS

The purpose of this study was (1) to identify those operational factors which contributed to the utilization and satisfaction of curriculum advisory committees; (2) to identify criteria used in the selection of curriculum advisory committees; (3) to identify the organizational structure used for the curriculum advisory committees; (4) to identify the major functional practices of curriculum advisory committees; (5) to provide some insight into the perceived effectiveness of the curriculum advisory committees; and (6) to identify relationship of functional practices to committee utilization criteria, committee selection criteria, and certain organizational criteria.

The population used in this study included those individuals involved with vocational programs in all fifty-eight institutions in the North Carolina Community College System. The three specific categories of persons selected from each of the fifty-eight institutions included one person directly responsible for the organization and operation of curriculum advisory committees in the institution, one division or department chairperson who was directly responsible for vocational curriculum programs, and one faculty member who worked directly with a curriculum advisory committee. Each president of the fifty-eight North

Carolina Community Colleges was contacted through a personal letter which sought permission of the president to participate in the study and to designate three persons who have knowledge of the curriculum advisory committees. Only one president chose not to participate in the study. The number of persons responsible for curriculum advisory committees included in the study was fifty-seven: the division or department chairpersons numbered fifty-seven, and the faculty totaled forty-nine.

The technique used in gathering data for this study was a mailed questionnaire which had been developed by this writer and subjected to a critical review by a panel of six experts to assure clarity, representativeness, and comprehensiveness of coverage. One hundred and forty-one questionnaires or 86.5 percent of participants returned questionnaires of which 85.3 percent were usable.

Data analyses consisted of tabulating the responses through descriptive statistic techniques: frequency counts, percentages, and means. Chi-square was used to determine whether a systematic relationship existed between those functions perceived to be effective with selected committee utilization criteria, committee selection criteria, and organizational criteria. Phi and Cramer's V statistics were used to measure the strength of relationship between the variables.

The specific findings of this study were listed in six sections which relate to the six research questions.

Research Question 1

To what extent did institutions utilize curriculum advisory committees?

More respondents (42.5 percent) had worked with advisory committees in the range of five to nine years than any other category. Data revealed that the respondents had sufficient years of experience in working with advisory committees to report accurately on questions related to this study.

A comparison of data between the curriculum programs offered and the number of programs using advisory committees revealed that institutions did not utilize advisory committees in each program of the institution. Even though each curriculum program did not have a curriculum advisory committee, the North Carolina Community College System did utilize advisory committees. Faculty members (54.3 percent) reported that they were "very satisfied" with the way the advisory committees were utilized; whereas, the persons responsible for advisory committees (51.8 percent) and division and department chairpersons (60.4 percent) were "somewhat satisfied."

Research Question 2

What criteria were used in the selection of curriculum advisory committee members?

Of all the respondents, 51.8 percent reported that an established policy statement on selection of members for curriculum advisory committees were available. As reported by 69.1 percent of all respondents, more committee members were selected before the curriculum was established than at the same time or after the curriculum was established. Data revealed that 71.2 percent of all respondents reported trustee approval was not required when advisory committee members were elected

or appointed. These data did not follow the pattern found in the review of literature that trustees or their designated individual should approve each appointment.

The views of respondents toward the most appropriate criteria used in selecting advisory committee members did support those criteria found in the review of literature. The selection criteria receiving the highest priority included the following:

1. Relevant experience in the vocational area.
2. Enthusiastic about the institute and its programs.
3. Availability of time to attend meetings.
4. Well-known and respected in the community.

Research Question 3

What were the organizational characteristics of curriculum advisory committees?

Only 54.0 percent of the respondents reported that an orientation session was planned for advisory committee members. Eleven and four-tenths percent of the faculty group reported they were uncertain if any orientation was planned. These data followed the pattern found in the review of literature that orientation sessions should be planned for the first few meetings.

The size of curriculum advisory committees consisted of five to nine members which supported the five to ten members suggested in the review of literature. Committee members served an indefinite period of time as reported by 43.2 percent of all respondents and does not follow the pattern of one to three year tenure as reported in the review of literature.

Curriculum advisory committee members elected a chairperson of the committee as reported by 67.6 percent of all respondents. Of all respondents, 30.2 percent reported that committees had not elected officers for advisory committees. The election of a secretary was reported by only 36.7 percent of the respondents.

Very little variation existed among the three groups of respondents when they reported the number of meetings held during the past year. Meetings held were somewhat evenly distributed between one and two meetings with 38.7 percent of all respondents reporting two meetings and 37.2 percent reporting one meeting during the past year. These data supported the responses made on semi-annual and annual scheduled meetings when 33.8 percent of the respondents reported semi-annual meetings and 32.4 percent reported annual meetings. These data did not follow the pattern of four meetings per year as found in the review of literature.

It was reported by 97.8 percent of the respondents that an agenda was prepared by the institutional representative. These data supported the findings from the review of literature that an agenda is necessary if the time of each meeting is to be used effectively.

Of all respondents, 93.5 percent reported minutes of committee meetings were written. A greater percent (97.1 percent) of the faculty members reported that written minutes were kept of each advisory committee meeting than was reported by the other two groups of respondents. There was very little difference among the three groups as to whom minutes were distributed. Multiple distribution of written minutes was made to committee members and institutional representatives. These data

supported findings in the literature that minutes of meetings should be written and distributed to committee members and other persons as deemed appropriate by the committee.

Of all the respondents, 79.1 percent reported that written constitution and bylaws were non-existent for curriculum advisory committees. Faculty members were less informed than the other two groups as to the knowledge of a constitution and bylaws. These data did not support the findings from the review of literature that constitution and bylaws should be written for each advisory committee.

Recognition for advisory committee members was generally not provided as reported by 56.1 percent of the respondents. There was very little variation in responses from the three groups of respondents. These data did not follow the pattern found in the review of literature that recognition of members should be provided.

Attendance at meetings was reported by all three groups as the most critical problem encountered when working with curriculum advisory committees. The persons responsible for advisory committees reported clarity of objectives as their second most critical problem. The division and department chairpersons reported their second most critical problem was implementation of committee recommendations. The faculty members reported that they had no second most critical problem among the choices on the questionnaire. The third most critical problem reported by the three groups was the expectation of members and orientation of committee members as to their role.

Curriculum advisory committees failed to evaluate their own work and effectiveness as reported by 84.9 percent of the respondents. The

three groups of respondents had similar responses to this question. Data from this study supported the findings in the review of literature that advisory committees did not evaluate their work annually.

