To the Graduate Council:

I am submitting herewith a dissertation written by C. Sherrel Lawson Buero entitled "Criteria for Evaluating Secondary Consumer and Homemaking Programs in Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

John J. Standard, Major Professor

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CRITERIA FOR EVALUATING SECONDARY CONSUMER AND HOMEMAKING PROGRAMS IN TENNESSEE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

C. Sherrel Lawson Buero

March 1979

A775135

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ACKNOWLEDGMENTS

My study is dedicated to those in home economics education who are striving to provide quality consumer and homemaking programs in order to better prepare the youth of our society for the occupation of homemaking. I hope that the information in the study will be useful as guidelines in the evaluation process of secondary consumer and homemaking programs.

I would like to express my gratitude and appreciation to my chairman, Dr. John J. Stallard, and to the other members of my Doctoral committee, Dr. John T. Lovell, Dr. Jacquelyn H. McInnis, Dr. Melvin D. Miller, and Dr. Don E. McNelly, for their guidance, assistance, and encouragement during the development and preparation of this dissertation. Acknowledgment is made to The University of Tennessee Computer Center, Knoxville, Tennessee, for the assistance in obtaining the results presented in the study.

Acknowledgment is made of the contribution of the panel of experts in the validation of the criteria used in the study. I would also like to say thank you to the local vocational directors and consumer and homemaking teachers in Tennessee who showed interest in my study through their participation.

To my husband Mike and my children Marti and Matt, I wish to express my sincere gratitude for the love, patience, encouragement, and support that they provided throughout the course of my study. Special thanks are extended to my parents, Mr. and Mrs. Vasco Lawson, for the understanding, encouragement, and guidance which

they have faithfully given throughout my life.

To my colleague and collaborator, Joyce Harrison, thank you for being my friend.

After years of up and down
Books and papers scattered around
With Mom going to classes in a rush
Leaving the dishes for us to wash

Because there was a dissertation to write,
We were getting thinner while eating T.V. dinners
Going to bed at eight so Mom could study late, and
Lying awake all hours of the night,
Listening to the typewriter type

We wanted you to know that
Neither rain, snow, or shine
Could keep Mom from her study time
Now the dissertation is complete, and
Our Mom is now "Dr. Mom"--we think that's neat!

Marti and Matt Buero

ABSTRACT

The problem of the study was a lack of established criteria to ascertain quality consumer and homemaking programs in the state of Tennessee. The purpose of the study was to identify, validate, and verify basic criteria for the evaluation of consumer and homemaking programs through the literature and a national panel of experts in home economics education. A second purpose was to determine whether the local vocational directors and consumer and homemaking teachers in secondary vocational programs in Tennessee were in agreement with the panel of experts. A third purpose was to determine how the two reference groups differ in their perceptions of the validated criteria.

The design of the study was a descriptive type of survey conducted in collaboration with Joyce Harrison, graduate student in Vocational-Technical Education at The University of Tennessee, Knoxville. An initial listing of 181 criterion statements and their subparts were elicited from the literature and organized into the following 13 categories: PROGRAM ORGANIZATION AND PLANNING, CURRICULUM, ADMINISTRATION AND SUPERVISION, FACILITIES AND EQUIPMENT, FINANCIAL RESOURCES, INSTRUCTIONAL STAFF, INSTRUCTIONAL PROCESS, MANAGEMENT AND HOUSEKEEPING, STUDENTS, FUTURE HOMEMAKERS OF AMERICA, ADVISORY COMMITTEES, PUBLIC RELATIONS, and EVALUATION. One hundred and forty-seven criterion statements and their subparts were rated "Essential" by 80 percent of the panel members. The validated criterion statements were used by the researcher to develop a survey

instrument which was mailed to the total population of 86 local vocational directors in Tennessee and a random sampling of 220 consumer and homemaking teachers in Tennessee.

The primary source for statistical procedures used in the study was the Statistical Package for the Social Sciences (SPSS) at The University of Tennessee Computer Center, Knoxville. The responses of the reference groups to the criteria were subjected to the Cronbach alpha procedure to determine the homogeneity of items within each of the 13 categories. The responses to the criterion statements were analyzed by mean scores relative to the reference groups. Because no attempt was made to rank the criterion statements as perceived by the reference groups, the researcher established a group mean of 4.000 as indicating that the reference groups were in congruence with the panel of experts. The independent t test was used to determine significant differences between the mean scores of the reference groups, and the mean scores were tested for homogeneity of variance. The level of significance was set at .05.

Based on the results of the study, the researcher concluded that there were 147 criterion statements and their subparts validated by the panel of experts in the study which are indicators of quality homemaking programs and can be used for evaluating consumer and homemaking programs at the secondary level. Both the local vocational directors and the consumer and homemaking teachers in Tennessee highly agreed with the panel of experts in regard to the criteria for evaluating homemaking programs. There is a minor

difference in the perceptions of the local vocational directors and the consumer and homemaking teachers in regard to the usefulness of the criteria for evaluating consumer and homemaking programs at the local level. The data indicate that the reference groups are in agreement that the 147 criterion statements and their subparts are appropriate for evaluating secondary consumer and homemaking programs in the state of Tennessee.

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CHAPTER I

INTRODUCTION

Evaluation of vocational-technical education programs has been endorsed by legislators as essential to the development of quality programs since the passage of the Vocational Education Act of 1963 and the subsequent Amendments of 1968 and 1976. The Vocational Education Act of 1963 and 1968 advocated evaluation of all programs on a five-year plan. The Congressional mandate established in the 1976 Education Amendments stated:

> "A" each State shall during the five-year period of the State Plan, evaluate the effectiveness of each program within the State being assisted with funds available under this Act; and the results of these evaluations shall be used to revise the State's programs, and shall be made readily available to the State advisory council . . . .[1]

Present concern for quality programs illustrates the need for the development and utilization of an efficient and effective system of evaluation for all vocational-technical education programs. The literature concerning evaluation of vocational-technical education programs indicates that relatively little research has been done in the area of evaluating consumer and homemaking programs. Minot indicated that although the National Institute of Education is conducting a fact-finding study, criteria for evaluating consumer and homemaking

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[1]Education Amendments of 1976, U.S. Code, vol. 20, sec. 2312 (1976).

programs have not been identified.[2] According to Elson, the starting point for evaluation is the identification of program standards in the form of guidelines on which the effectiveness of the program can be rated.[3] In the review of literature concerning evaluation of vocational-technical education programs, no studies were found that defined quality program indicators for consumer and homemaking education.

Elson stated that program evaluation provides important information for improving a program and that it should be a cooperative undertaking of all those concerned with improving vocational education.[4] A basic tenet of evaluation is that all persons involved in the program being evaluated should have a part in establishing the criteria by which the program will be evaluated.[5] Therefore, establishing criteria for identifying an effective program necessitates input from persons responsible for planning, implementing, and evaluating the consumer and homemaking programs.

The present study was done in collaboration with Joyce Harrison,

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[2]Marion Minot, "Report on the Status of the National Institute of Education Consumer and Homemaking Evaluation Study to the Home Economics Section of the American Vocational Association," Atlantic City, New Jersey, December, 1977.

[3]Donald E. Elson, "The Role of Program Evaluation in Program Planning," The Agricultural Education Magazine, February, 1974, p. 10.

[4]Ibid.

[5]Kimball Wiles and John T. Lovell, Supervision for Better Schools (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975), p. 231.

doctoral student in Vocational-Technical Education at The University of Tennessee. The purpose of the Harrison study was to determine the importance of the identified criteria for evaluating consumer and homemaking programs as perceived by state supervisors of home economics, state personnel responsible for secondary vocational programs, and home economics teacher educators. Information from state officials responsible for planning and implementing programs according to P.L. 94-482[6] will provide a more extensive basis for establishing criteria to be used in evaluating consumer and homemaking programs. The perceptions of home economics teacher educators who are responsible for the pre-service and inservice preparation of teachers are important to consider in establishing criteria for evaluating consumer and homemaking programs. The perceptions of vocational directors and homemaking teachers at the local level will add a further dimension to the literature regarding evaluation of vocational-technical education programs by providing a more comprehensive view in regard to the evaluation of consumer and homemaking programs. The data collected in the Harrison study and the present research effort will provide the criteria that should be used in evaluating consumer and homemaking programs in the state of Tennessee.

I. THE PROBLEM OF THE STUDY

Statement of the Problem

The problem of the study was a lack of established criteria to ascertain quality consumer and homemaking programs in the state

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[6]Educational Amendments of 1976, U.S. Code, vol. 20, sec. 2330 (1976).

of Tennessee. A further dimension of the problem is the lack of studies which explore what persons involved with consumer and homemaking programs perceive as indicators of quality programs. The purpose of the study was to identify, validate, and verify basic criteria for the evaluation of consumer and homemaking programs through the literature and a panel of experts in home economics education. A second purpose was to determine whether the local vocational directors and consumer and homemaking teachers in secondary vocational programs in Tennessee were in agreement with the panel of experts in regard to the validated criteria. A third purpose was to determine how the two reference groups differ in their perceptions of the validated criteria.

Analysis of the Problem

The solution of the problem required answers to the following questions:

(1) What criteria for evaluating consumer and homemaking programs are agreed upon by a panel of experts who represent this area of education?

(2) How do local vocational directors perceive the criteria provided by the panel of experts for evaluating consumer and homemaking programs?

(3) How do consumer and homemaking teachers in secondary vocational programs perceive the criteria provided by the panel of experts for evaluating consumer and homemaking programs?

(4) How do local vocational directors and homemaking teachers

in vocational programs differ in their perceptions of the validated criteria for evaluating consumer and homemaking programs at the secondary level?