Written guidelines for organizing curriculum advisory committees were available as reported by 61.9 percent of all respondents. Very little variation existed among the three groups of respondents. There should be concern that 17.1 percent of the faculty and 11.5 percent of the division and department chairpersons reported "not sure" if written guidelines were available. Data of this study followed the pattern found in the review of literature that guidelines for organizing advisory committees should be available.

Of all respondents, 62.2 percent reported that there were no funds budgeted for use by curriculum advisory committees. Very little variation existed in responses from the three groups of respondents. These data supported the findings in the review of literature that funds were not budgeted for advisory committees.

Research Question 4

What were the major functions of the curriculum advisory committees?

It was evident from the combined group of respondents, for which a comparison was made among the appropriate, assigned, and performed functions, that the following functions, listed in order of priority, were considered as major functions of the curriculum advisory committee:

1. Offered advice on course and program development.

2. Recommended course and program revisions which kept the curriculum relevant.
3. Recommended equipment for use in the vocational program.
4. Assisted in the formulation of goals and objectives for the vocational program.
5. Encouraged local public support for the vocational program.
6. Assisted in evaluation of the vocational program.
7. Assisted in recruiting students for admission to courses and programs.
8. Assisted graduates in securing employment.
9. Assisted in long range plans related to the vocational program.
10. Advised on the construction of new facilities and/or renovations of present facilities.
11. Assisted in recruiting faculty.
12. Provided consumable supplies for classrooms and shops.
13. Provided scholarships or other financial aid for students.
14. Evaluated the work and effectiveness of the curriculum advisory committee.
15. Advised in planning vocational needs for the disadvantaged and handicapped students.
16. Provided awards to outstanding students and/or faculty.

Data substantiated that advisory committee members performed those functions as suggested in the review of literature.

Research Question 5

What was the perceived effectiveness of curriculum advisory committees?

Data were presented to provide insight into the effectiveness of the curriculum advisory committee as perceived by the three groups of respondents. To obtain these data, questionnaire items were developed within the following categories:

Advice Provided by Curriculum Advisory Committee Which Solved a Problem. Only 46.8 percent of the respondents reported that advice was provided by means of a written report. This low percentage may be due to the small number of division and department chairpersons (33.3 percent) and faculty members (40.0 percent) who reported that written advice was provided by their advisory committee.

Institution Accepted and Took Action on at Least One Recommendation from the Curriculum Advisory Committee. Data revealed that 77.7 percent of the respondents reported the institution accepted and took action on at least one recommendation. The persons responsible for curriculum advisory committees reported a higher percentage (91.1 percent) than the other two groups which may account for the high combined percentage.

Attendance of Committee Members to Meetings. Attendance of committee members to meetings was reported as excellent by 8.6 percent of the respondents, above average by 29.5 percent of the respondents, and average by 38.2 percent of the respondents. There was some variation

between the persons responsible for advisory committees and the other two groups, but little variation between the division and department chairpersons and faculty members.

Effective Participation in Functions by the Curriculum Advisory Committee. Respondents were asked to rate on a Likert type scale those sixteen functions of the questionnaire to which a "yes" response was given to all three questions: is it an appropriate function, was it assigned as a function, and was there an opportunity to perform this function? Functions having a mean score of 2.50 or less were considered those functions perceived by respondents as receiving effective contribution by curriculum advisory committees. The persons responsible for advisory committees perceived contributions of advisory committees as being effective in sixteen functions; division and department chairpersons, in fourteen functions; and faculty members, in fifteen functions. Data revealed that all respondents perceived effectiveness of the curriculum advisory committees as being within the range of "very effective" and "somewhat effective."

Research Question 6

What was the extent of relationship between those functions perceived to be effective, as determined by the respondents, to certain committee utilization criteria, committee selection criteria, and certain organizational criteria?

Chi-square was used to determine whether a systematic relationship existed between ten of those functions perceived to be effective,

as determined by the respondents, with two committee utilization criteria, five committee selection criteria, and twelve organizational criteria. The criteria were arbitrarily selected from responses to Part I, II and III of the questionnaire respectively. Phi and Cramer's V statistics were used to reveal what extent the functions, utilization, selection, and organizational criteria occurred together to produce effective curriculum advisory committees. A large value of V signified that a high degree of relationship existed between the variables. The degree of 30.0 percent or higher was arbitrarily selected to signify that an appropriate relationship existed between the variables in this study.

Data revealed that certain criteria produced a high degree of relationship with some of the functions. Those criteria which had an appropriate measure (30.0 percent or higher) of relationship are listed below with the function to which the relationship occurred.

1. Offered advice on course and program development.
 - a. Satisfaction with utilization of the committee (36.4 percent).
 - b. Time when committee members were selected (45.4 percent).
 - c. Relevant experience of members in vocational education (70.0 percent).
 - d. Enthusiasm for the institution and its programs (29.7 percent).
 - e. Availability of time to attend meetings (48.4 percent).
 - f. Schedule of advisory committee meetings (49.9 percent).

- g. Attendance of committee members to meetings (34.6 percent).
2. Recommended course and program revisions which kept the curriculum relevant.
 - a. Time when committee members were selected (31.6 percent).
 - b. Relevant experience of members in vocational education (60.0 percent).
 - c. Enthusiasm for the institution and its programs (48.3 percent).
 - d. Attendance of committee members to meetings (40.4 percent).
 3. Assisted in the formulation of goals and objectives for the vocational program.
 - a. Satisfaction with utilization of the committee (32.6 percent).
 - b. Relevant experience of members in vocational education (68.8 percent).
 - c. Attendance of committee members to meetings (48.7 percent).
 4. Recommended equipment for use in the vocational program.
 - a. Satisfaction with utilization of the committee (60.1 percent).
 - b. Time when the committee members were selected (37.7 percent).
 - c. Relevant experience of members in vocational education

- (40.3 percent).
- d. Enthusiasm for the institution and its programs (51.3 percent).
 - e. Attendance of committee members to meetings (51.1 percent).
5. Assisted graduates in securing employment.
- a. Policy statement on selection of members (49.2 percent).
 - b. Relevant experience of members in vocational education (51.9 percent).
 - c. Enthusiasm for the institution and its programs (80.8 percent).
 - d. Availability of time to attend meetings (70.7 percent).
 - e. Written minutes of meetings (41.7 percent).
 - f. Guidelines for organizing an advisory committee (32.5 percent).
 - g. Attendance of committee members to meetings (30.3 percent).
6. Advised on the construction of new facilities and/or renovations of present facilities.
- a. Policy statement on selection of members (47.6 percent).
 - b. Time when committee members were selected (64.8 percent).
 - c. Relevant experience of members in vocational education (78.9 percent).
 - d. Enthusiasm for the institution and its programs (30.2 percent).