Assumption

For the purposes of this study, the following assumption was made:

(1) The criteria for quality consumer and homemaking programs are identifiable and can be agreed upon by professionals in home economics education.

Limitations and Delimitations

The limitations of the study were as follows:

(1) The selection of the items that appear on the survey instrument used in the study was determined by a panel of 10 nationally recognized persons in home economics education.

(2) The selection of panel members was limited to those persons identified as having expertise in the area of home economics by the chairpersons of national professional organizations in home economics education.

(3) The criteria for evaluation established in the study were constructed to measure the quality of the vocational consumer and homemaking programs at the secondary level only.

(4) The excessive length of the survey instrument and the degree of cooperation of the respondents in providing objective perceptions regarding the importance of the validated criteria was also a limitation of the study.

(5) The percentage of returns from the local vocational directors and the consumer and homemaking teachers was another limitation of the study.

The delimitations of the study were as follows:

(1) The initial listing of criterion statements was limited to those selected from the literature by Harrison and Buero.

(2) The study was delimited to those criteria for evaluating consumer and homemaking programs rated "Essential" by 80 percent of the panel members.

(3) Because the study in no way attempted to rank the criterion statements into any sort of hierarchy, a mean of 4.000 was established by the researcher for each of the reference groups as indicating agreement with the panel of experts regarding the criterion statements as acceptable measures for evaluating consumer and homemaking programs.

II. IMPORTANCE OF THE STUDY

Home economics is a part of the secondary school curriculum in nearly all public high schools in the United States. Its major purpose is the preparation for the occupation of homemaking. Legislators have recognized the importance of homemaking education since the Smith-Hughes Act of 1917.[7] With the passage of the Vocational Education Act of 1963, home economics assumed the

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[7]Vocational Education Act of 1917 (Smith-Hughes Act), U.S. Code, vol. 20, secs. 11-15, 16-28 (1917).

responsibility for preparing students for gainful employment.[8] The Vocational Education Amendments of 1968 reaffirmed the traditional purposes of home economics for improving home environments and the quality of family life and specified that home economics programs place stress on social and cultural conditions and emphasize the dual role of homemaker and wage earner.[9] The impact that consumer and homemaking programs have had on improving the quality of family life in our society has received further endorsement by legislators in the 1976 Education Amendments. The current amendments describe consumer and homemaking education as that education which encourages the participation of both males and females to prepare for combining the roles of homemakers and wage earners. Instructional programs including but not limited to consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles are identified as "contributing to the improvement of home environments and the quality of family life."[10]

Programs receiving federal funds are held accountable for their products, and this involves evaluation. A conference report on consumer and homemaking education listed the identification of

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[8]Vocational Education Act of 1963, U.S. Code, vol. 20, sec. 1241 (1963).

[9]Vocational Education Amendments of 1968, U.S. Code, vol. 20, sec. 1341 (1968).

[10]Education Amendments of 1976, U.S. Code, vol. 20, sec. 2380 (1976).

the relative effectiveness of consumer and homemaking education at various educational levels as one of the priorities for research areas.[11]

Moss wrote concerning the importance of program evaluation in vocational-technical education:

> In light of its importance, how can the fact be explained that program evaluation in vocational, technical, and practical arts education has been an incidental, casual, and sporadic activity? As a matter of fact, why have relatively few evaluative studies been conducted since the passage of the Vocational Education Act of 1963?
>
> Our social obligation for evaluation is being assumed by others, and the results could determine our very existence. We must evaluate our own programs using appropriate criteria and methodology so that decisions concerning our future can be based upon data which probably reflects our educational perspectives.[12]

The 1976 Education Amendments placed priority on the evaluation of consumer and homemaking programs as one of the "means of assuring quality in all homemaking education programs."[13] The vocational home economics education program involves two different programs--consumer and homemaking and occupational preparation. The objectives of the consumer and homemaking program are directed toward helping individuals and families improve home environments

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[11]Anna Gorman, Proceedings of the National Research Conference on Consumer and Homemaking Education, Leadership Training Series, no. 31 (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1970), p. 91.

[12]Jerome Moss, Jr., The Evaluation of Occupational Education Programs (Minneapolis: University of Minnesota, Research Coordinating Unit in Occupational Education, September, 1968), p. 1.

[13]Education Amendments of 1976, U.S. Code, vol. 20, sec. 2380 (1976).

and the quality of personal and family life. The objectives of the occupational program are directed toward the development of skills for employment in home economics related occupations. Evaluation studies in vocational-technical education have been directed toward the measurement of occupational objectives; consequently, the evaluations of consumer and homemaking programs have not been comprehensive due to a lack of appropriate criteria and methodology for evaluating the program. Criterion measures for quality in occupational programs have been established by Ray for the state of Tennessee; however, criterion measures for quality consumer and homemaking programs were not identified in his study.[14]

Nelson conducted a review and synthesis of research on home economics education for the period between 1965 and 1969 which revealed little research in the area of evaluation of state programs.[15] She identified the need for future research in home economics education to include more emphasis on program evaluation.[16]

In an attempt to ascertain the scope of evaluative criteria utilized for consumer and homemaking education, a letter (Appendix A) requesting information about the evaluation of consumer and

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[14]John R. Ray, "Development of the Evaluation Model for Tennessee Secondary Vocational-Technical Education Programs," The University of Tennessee, Knoxville, 1973. (Mimeographed.)

[15]Helen Y. Nelson, Review and Synthesis of Research on Home Economics Education, 2nd ed. (Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1970), pp. 50, 52.

[16]Ibid.

homemaking programs was sent by the Department of Vocational-Technical Education at The University of Tennessee, Knoxville, to the 50 state supervisors of home economics in August, 1977. The following information was provided by the responding state supervisors: 18 supervisors submitted evaluation instruments for consumer and homemaking programs, 12 supervisors indicated the use of a general vocational education evaluation instrument, and 12 supervisors stated that steps were being taken to define criteria and update the evaluation instruments presently being used for home economics. Responses indicated that there is a concern for defining the criteria for evaluating consumer and homemaking programs. A review of the evaluation instruments provided by the responding state supervisors revealed that diverse criteria and methods are utilized by evaluators to assess consumer and homemaking programs.

Letters were also sent to the regional accrediting agencies, the United States Office of Education, and the American Home Economics Association; however, the responses indicated that institutional evaluation instruments were being used.

The 1978-1982 Tennessee State Plan indicated that 45,167 students are presently enrolled in consumer and homemaking programs in secondary schools in Tennessee.[17] In 1978, $901,000 in federal funds, $8,402,426 in state funds, and $756,449 in local funds were

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[17]Tennessee State Plan for the Administration of Vocational Education, Tennessee State Board for Vocational Education, 1978-1982, Nashville, Tennessee, p. 79.

allocated for consumer and homemaking programs in Tennessee.[18] The 1976 Education Amendments mandate the evaluation of each program within the state being assisted with funds available under this Act.[19] Evaluation of all vocational programs necessitates the development of efficient evaluation procedures that will assess the effectiveness and quality of all programs.

The constant upgrading of consumer and homemaking programs should be a major goal of those in the profession. The validation of the criteria for evaluation by a national panel of experts and the determination of the importance of the criteria by professionals closely associated with the evaluation of consumer and homemaking programs will substantiate the basis for identifying quality programs in consumer and home economics education. If such criteria can be validated by professionals in consumer and homemaking, the criteria will be useful in developing a process for evaluating the effectiveness of consumer and homemaking programs.

III. DEFINITION OF TERMS

The following terms were used in this study:

Consumer and Homemaking Education refers to that aspect of vocational home economics which gives primary consideration to the

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[18]Ibid., p. 101.

[19]Education Amendments of 1976, U.S. Code, vol. 20, sec. 2312 (1976).

preparation of youth and adults for the dual role of homemaker and wage earner.[20]

Occupational Home Economics Program refers to the course of units in vocational home economics or technical schools emphasizing acquisition of knowledge and development of understanding attitudes and skills in the field of home economics necessary for gainful employment; learning activities and experiences are oriented toward the development of competencies essential for entry into a chosen occupation or for acquiring new or additional competencies for upgrading occupational proficiency.[21]

Criterion refers to a standard on which an evaluative judgment or decision may be based.[22]

IV. ORGANIZATION OF THE STUDY

Chapter I includes the introduction, the statement of the problem, analysis of the problem, assumptions, limitations and delimitations, importance of the study, and definition of terms used in the study.

Chapter II includes a review of the related literature.

Chapter III includes the sources and procedures used in developing the criterion statements, validating the criteria

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[20]Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1973), p. 132.

[21]Ibid.

[22]Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. & C. Merriam Company, 1977), p. 270.

through a modified Delphi technique, selecting the sample and nature of population, collecting the data, and analyzing the data.

Chapter IV includes the analysis of the data collected in the study.

Chapter V includes the findings, conclusions, and recommendations made as a result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Evaluation in vocational education is a systematic process of obtaining information for judging the effectiveness of programs in relation to acceptable criteria or objectives.[1] The literature indicated that the methodology of evaluating vocational programs is a difficult and complex process, because vocational education programs are widely divergent in nature; and the present state of the methodology of evaluation is inadequate to serve as the basis for determining program effectiveness.[2]

National and state legislative bodies have authorized funds for evaluating vocational programs to determine their effectiveness. Attempts have been made by several investigators to determine the qualities of an effective vocational-technical education program; however, since the consumer and homemaking program is not occupationally oriented, the program has been excluded in these investigations.

The purpose of this chapter is to review literature concerning the evaluation of educational programs as it pertains to the evaluation of vocational programs. Related studies have been selected

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[1]Calfrey C. Calhoun and Alton V. Finch, Vocational and Career Education: Concepts and Operations (Belmont, California: Wadsworth Publishing Co., 1976), p. 440.