- e. Availability of time to attend meetings (68.1 percent).
 - f. Written minutes of meetings (33.0 percent).
 - g. Constitution and bylaws available for the committee (47.4 percent).
 - h. Budget available for the advisory committee (37.0 percent).
 - i. Attendance of committee members to meetings (31.6 percent).
7. Assisted in long range plans related to the vocational program.
- a. Number of years worked with an advisory committee (51.7 percent).
 - b. Relevant experience of members in vocational education (56.9 percent).
 - c. Enthusiasm for the institution and its programs (55.1 percent).
 - d. Availability of time to attend meetings (39.0 percent).
 - e. Planned recognition of committee members (32.5 percent).
8. Assisted in the evaluation of the vocational program.
- a. Relevant experience of members in vocational education (57.3 percent).
 - b. Enthusiasm for the institution and its programs (39.5 percent).
 - c. Availability of time to attend meetings (38.0 percent).
 - d. Schedule of advisory committee meetings (38.0 percent).

- e. Written minutes of meetings (43.3 percent).
9. Encouraged local public support for the vocational program.
- a. Relevant experience of members in vocational education (72.3 percent).
 - b. Enthusiasm for the institution and its programs (46.6 percent).
 - c. Availability of time to attend meetings (43.8 percent).
 - d. Attendance of committee members to meetings (29.7 percent).
10. Assisted in recruiting students for admission to courses and programs.
- a. Number of years worked with an advisory committee (39.0 percent).
 - b. Policy statement on selection of members (32.5 percent).
 - c. Relevant experience of members in vocational education (55.1 percent).
 - d. Enthusiasm for the institution and its programs (56.9 percent).
 - e. Availability of time to attend meetings (51.7 percent).
 - f. Evaluation of work of the committee (32.5 percent).

CONCLUSIONS

The following conclusions were organized around the six research questions and were based on the findings of this study.

The studies of Davies, et al. (1977b:28) and Brock (1973:4)

expressed the belief that curriculum advisory committees are not being utilized in the two-year institutions. In many respects curriculum advisory committees are not utilized for each program in the North Carolina Community College System. Since data of this study show that inappropriate relationship exist between utilization criteria and functional effectiveness, it can be concluded that utilization criteria as used in this study does not prevent effective operation of curriculum advisory committees.

Criteria used for selection of advisory committee members by respondents in this study are in agreement with those identified by Riendeau (1977:11), Estes (1976:28) and Wallace (1971:17). Since this study revealed a high degree of relationship between selection criteria and those functions perceived to be effective by the respondents, it can be concluded that, to improve functional effectiveness of committee operations, the following selection criteria should be considered when selecting curriculum advisory committee members.

1. Relevant experience of the member in vocational education.
2. Enthusiasm for the institution and its programs.
3. Availability of time to attend meetings.

Since the size of committees, number of committee meetings each year, constitution and bylaws available for committees, recognition provided for committee members, evaluation of the work of advisory committees, and funds budgeted to operate an advisory committee failed to support the findings in the review of literature that organizational criteria should be provided, the organizational criteria does not appear

to have much influence over the functional effectiveness of curriculum advisory committees. And, even though the relationship between functions and organizational criteria showed little relationship in producing effectiveness, it can be concluded that when curriculum advisory committees are organized, the following organizational criteria should be considered.

1. Attendance of committee members to meetings.
2. Written minutes of meetings.
3. Schedule of advisory committee meetings.

The North Carolina Community College System issued a publication in 1972 which suggested functions of a curriculum advisory committee. Also, other findings in the literature (Riendeau, 1977:45; North Carolina Advisory Council on Vocational Education, 1976:3) provided a list of functions which advisory committees may perform. Since data of this study identified the most appropriate, assigned, and performed functions, it can be concluded that curriculum advisory committees in the North Carolina Community College System do perform those functions suggested by the North Carolina Community College System and other findings in the literature.

RECOMMENDATIONS

Based on the findings and procedures of this study, the following recommendations are suggested:

1. Findings of this study were determined by analyzing responses from three individuals in each institution who were responsible for or

worked with curriculum advisory committees. A research effort should be directed specifically at the curriculum advisory committee members to determine if any difference exists between findings of this study and findings of what advisory committee members perceive as being their role in working on an effective curriculum advisory committee.

2. This study dealt with the geographic area of North Carolina and its fifty-eight post-secondary institutions. Further research might sample the post-secondary institutions from other states and regions to ascertain if similar responses might come from similar groups.

3. Findings of this study were determined by analyzing responses based on the most effective curriculum advisory committee in each institution of the North Carolina Community College System. Further research should be directed specifically at a random sampling of curriculum advisory committees in the North Carolina institutions to determine if differences exist.

4. Based on the findings of this study it was concluded that a formal organizational structure was not necessary for a curriculum advisory committee to perform effectively. This does not follow the pattern as found in the review of literature that certain organizational criteria were necessary for the operation of advisory committees. Additional research should be conducted to analyze what relationship the organizational structure has on the effective operation of curriculum advisory committees. Variables which might be considered are those listed below to which this study revealed that little or no relationship existed.

1. Planned orientation for committee members.
2. Size of the committee.
3. Tenure of service for committee members.
4. Election of officers for advisory committee.
5. Constitution and bylaws available for committee.
6. Planned recognition of committee members.
7. Evaluation of work of the committee.
8. Budget available for advisory committee.

5. Results of this study should be disseminated to each institution in the North Carolina Community College System for information and possible use in the process of organizing curriculum advisory committees, selecting committee members, planning functions for curriculum advisory committees and utilizing curriculum advisory committees.