[2]Ibid., p. 402.

for review in this chapter for the methodology employed by the investigator in identifying criteria for evaluating vocational programs. The procedures and techniques utilized in these studies gave direction for establishing criteria for evaluating consumer and homemaking programs. The chapter is divided into three sections as follows: evaluation in education, evaluation of vocational programs, and related studies.

I. EVALUATION IN EDUCATION

Historically, formal documented systems of evaluating individuals and programs were recorded as early as 2200 B.C. when the Chinese administered civil service examinations. Under this system, Chinese officials were examined every third year by the emperor to determine their fitness for continuing in office--a practice curiously resembling current procedures for the granting of tenure in institutions of education.[3] In the early 1900's, Robert Thorndike was instrumental in providing the impetus for implementing measuring techniques to evaluate changes in learning behavior. This evaluation technique was predicted upon the use of content goals and objectives in educational programs.[4]

The accreditation movement occurring during the early part of the twentieth century also had an impact on evaluation methodology.

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[3]Tim L. Wentling and Tom E. Lawson, Evaluating Occupational Education and Training Programs (Boston: Allyn and Bacon, Inc., 1975), p. 6.

[4]Ibid.

An external audit of educational programs was conducted by accrediting agencies for the purpose of establishing program credibility.[5] Ralph Tyler's Eight Year Study, conducted in the early 1930's, emphasized the evaluation of student outcomes. Tyler's study has had a continuing impact on evaluation practices in education.[6] After the passage of the Elementary and Secondary Education Act in 1965, evaluation became a prime concern of educators at the state and local level. The legislation required that each project conducted under Titles I and II of the ESEA include a plan for the evaluation of process and product, and the report of that evaluation was to be submitted to the federal government.[7]

The many difficulties encountered by educators in meeting the requirements for evaluation resulted in various attempts to conceptualize the process of evaluation in educational programs. In education, at least three different schools of thought concerning how evaluation should be defined have coexisted for a number of years.[8] An early definition, developed in the twenties and thirties during the measurement movement, equated evaluation with measurement.[9] The measurement-oriented definition is still evident in the writings of such measurement specialists as Thorndike, Hagen, and Ebel.

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[5]Ibid.

[6]Ibid.

[7]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), p. 5.

[8]Ibid., p. 20.

[9]Daniel L. Stufflebeam, Educational Evaluation and Decision-Making (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971), p. 9.

Thorndike and Hagen have written the following definition of evaluation:

> The term "evaluation" as we use it is closely related to measurement. It is in some respects more inclusive, including informal and intuitive judgments . . . and . . . the aspect of valuing--of saying what is desirable and good. Good measurement techniques provide the solid foundation for sound evaluation. . . .[10]

Ebel defined evaluation as:

> . . . a judgement of merit, sometimes based solely on measurements such as those provided by test scores but more frequently involving the synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence.[11]

Another widely accepted definition of evaluation has been that of determining the congruence between performance and objectives, especially behavioral objectives.[12] The congruence definition was proposed by Ralph W. Tyler as a result of his work on the Eight-Year Study at Ohio State University. The following statement concerning evaluation was developed by Tyler:

> The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior patterns of the student, then evaluation is the process for determining the degree to

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[10]Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley & Sons, Inc., 1961), p. 27.

[11]Robert L. Ebel, Measuring Educational Achievement (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 450.

[12]Stufflebeam, p. 11.

which these changes in behavior are actually taking place.[13]

A third definition is that evaluation is professional judgment.[14] The judgment definition is prevalent in practices where evaluations are based on the opinions of experts. Scriven has emphasized that "no study of any program can be labeled as evaluation unless some judgment is made . . . values as standards are a central consideration in evaluation studies."[15]

Within the last decade, new definitions of evaluation have emerged. Stake, 1967; Provus, 1969; and Stufflebeam, 1971 have provided definitions relevant to current approaches to evaluation. Stake defined evaluation as describing and judging an educational program.[16] According to Stake, the evaluator must describe and make judgments concerning antecedents (conditions existing prior to teaching and learning which may relate to outcomes), transactions (the succession of engagements which comprise the process of education), and outcomes (the impact on persons, materials, and resources).[17]

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[13]Ralph W. Tyler, Basic Principles of Curriculum and Instruction, Syllabus for Education 360 (Chicago: University of Chicago Press, 1950), p. 69.

[14]Stufflebeam, p. 13.

[15]Michael Scriven, "The Methodology of Evaluation," in Educational Evaluation: Theory and Practice by Blaine R. Worthen and James R. Sanders (Worthington, Ohio: Charles A. Jones Publishing Company, 1973), p. 104.

[16]Robert E. Stake, "The Countenance of Educational Evaluation," Teachers College Record 68 (1967): 523-540.

[17]Ibid.