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APPENDIXES

APPENDIX A
PARTICIPATING INSTITUTIONS

NORTH CAROLINA COMMUNITY AND TECHNICAL COLLEGES

Institution and Address

Anson Technical College
P. O. Box 68
Ansonville, NC 28007

Asheville-Buncombe Technical
College
340 Victoria Road
Asheville, NC 28801

Beaufort County Community College
P. O. Box 1069
Washington, NC 27889

Bladen Technical College
P. O. Box 266
Dublin, NC 28332

Blue Ridge Technical College
Flat Rock, NC 28731

Brunswick Technical College
P. O. Box 30
Supply, NC 28462

Caldwell Community College and
Technical Institute
P. O. Box 600
Lenoir, NC 28645

Cape Fear Technical Institute
411 North Front Street
Wilmington, NC 28401

Carteret Technical College
3505 Arendell Street
Morehead City, NC 28557

Catawba Valley Technical College
Hickory, NC 28601

Central Carolina Technical
College
1105 Kelly Drive
Sanford, NC 27330

Institution and Address

Central Piedmont Community
College
P. O. Box 4009
Charlotte, NC 28204

Cleveland Technical College
137 South Post Road
Shelby, NC 28150

Coastal Carolina Community
College
444 Western Blvd.
Jacksonville, NC 28540

College of The Albemarle
Elizabeth City, NC 27909

Craven Community College
P. O. Box 885
New Bern, NC 28560

Davidson County Community College
P. O. Box 1287
Lexington, NC 27292

Durham Technical Institute
P. O. Drawer 11307
Durham, NC 27703

Edgecombe Technical Institute
P. O. Box 550
Tarboro, NC 27886

Fayetteville Technical Institute
P. O. Box 35236
Fayetteville, NC 28303

Forsyth Technical Institute
2100 Silas Creek Parkway
Winston-Salem, NC 27103

Gaston College
New Dallas Highway
Dallas, NC 28034

Institution and Address

Guilford Technical Institute
P. O. Box 309
Jamestown, NC 27282

Halifax Community College
P. O. Drawer 809
Weldon, NC 27890

Haywood Technical College
P. O. Box 457
Clyde, NC 28721

Isothermal Community College
P. O. Box 804
Spindale, NC 28160

James Sprunt Technical College
P. O. Box 398
Kenansville, NC 28349

Johnston Technical College
P. O. Box 2350
Smithfield, NC 27577

Lenoir Community College
P. O. Box 188
Kinston, NC 28501

Martin Community College
Kehukee Park Road
Williamston, NC 27892

Mayland Technical College
P. O. Box 547
Spruce Pine, NC 28777

McDowell Technical College
P. O. Box 1049
Marion, NC 28752

Mitchell Community College
West Broad Street
Statesville, NC 28677

Montgomery Technical Institute
P. O. Drawer 487
Troy, NC 27371

Institution and Address

Nash Technical Institute
Route 5, Box 255
Rocky Mount, NC 27801

Pamlico Technical College
Hwy. 306 South
Grantsboro, NC 28529

Piedmont Technical College
P. O. Box 1197
Roxboro, NC 27573

Pitt Community College
P. O. Drawer 7007
Greensville, NC 27834

Randolph Technical College
P. O. Box 1009
Asheboro, NC 27203

Richmond Technical Institute
P. O. Box 1139
Hamlet, NC 28345

Roanoke-Chowan Technical Institute
Route 2, Box 46-A
Ahoskie, NC 27910

Robeson Technical College
P. O. Drawer A
Lumberton, NC 28358

Rockingham Community College
Wentworth, NC 27375

Rowan Technical College
P. O. Box 1595
Salisbury, NC 28144

Sampson Technical College
P. O. Drawer 318
Clinton, NC 28328

Sandhills Community College
Route 3, Box 182-C
Carthage, NC 28327

Institution and Address

Southeastern Community College
P. O. Box 151
Whiteville, NC 28472

Southwestern Technical College
P. O. Box 95
Sylva, NC 28779

Stanly Technical College
Route 4, Box 5
Albemarle, NC 28001

Surry Community College
P. O. Box 304
Dobson, NC 27017

Technical College of Alamance
P. O. Box 623
Haw River, NC 27258

Tri-County Community College
P. O. Box 40
Murphy, NC 28906

Vance-Granville Community College
P. O. Box 917
Henderson, NC 27536

Wake Technical College
9101 Fayetteville Road
Raleigh, NC 27603

Wayne Community College
Caller Box 8002
Goldsboro, NC 27530

Western Piedmont Community College
1001 Burkemont Avenue
Morganton, NC 28655

Wilkes Community College
P. O. Drawer 120
Wilkesboro, NC 28697

Wilson County Technical Institute
P. O. Box 4305, Woodard Station
Wilson, NC 27893

APPENDIX B
QUESTIONNAIRE

UTILIZATION, SELECTION, FUNCTION
AND ORGANIZATION OF VOCATIONAL
CURRICULUM ADVISORY COMMITTEES

QUESTIONNAIRE

On the following pages is a list of items that may be used to describe the organization and operation of your most effective curriculum advisory committee in your institution. If you work with only one committee, answer from that perspective. The questionnaire asks you to describe as accurately as you can the utilization, selection, function, and organization of the curriculum advisory committee. All responses to this questionnaire will be treated in confidence and no individual or institution will be identified.

Part I

USE OF CURRICULUM ADVISORY COMMITTEES

Please read each question carefully and circle the number of the answer to each question below which best describes the situation in your institution. Please do not omit any question.

Q-1 Which category best describes your present position: (Circle number of your answer)

- 1 VP/DEAN/DIRECTOR OF INSTRUCTION
- 2 DIVISION CHAIRPERSON
- 3 DEPARTMENT CHAIRPERSON
- 4 FACULTY MEMBER
- 5 OTHER (specify) _____

Q-2 In your present position, how many years have you worked with a curriculum advisory committee? (circle number)

- | | |
|--------------------|--------------------|
| 1 LESS THAN 1 YEAR | 4 10 TO 14 YEARS |
| 2 1 TO 4 YEARS | 5 15 TO 19 YEARS |
| 3 5 TO 9 YEARS | 6 20 OR MORE YEARS |

Q-3 How many vocational/technical curriculum programs (AAS and Diploma) are offered at your institution? (circle number)

- | | | |
|--------|---------|--------------|
| 1 0-3 | 4 12-15 | 7 24-27 |
| 2 4-7 | 5 16-19 | 8 28-31 |
| 3 8-11 | 6 20-23 | 9 32 OR MORE |

Q-4 How many vocational/technical curriculum programs (AAS and Diploma) are using the services of an advisory committee? (circle number)

- | | | |
|--------|---------|--------------|
| 1 0-3 | 4 12-15 | 7 24-27 |
| 2 4-7 | 5 16-19 | 8 28-31 |
| 3 8-11 | 6 20-23 | 9 32 OR MORE |

Q-5 How satisfied are you with the way your curriculum advisory committee is being utilized? (circle number)

- 1 VERY SATISFIED
- 2 SOMEWHAT SATISFIED
- 3 SOMEWHAT DISSATISFIED
- 4 VERY DISSATISFIED

THANK YOU

PLEASE CONTINUE WITH PART II

Part II

SELECTION OF CURRICULUM ADVISORY COMMITTEE MEMBERS

The selection of curriculum advisory committee members is important to the effectiveness of committee activities. Please circle the number of the answer to each question which best describes the situation as it pertains to the curriculum advisory committee in your institution. Please do not omit any question.