Based on the Tylerian tradition of the evaluation of behavioral performance with stated objectives, Malcolm Provus incorporated decision-management strategies to describe the purpose of evaluation. He has written that:

> The purpose of program evaluation is to determine whether to improve, maintain, or terminate a program. Evaluation is the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program, and the standards governing that aspect of the program, and (c) using discrepancy information to identify weaknesses of the program.[18]

Provus advocated focusing evaluation on four stages of program development: definition, installation, process, and product. The evaluation process consists of moving through the stages in such a manner to facilitate a comparison of program performance with standards to be used for future comparisons.[19] He was specific about establishing standards to assist the evaluation staff in managing the feedback loop necessary for decision-making in the evaluation process. Provus has written that:

> The management of the feedback loop is in the hands of the evaluation staff. The feedback consists of information concerning the discrepancy between performance and the standard. There can be no evaluation without discrepancy information. There can be no discrepancy without a standard; therefore, the first task of any evaluation is to obtain program standards.[20]

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[18]Malcolm Provus, "Evaluation of Ongoing Programs in the Public School System," in Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, pt. 2 (Chicago: The National Society for the Study of Education, 1969), p. 245.

[19]Ibid., p. 247.

[20]Ibid., p. 264.

In conjunction with the Phi Delta Kappa Study Committee on Education, Daniel L. Stufflebeam defined evaluation as ". . . the process of delineating, obtaining, and providing useful information for judging decision alternatives."[21] The Stufflebeam approach to evaluation is most widely recognized as the CIPP (Context, Input, Process, Product) evaluation model. Stufflebeam described these four types of evaluation as:

> Context evaluation serves planning decisions to determine objectives; input evaluation serves structuring decisions to determine project designs; process evaluation serves implementing decisions to control project operations; and product evaluation serves recycling decisions to judge and react to project attainments.[22]

Stufflebeam explained that context evaluation should include information which:

> . . . defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met and opportunities from being used.[23]

Stufflebeam contended that the diagnosis of problems provides the basis for developing objectives. The achievement of these objectives results in program improvement.[24]

Input evaluation should provide ". . . information for determining how to utilize resources to meet program goals."[25] Stufflebeam indicated that this is accomplished by identifying and assessing the capabilities of the responsible organization,

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[21]Stufflebeam, p. 40.

[22]Ibid., p. 218.

[23]Ibid.

[24]Ibid.

[25]Ibid., p. 222.

the strategies for achieving program goals, and the designs for implementing selected strategies.[26] He explained that input evaluation provides information for deciding whether outside assistance should be sought for achieving objectives, what strategies should be employed, and what procedures should be employed for implementing the selected strategy.[27]

Process evaluation should provide periodic feedback to persons responsible for implementing plans and procedures.[28] Stufflebeam identified three objectives of process evaluation: to detect or predict defects in the procedural design during the implementation stage, to provide information for decisions, and to maintain a record of the procedures as it occurs.[29] He explained that the information gathered in process evaluation should provide decision-makers not only with information needed for anticipating and overcoming procedural difficulties but also with a record of information for interpreting project attainments.[30]

According to Stufflebeam, the purpose of product evaluation should be ". . . to measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term."[31] Stufflebeam specified that product evaluation provided information for deciding whether to continue, terminate, or refocus a program.[32]

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[26]Ibid. [27]Ibid., p. 223. [28]Ibid., p. 229.

[29]Ibid. [30]Ibid., p. 232. [31]Ibid.

[32]Ibid., p. 233.

To summarize, evaluation in education may be viewed as a systematic process of obtaining information for judging the worth of programs, products, procedures, or objectives in relation to acceptable criteria or objectives. The literature indicated that an effective approach to evaluation in education should be based on principles that reflect a clear sense of direction, flexibility to change, and a desire to improve and upgrade all persons, programs, and processes.[33]

II. EVALUATION OF VOCATIONAL PROGRAMS

From the historical review of evaluation in education, it can be seen that various strategies, foci, and purposes have been used to evaluate education programs. Until 1963, most evaluation studies were the result of federally or foundation-funded projects and did not reflect evaluative action on the part of individual states or educational agencies.[34] With the passage of the Vocational Education Act of 1963 and its subsequent amendments of 1968 and 1976, a considerable amount of pressure to evaluate vocational programs was placed on state and local school systems.

The Vocational Education Act of 1963 required each state to establish a state advisory committee which would be responsible for the evaluation of vocational education programs within each state; however, most of the state advisory committees did not

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[33]Calhoun and Finch, p. 440.