Q-1 Is there an established written policy statement concerning the selection of curriculum advisory committee members? (circle number of your answer)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-2 When advisory committee members are selected for a vocational/technical curriculum program, are they approved? (circle number)

- 1 BEFORE THE CURRICULUM IS ESTABLISHED
- 2 AT THE SAME TIME THE CURRICULUM IS ESTABLISHED
- 3 AFTER THE CURRICULUM IS ESTABLISHED

Q-3 Does the appointment of your curriculum advisory committee require approval by the institutional trustees? (circle number)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-4 Much has been said about the importance of selecting curriculum advisory committee members. Please rate the degree of importance given to each of the following criteria when selecting your committee members. Circle the appropriate number for each criteria by using the scale:

- 1 GREAT IMPORTANCE
 2 MODERATE IMPORTANCE
 3 SLIGHT IMPORTANCE
 4 OF NO IMPORTANCE
 (circle number)

CRITERIA

a	WELL KNOWN AND RESPECTED IN THE COMMUNITY	1	2	3	4
b	AVAILABILITY OF TIME TO ATTEND MEETINGS	1	2	3	4
c	RELEVANT EXPERIENCE IN VOCATIONAL AREA	1	2	3	4
d	INDUSTRIAL MANAGEMENT BACKGROUND	1	2	3	4
e	BOARD OF TRUSTEE BACKGROUND	1	2	3	4
f	ETHNIC BACKGROUND	1	2	3	4
g	POTENTIAL EMPLOYER OF GRADUATES	1	2	3	4
h	MINORITY REPRESENTATION	1	2	3	4
i	STUDENT REPRESENTATION	1	2	3	4
j	ENTHUSIASTIC ABOUT THE INSTITUTION AND ITS PROGRAMS	1	2	3	4
k	KNOWLEDGE AND EXPERIENCE WITH RESPECT TO THE HANDICAPPED	1	2	3	4
l	ORGANIZED LABOR BACKGROUND	1	2	3	4
m	FACULTY REPRESENTATION	1	2	3	4
n	GEOGRAPHIC LOCATION	1	2	3	4
o	APPROPRIATE SEX REPRESENTATION	1	2	3	4
p	INSTITUTION ADMINISTRATION REPRESENTATION	1	2	3	4

THANK YOU, PLEASE CONTINUE WITH PART III

Part III

ORGANIZATIONAL STRUCTURE

Another important characteristic of a curriculum advisory committee is the organizational structure. Please circle the number of your answer to each question below which best describes the situation as it pertains to your curriculum advisory committee in your institution. Please do not omit any question.

Q-1 Does your institution provide a planned orientation session for curriculum advisory committee members? (circle number of your answer)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-2 Your curriculum advisory committee consists of: (circle number)

- 1 1 TO 4 MEMBERS
- 2 5 TO 9 MEMBERS
- 3 10 TO 14 MEMBERS
- 4 15 TO 19 MEMBERS
- 5 20 OR MORE MEMBERS

Q-3 What is the tenure of service for committee members? (circle number)

- 1 LESS THAN ONE YEAR
- 2 ONE YEAR
- 3 TWO YEARS
- 4 THREE YEARS
- 5 INDEFINITE
- 6 OTHER (specify) _____

Q-4 What elective officers does your curriculum advisory committee have? (circle numbers which apply)

- 1 CHAIRPERSON
- 2 VICE CHAIRPERSON
- 3 SECRETARY
- 4 TREASURER
- 5 NONE
- 6 OTHER (specify) _____

Q-5 How many meetings were held by your curriculum advisory committee during the past academic year? (circle number)

- | | | |
|---------|---------|----------------|
| 1 NONE | 5 FOUR | 9 EIGHT |
| 2 ONE | 6 FIVE | 10 NINE |
| 3 TWO | 7 SIX | 11 TEN OR MORE |
| 4 THREE | 8 SEVEN | (specify)_____ |

Q-6 What meeting schedule did your curriculum advisory committee use in the past academic year? (circle number)

- | | |
|-----------------|------------------------|
| 1 WEEKLY | 5 ANNUALLY |
| 2 MONTHLY | 6 ON CALL |
| 3 QUARTERLY | 7 OTHER (specify)_____ |
| 4 SEMI ANNUALLY | |

Q-7 The written agenda for committee meetings is prepared by:
(circle number)

- 1 THE COMMITTEE CHAIRPERSON
- 2 THE COMMITTEE SECRETARY
- 3 THE INSTITUTIONAL REPRESENTATIVE
- 4 NO ONE
- 5 OTHER (specify)_____

Q-8 Are written minutes kept of each committee meeting? (circle number)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-9 To whom are minutes distributed? (circle numbers which apply)

- 1 PRESIDENT
- 2 VP/DEAN/DIRECTOR OF INSTRUCTION
- 3 DIVISION CHAIRPERSON
- 4 DEPARTMENT CHAIRPERSON
- 5 ADVISORY COMMITTEE MEMBERS

6 FACULTY MEMBERS

7 NOT DISTRIBUTED

8 OTHERS (specify) _____

Q-10 Does your curriculum advisory committee have a written Constitution and/or By-Laws? (circle number)

1 YES

2 NO

3 UNKNOWN

Q-11 Do you have planned recognition for curriculum advisory committee members? (circle number)

1 YES

2 NO

3 UNKNOWN

Q-12 What are the three most critical problems you have encountered in working with your curriculum advisory committee? (put the appropriate number in each box)

MOST
CRITICAL

SECOND
MOST
CRITICAL

THIRD
MOST
CRITICAL

- 1 ATTENDANCE AT MEETINGS
- 2 LACK OF ADMINISTRATIVE SUPPORT
- 3 PERSONALITY PROBLEMS AMONG MEMBERS
- 4 CLARITY OF OBJECTIVES AND FUNCTIONS
- 5 MEMBERSHIP CLIQUES
- 6 RECRUITING NEW MEMBERS
- 7 ORIENTING MEMBERS TO THEIR ROLE
- 8 FINANCIAL SUPPORT FOR CONSULTANTS,
RECOGNITION, AND CONFERENCES
- 9 EXPECTATIONS OF MEMBERS
- 10 IMPLEMENTATION OF COMMITTEE
RECOMMENDATIONS

Q-13 Did your curriculum advisory committee annually evaluate their own work and effectiveness? (circle number)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-14 Does your institution have written guidelines for organizing a curriculum advisory committee? (circle number)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-15 How much money was budgeted for your curriculum advisory committee operation during the past academic year? (circle number)

- | | |
|-------------|-----------------|
| 1 NONE | 5 \$76-\$100 |
| 2 \$1-\$25 | 6 \$101 OR MORE |
| 3 \$26-\$50 | 7 UNKNOWN |
| 4 \$51-\$75 | |

Q-16 Has your curriculum advisory committee provided advice by means of a written report which solved at least one problem within the last academic year? (circle number)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-17 Did the institution accept and take action on at least one recommendation from your curriculum advisory committee during the past academic year? (circle number)

- 1 YES
- 2 NO
- 3 UNKNOWN

Q-18 How would you rate the attendance of committee members to your curriculum advisory committee meetings during the past academic year? (circle number)

- 1 EXCELLENT
- 2 ABOVE AVERAGE
- 3 AVERAGE
- 4 BELOW AVERAGE
- 5 POOR

THANK YOU

PLEASE CONTINUE WITH PART IV

Part IV

FUNCTIONAL MEASURES OF EFFECTIVENESS

Listed below are a number of functions in which a curriculum advisory committee may perform. There are two answer scales for each function. On the left scale, please indicate a yes response for each question by placing check marks (✓) on the appropriate blanks for each function. Only for each function a through p for which you have checked all three blanks, please indicate on the right scale how effective your curriculum advisory committee has contributed to that particular function during the past academic year by circling the appropriate number using the rating scale:

IS IT AN APPROPRIATE FUNCTION?
 WAS IT ASSIGNED AS A FUNCTION?
 WAS THERE AN OPPORTUNITY TO PERFORM THIS FUNCTION?

- 1 VERY EFFECTIVE
 - 2 SOMEWHAT EFFECTIVE
 - 3 SOMEWHAT INEFFECTIVE
 - 4 VERY INEFFECTIVE
- (circle number)

___	___	___	a. ASSISTED IN THE FORMULATION OF GOALS AND OBJECTIVES FOR THE VOCATIONAL PROGRAM	1	2	3	4
___	___	___	b. ENCOURAGED LOCAL PUBLIC SUPPORT FOR THE VOCATIONAL PROGRAM	1	2	3	4
___	___	___	c. OFFERED ADVISE ON COURSE AND PROGRAM DEVELOPMENT	1	2	3	4
___	___	___	d. ADVISED ON THE CONSTRUCTION OF NEW FACILITIES AND/OR RENOVATIONS OF PRESENT FACILITIES	1	2	3	4
___	___	___	e. ADVISED IN PLANNING VOCATIONAL NEEDS FOR THE DISADVANTAGED AND HANDICAPPED STUDENTS	1	2	3	4
___	___	___	f. RECOMMENDED EQUIPMENT FOR USE IN THE VOCATIONAL PROGRAM	1	2	3	4
___	___	___	g. PROVIDED CONSUMABLE SUPPLIES FOR CLASSROOM AND SHOPS	1	2	3	4
___	___	___	h. ASSISTED IN RECRUITING FACULTY	1	2	3	4
___	___	___	i. ASSISTED IN RECRUITING STUDENTS FOR ADMISSION TO COURSES AND PROGRAMS	1	2	3	4
___	___	___	j. PROVIDED SCHOLARSHIPS OR OTHER FINANCIAL AID FOR STUDENTS	1	2	3	4
___	___	___	k. PROVIDED AWARDS TO OUTSTANDING STUDENTS AND/OR FACULTY	1	2	3	4
___	___	___	l. ASSISTED GRADUATES IN SECURING EMPLOYMENT	1	2	3	4
___	___	___	m. ASSISTED IN THE EVALUATION OF THE VOCATIONAL PROGRAM	1	2	3	4
___	___	___	n. MADE RECOMMENDATIONS REGARDING COURSE AND PROGRAM REVISIONS WHICH KEPT THE CURRICULUM RELEVANT	1	2	3	4
___	___	___	o. ASSISTED IN LONG RANGE PLANS RELATED TO THE VOCATIONAL PROGRAM	1	2	3	4
___	___	___	p. EVALUATED THE WORK AND EFFECTIVENESS OF THE CURRICULUM ADVISORY COMMITTEE	1	2	3	4

THANK YOU FOR PARTICIPATING IN THIS STUDY. PLEASE USE THE SELF-ADDRESSED, POSTAGE PAID ENVELOPE TO RETURN THE QUESTIONNAIRE.

APPENDIX C
PANEL OF JURORS

PANEL OF JURORS

Dr. Joseph R. Clary
Department of Agricultural Education
North Carolina State University
Raleigh, North Carolina 27607

Mr. J. Earl Cochran
Vice President, Academic Affairs
Gulf Coast Community College
5230 West Highway 98
Panama City, Florida 32401

Dr. Robert Norton
Senior Research Associate
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dr. James Owens
Vice President, Educational Programs
Department of Community Colleges
Raleigh, North Carolina 27611

Dr. Albert J. Riendeau
3212 Gleneagles Drive
Silver Spring, Maryland 20906

Dr. N. Patricia Yarborough
Vice President for Instruction
Brookhaven College
3939 Valley View Lane
Farmers Branch, Texas 75234

APPENDIX D

LETTER REQUESTING SERVICE OF PANEL OF JURORS

Dear

I am pleased you have agreed to participate as a member of a jury of professional educators to evaluate and critique the questionnaire to be used as part of my doctoral program at Virginia Polytechnic Institute and State University. As a recognized educator with experience in using advisory committees, you can do much for the progress of this study.

The enclosed questionnaire constructed for this investigation requires validation through your evaluation for clarity of intent, representativeness and comprehensiveness of coverage related to vocational curriculum advisory committees. Please complete the enclosed check list for validation of questionnaires and return the questionnaire and form in the self-addressed postpaid envelope within one week.

Thank you for your participation and assistance in this research effort.

Sincerely yours,

George W. Armfield
Vice-President of Administration

mn

Enclosure

APPENDIX E

CHECK LIST FOR VALIDATION OF QUESTIONNAIRE

Check List for
Validation of Questionnaire

If you make reference to specific items in your comments, please indicate to which part of the questionnaire and item number you are referring.