[34]Wentling and Lawson, p. 7.

assume the responsibility for evaluation as the legislation had intended.[35] In 1968, the Vocational Education Amendments to the 1963 act reemphasized the requirement for evaluation on the part of individual states and on the part of advisory committees within each state.[36] Even so, evaluation efforts seldom met with the intent of this legislation. The 1976 Education Amendments mandated the evaluation of all vocational programs within the five-year period of the State Plan and that the results of the evaluations be made readily available to the State advisory council.[37]

The increased interest in evaluation by lay persons, legislators, and government agencies, as well as by school districts illustrates the need to assess vocational programs to assure that all programs are meeting the needs of students and society. Effective evaluation techniques can provide the information necessary to aid in planning and decision-making, to upgrade program personnel, to improve programs for students, and to insure the accountability of expenditures.

Evaluation may be described as formative or summative. Formative evaluation is concerned with the process of the program. Data are collected to use as a basis for improving a program or process currently underway. Summative evaluation is concerned with judging the effectiveness of a curriculum, grading students, or assessing the effectiveness of personnel. The data are

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[35]Ibid.

[36]Ibid.

[37]Education Amendments of 1976, U.S. Code, vol. 20, sec. 2312 (1976).

collected at the culmination of a unit, course or semester; and the information is used to assess the overall effectiveness of the program and as a basis for making changes in the program.[38] Calhoun and Finch have indicated that an effective evaluation must take place not only at the termination of a process but also during the formative stages when the program is more susceptible to modification.[39] Scriven has suggested that the formative evaluation task be assigned to a professional evaluator who is a regular part of the program being evaluated. The summative evaluation should be conducted by an unbiased professional evaluator from outside the program.[40]

In vocational education, the results of evaluation practices have seldom been used formatively.[41] According to Wentling and Lawson, evaluation has focused on the product with little consideration for the many other program aspects which have a great effect on the product of the program.[42] Program evaluation is continuous in that formative evaluation is conducted during the developmental stages of a program, and summative evaluation assesses the results of a program--both approaches should be utilized for a viable program assessment.[43]

Wentling and Lawson stated that for evaluating vocational programs, "Evaluation is most useful when it is treated as a

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[38]Calhoun and Finch, p. 416.

[39]Ibid., p. 417.

[40]Scriven, p. 104.

[41]Wentling and Lawson, p. 22.

[42]Ibid.

[43]Ibid.

process--a way of decision making. . . ."[44] Using the decision-making approach, decision areas must be identified, sources of data specified, methods of analysis indicated, and evaluation decisions made. Wentling and Lawson emphasized that evaluation activities should facilitate the planning of new programs or the planning of changes in existing ones.[45]

McCaslin has identified six desirable characteristics that an evaluation plan in vocational education should possess if the plan is to be useful and effective. The characteristics are as follows:

(1) realistic objectives should be formulated;

(2) a sound basis for measuring these objectives must be established;

(3) clear and immediate feedback should be provided;

(4) the information collected by an evaluation system should reflect the original purpose(s) of the evaluation;

(5) evaluation should include personnel interested in, and affected by, the program to be evaluated; and

(6) an effective evaluation system must be reasonable in cost.[46]

According to Nerden, the evaluation plan for vocational education programs should reflect the answers to the following basic questions:

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[44]Ibid., p. 9.

[45]Ibid., p. 22.

[46]N. L. McCaslin, "Program Evaluation: Problems, Prerequisites, Characteristics, and Implementation," in Improving Administrative Activities of State Vocational Education Agencies, 6th Annual National Leadership Development Seminar for State Directors of Vocational Education (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1974), pp. 94-96.

(1) Why do we evaluate?
(2) What and whom should we evaluate?
(3) Who are the individuals who should be involved in the evaluation process?[47]

Nerden has stated that every phase of the vocational program should receive attention in the evaluation process. He identified the major aspects of a program that should receive the special attention of the evaluators:

> In measuring the quality of the instructional program in the classroom, laboratory and/or shop, evaluative criteria and guidelines must include measures of teaching effectiveness, the extent of coordination between manipulative skills and mental skills, the relatedness (or relevancy) or parts of the vocational activity to each other, the presence or availability of facilities and equipment, the currency and relevancy of equipment and materials to modern employment practices, and of course, the qualification of the personnel who conduct the respective parts of the educational program.[48]

Nerden emphasized the importance of providing an opportunity for all persons involved in vocational programs to participate in the development, preparation and/or modification of guidelines, criteria, and procedures to be used in evaluation. He recommended that the state assemble a consulting committee to work with persons at the local level in conducting evaluation procedures.[49]

Stake and Denny have written that a complete evaluation report would contain a statement of what experts contend should be provided by every school in the way of instructional materials,

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[47]Joseph Nerden, "Statewide Evaluation of Vocational Education," in Contemporary Concepts in Vocational Education, First Yearbook of the American Vocational Association (Washington: American Vocational Association, 1971), p. 402.

[48]Ibid.

[49]Ibid., pp. 402-403.

classroom settings, and laboratory facilities.[50] The expectations of the experts may be looked upon as standards to be used as guidelines in the evaluation process.