1. Are directions to the respondents clear, concise and correct?
(circle number of your answer)

1. Yes

2. No If no, please specify item numbers and comment:

2. Does each question have sufficient answers for an accurate reply by the respondent? (circle number)

1. Yes

2. No If no, please specify item numbers and comment:

3. Does the questionnaire create a positive impression, one that motivates respondents to answer? (circle number)

1. Yes

2. No If no, please specify: _____

4. Are the list of items included comprehensive? (circle number)

1. Yes

2. No If no, please comment: _____

5. Are the questions clearly stated so that only one interpretation is possible? (circle one)

1. Yes

2. No If no, please specify item numbers and comment:

6. Are all the terms and words understood? (circle number)

1. Yes

2. No If no, please list those words and comment:

7. Does any aspect of the questionnaire suggest bias on the part of the researcher? (circle number)

1. Yes

2. No

If yes, please specify: _____

8. Are there any recommendations you would care to make to further improve the questionnaire? (circle number)

1. Yes

2. No

If yes, please specify: _____

(Please use reverse side, if necessary)

THANK YOU

APPENDIX F
PURPOSE OF THE STUDY

Purpose of the Study

This research study was undertaken to identify the perceived effectiveness of current practices in the organizational and functional operations of the curriculum advisory committees used in institutions of the North Carolina Community College System.

Research Problem

The specific research problem is:

1. To what extent did institutions utilize curriculum advisory committees?
2. What criteria were used in the selection of curriculum advisory committees?
3. What were the major functions of the curriculum advisory committees?
4. What were the organizational characteristics of curriculum advisory committees?
5. What was the perceived effectiveness of curriculum advisory committees?
6. What was the relationship of effective curriculum advisory committees to criteria used for selection of committee members and certain organizational characteristics?

APPENDIX G

THANK YOU LETTER TO PANEL OF JURORS

Thank You Letter to Panel of Jurors

Dear :

Your recent efforts as a member of experts to evaluate the instrument used in my doctoral study were greatly appreciated. The comments you made were very helpful in developing the final draft of the instrument.

Thank you for your contribution.

Sincerely yours,

George W. Armfield

APPENDIX H

LETTER TO PARTICIPANTS OF THE PILOT STUDY

Letter to Participants of the Pilot Study

Dear :

I am pleased that you have agreed to participate in the pilot study of my research investigation into vocational curriculum advisory committees.

This subject has assumed increasing importance in the community colleges. Your cooperation will contribute to insights that should improve the development and function of vocational advisory committees.

I have enclosed three questionnaires for you or your designated person to distribute to individuals who occupy the following positions within your institution:

1. person directly responsible for the operation of advisory committees.
2. one division or department chairperson who has direct responsibility for a vocational curriculum advisory committee.
3. one faculty member who works with a vocational curriculum advisory committee.

Names of individual respondents are not requested on the questionnaire. You have my assurance that any information received will be treated in a most confidential manner and only for the purpose of expediting this study. The enclosed self-addressed, postage paid envelope is for your use in returning all the completed questionnaires.

Thank you for your assistance and participation in this research study.

Sincerely yours,

George W. Armfield

APPENDIX I
RESULTS OF PILOT STUDY

CHECK LIST FOR VALIDATION

PILOT STUDY

	<u>YORK TECH. COLLEGE</u>			<u>CENTRAL VIRGINIA C. C.</u>				<u>WYTHEVILLE C.C.</u>			
	<u>Division</u>	<u>Faculty</u>	<u>VP</u>	<u>Chairperson</u>	<u>Faculty</u>	<u>Faculty</u>	<u>Faculty</u>	<u>Pres</u>	<u>VP/Dean</u>	<u>Chairperson</u>	<u>Faculty</u>
1.	Yes	Yes	Yes	No Part IV	Yes	No Part IV	No Part IV	Yes	Yes	Yes	Yes
2.	Yes	Yes	Yes	Yes	Yes	Yes	No Need Unsure Response	Yes	Yes	Yes	Yes
3.	Yes	Yes	Yes	Paper Photo	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4.	No Part IV	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.	Yes	Yes	Yes	Yes	Yes	No Part IV	No Part IV	No Part III 3, 4, 7	Yes	No	Yes
6.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7.	No	No	No	No	No	No	No	No	No	No	No
8.	Yes Account- ability	No	No	No	Yes	Yes Part IV	No	Yes	No	Yes Several Committees Answers Given Are Average	No

APPENDIX J

LETTER TO PRESIDENTS OF INSTITUTIONS

Lenoir, NC 28645
January 5, 1981

Dear :

I am engaged in a study related to vocational curriculum advisory committees as part of my doctoral program at Virginia Polytechnic Institute and State University. Encouragement to undertake this study was provided by the Executive Director of the State Advisory Council for Vocational Education. An endorsement from the North Carolina Association of Public Community College Presidents is further encouragement to proceed with this study.

This subject has assumed increasing importance and significance in the community college system. The cooperation of your institution in this study could contribute materially to insights that should improve understanding and effectiveness of vocational advisory committees.

May I request your endorsement of this study and your permission to communicate with three persons regarding the vocational advisory committees now operative at your institution? I will need to know the name of the person directly responsible for the operation of all curriculum advisory committees, a division or department chairperson having direct responsibility for vocational programs, and a faculty member who works with a vocational curriculum advisory committee. A form is provided for your response. Please complete and return the form in the self-addressed, postage-paid envelope within one week.

You have my assurance that any information received will be treated in a most confidential manner and will be used only for the purpose of expediting this study. There will be no identification of the responses made by individuals or institutions. At your request, the results of the study will be made available to your college.

Thank you for your assistance and participation in this research study.

Sincerely yours,

George W. Armfield

clw

Attachments: Endorsement Letters (2)
Participant Form

APPENDIX K

FORM FOR ACCEPTANCE/REJECTION TO PARTICIPANTS
IN THE STUDY AND LIST OF PARTICIPANTS

Form for Acceptance/Rejection to Participate
in the Study and List of Participants

Will your institution participate in the study? (circle number)

1. Yes
2. No

Signature of President

If yes, please give the name of persons having responsibility
in the areas designated below:

1. Person directly responsible for the organization and
operation of local vocational curriculum advisory
committees.

NAME: _____

TITLE: _____

2. One division or department chairperson having primary
responsibility for vocational programs.

NAME: _____

TITLE: _____

3. One faculty member who works with a vocational curriculum
advisory committee.

NAME: _____

TITLE: _____

THANK YOU

APPENDIX L

FOLLOW-UP LETTER TO PRESIDENTS SEEKING PARTICIPANTS

Follow-up Letter to Presidents Seeking Participants

Dear :

Recently I sent you a letter and a blank form related to a doctoral study on local advisory committees in which I am engaged at Virginia Polytechnic Institute and State University. I fear your reply may have been lost since it has not been received. Although there must be many demands made upon your time, I do hope that you will assist me in this study.

I am enclosing another blank form which should not take more than five minutes of your time. Your participation in this research study will be greatly appreciated.

Sincerely yours,

George W. Armfield

APPENDIX M

LETTER TO PARTICIPANTS DESIGNATED BY PRESIDENTS

Dear :

I am pleased that your institutional president has given permission for you to participate in the study of my research investigation into vocational curriculum advisory committees in the North Carolina Community College System. The subject of vocational curriculum advisory committees has assumed increasing importance in the community college system. Your cooperation, which should occupy no more than twenty minutes of your time, will contribute to insights that should improve the organization and function of these committees.

I have enclosed a questionnaire for you to complete and return to me, within two weeks, in the self-addressed, postage-paid envelope. You may be assured of complete anonymity, as there will be no identification of the responses made by individuals or institutions.

Thank you for your assistance and participation in this research study.

Sincerely yours,

George W. Armfield

APPENDIX N

FOLLOW-UP LETTER TO PARTICIPANTS

Lenoir, NC 28645

Dear :

Recently, I sent you a letter and a blank questionnaire related to a doctoral study on vocational curriculum advisory committees. I fear this packet or your reply may have been lost en route, since it has not been returned. Although there must be many demands upon your time, I do hope that you will assist me in this study.

I am enclosing another blank questionnaire which should not take more than twenty minutes of your time to complete. Please complete the questionnaire and return it in the self-addressed, postage-paid envelope.

Thank you for your participation in this research study.

Sincerely yours,

George W. Armfield

APPENDIX O
ENDORSEMENT LETTER



STATE ADVISORY COUNCIL ON EDUCATION

WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604

CHAIRMAN

EXECUTIVE DIRECTOR

Dear Sir or Madam:

There has been a lack of documented research regarding the organization and function of advisory committees in post-secondary education. It is fortunate that Bill Armfield has undertaken a study to identify current practices in the operations of the curricula advisory committees in the North Carolina Community College System.

Knowing the interest you and your staff members have in the effective utilization of advisory committees, we heartily endorse Mr. Armfield's request for cooperation to obtain these important data. Your participation will be of help not just to him but to all institutions who desire to more effectively utilize advisory committees.

Sincerely yours,

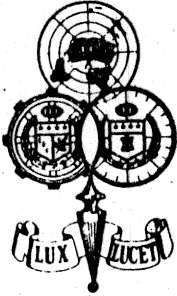
E. Michael Latta

EML:jh

cc: Bill Armfield

—Major Duty: To Enhance Vocational and Technical Education—

**NORTH CAROLINA ASSOCIATION
OF
PUBLIC COMMUNITY COLLEGE PRESIDENTS**



Dear Sir or Madam:

In "The Year of the Community College," occupational education will receive great emphasis as will our local vocational advisory committees. I am writing to ask that you complete the enclosed questionnaire or see that it is promptly returned. Mr. Bill Armfield, Vice President at Caldwell and a doctoral student at V. P. I. is conducting the study and needs your assistance.

Based on the data collected, it is expected that guidelines and suggestions will be available to help advisory committee administrators be more effective in selection, organization, and performance of advisory committees. Greater community participation leads to more community understanding and the opportunity to provide better occupational programs.

Your assistance in returning the information to Bill will be appreciated.

Sincerely,

Charles C. Poindexter
Chairman
NCAPCCP

jo
cc: Bill Armfield

VITA

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A DESCRIPTIVE STUDY OF CURRICULUM ADVISORY COMMITTEES
IN LOCAL NORTH CAROLINA COMMUNITY COLLEGES: THEIR
ORGANIZATION, PRACTICES, AND FUNCTIONS

by

George W. Armfield

(ABSTRACT)

The purpose of this study was (1) to identify those operational factors which contributed to the utilization and satisfaction of curriculum advisory committees; (2) to identify criteria used in the selection of curriculum advisory committees; (3) to identify the organizational structure used for the curriculum advisory committees; (4) to identify the major functional practices of curriculum advisory committees; (5) to provide some insight into the perceived effectiveness of the curriculum advisory committees; and (6) to identify relationship of functional practices to committee utilization criteria, committee selection criteria, and certain organizational criteria.

The three groups selected for participation in the study were persons who were directly responsible for the organization and operation of curriculum advisory committees, division or department chairpersons who were directly responsible for vocational curriculum programs, and faculty members who worked directly with a curriculum advisory committee from each of the fifty-eight North Carolina community colleges, technical institutes and/or technical colleges.

There were 173 questionnaires mailed, of which 141 were returned. The questionnaire was based on the review of literature, developed by this writer, and reaffirmed by a panel of judges.

The six research questions of this study were as follows:

1. To what extent did institutions utilize curriculum advisory committees?
2. What criteria were used in the selection of curriculum advisory members?
3. What were the organizational characteristics of curriculum advisory committees?
4. What were the major functions of the curriculum advisory committees?
5. What was the perceived effectiveness of curriculum advisory committees?
6. What was the relationship between perceived effectiveness of assigned functions to committee utilization criteria, committee selection criteria and certain organizational characteristics?

Analysis of the data yielded the following key findings in the organization, practices, and functions of curriculum advisory committees:

1. Institutions did utilize advisory committees within the range of "very satisfied" and "somewhat satisfied".
2. The institutions had a policy statement on selection of committee members. Most committee members were selected before the curriculum was established, but trustee approval of committee members was not required. There was very little difference in the selection criteria used

by the respondents.

3. The organizational characteristics of curriculum advisory committees were thus:

- a. Orientation sessions were conducted by the institutions.
- b. The average size of committees was in the range of 5-9 members.
- c. A chairperson was generally elected but very few respondents reported the election of a secretary.
- d. Meetings were generally scheduled on a semi-annual schedule.
- e. An agenda was prepared for meetings by the institutional representative.
- f. Minutes for the meetings were written and distributed to committee members and institutional representatives.
- g. The written constitution and the bylaws were nonexistent for the majority of the committees.
- h. Recognition was not provided for the majority of committee members.
- i. Critical problems of committees included attendance to meetings, clarity of objectives, and orientation of members.
- j. Most committees did not evaluate the work and effectiveness of committee activities.
- k. The written guidelines for organizing committees were available in most institutions.

1. Funds were not budgeted for the operation of most committees.

4. Functions represented broad areas of involvement by advisory committees.

5. Effectiveness of advisory committees was perceived to be within the range of "very effective" and "somewhat effective".

6. The relationship between functions and utilization criteria was found to show little relationship toward producing effective advisory committees. A high degree of relationship was found between functions and selection criteria; however, only little relationship existed between functions and organizational criteria.