In regard to standards, Swanson has written: "It appears to be timely to develop a set of criteria which might be used as guidelines for the development of vocational-technical education services."[51] He developed a set of "Criteria for Effective Vocational-Technical Education" that are related to secondary vocational programs. The listing includes the following selected criterion statements:

(1) effective vocational education requires a student who is literate and motivated to be a good citizen;

(2) vocational education should be available to youth within the high schools;

(3) vocational-technical education should be available to youth and adults with special needs;

(4) vocational education programs must develop and maintain input standards;

(5) vocational education must develop and maintain output standards;

(6) the content of vocational education programs must be realistically related to the requirements of the labor market; and

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[50]Robert E. Stake and Terry Denny, "Needed Concepts and Techniques for Utilizing More Fully the Potential of Evaluation," in Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, pt. 2 (Chicago: The National Society for the Study of Education, 1969), p. 389.

[51]J. Chester Swanson, "Criteria for Effective Vocational Education," in Contemporary Concepts in Vocational Education, First Yearbook of the American Vocational Association (Washington: American Vocational Association, 1971), p. 22.

(7) vocational education must involve business, labor, industry, and government as well as schools.[52]

Larson disclosed that programs in vocational education must be quality programs at the identified level of need.[53] Some of the characteristics of a quality program cited by Larson are as follows:

(1) the program grows out of the needs of people;

(2) needs are analyzed for validation;

(3) objectives are determined in harmony with and in support of identified needs;

(4) curricula are built to satisfy the performance goals delineated;

(5) evaluation is followed by instruction and related back to the performance goals;

(6) competent teachers with knowledge of subject matter, personal experiences in occupations which they teach, and competency to teach are brought in to conduct programs;

(7) appropriate facilities are utilized to create a climate for learning;

(8) equipment geared to the needs of the employment situation is acquired;

(9) supplies and instructional materials are provided in sufficient quantities and of appropriate quality;

(10) adequate time is allowed to meet goals;

(11) the administration must be sympathetic towards vocational education; and

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[52]Ibid., pp. 22-26.

[53]Milton E. Larson, "Attitude, Money, and Program," in Contemporary Concepts in Vocational Education, First Yearbook of the American Vocational Association (Washington: American Vocational Association, 1971), p. 56.

(12) guidance personnel must understand the proper role of vocational education.[54]

Based on the results of research, Wentling and Lawson identified eight components of a program which can contribute to its effectiveness. These areas of concern are: (1) Administrative or management, (2) personnel, (3) objectives, (4) evaluation system, (5) content, (6) learners being served, (7) utilization of resources, and (8) ancillary services of the program.[55] Applied to an individual program such as consumer and homemaking, the eight areas of concern can be slightly modified to include: (1) students served, (2) goals and objectives, (3) organization, (4) personnel, (5) content, (6) teaching methods, (7) learning assessment, and (8) supplies, equipment, and facilities.[56]

One of the more comprehensive studies in vocational education was conducted by Harold Starr at Ohio State. The focus of the study was on the development of evaluation instruments and procedures which would enable a state vocational education agency to assess, on a continuous basis, the effectiveness of its vocational education efforts in terms of national and state interests, student benefits, and manpower requirements. Starr stated:

> The evaluation methodology which has been used most by state divisions of vocational education is process evaluation in which organizational structures, education processes, equipment, and facilities are judged against preset standards. This type of evaluation has been used extensively for many purposes, including the

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[54]Ibid., pp. 56-57.

[55]Wentling and Lawson, p. 29.

[56]Ibid.

> allocation of state resources to local programs and the development of budget requests to the legislatures. Assessments of program adequacy are determined through judgmental procedures and the opinions of experts; and programs meeting standards are assumed to produce effective outcomes.
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> The review of process evaluation systems reveals that they do not provide quantitative information required for state level management functions. This evaluation methodology also has certain practical and methodological difficulties which reduce overall evaluation system efficiency. These methods require extensive local school visitation by state level personnel to secure evaluation data about programs, equipment and facilities. Such visitations require sizable investments in manhours and personnel so that it is both difficult and expensive for any state to conduct frequent evaluations.
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> Another approach to evaluation of vocational programs has enjoyed popularity. In this approach, data are collected and stored which appear to have logical relevance to decision-making requirements. No systematic attempt is made to define data needs in advance by reference to specific program planning or accountability requirements. Instead, data are accumulated in great variety with the expectation that any data needed later will probably be available in the bank.[57]

The review of literature indicated that numerous writers have agreed that defining standards and/or criteria should be one of the steps in the evaluation process. Although general standards for evaluating vocational-technical education programs have been identified in several studies, there is still concern about what constitutes quality in the specific program areas.

Lacking information about the effectiveness of Federally funded consumer and homemaking education programs, Congress has

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[57]Harold Starr, A System for State Evaluation of Vocational Education: Final Report (Columbus: The Center for Vocational and Technical Education, The Ohio State University, May, 1970), pp. 4-5.

mandated the evaluation of consumer and homemaking programs by the National Institute of Education (NIE). Members of Congress have questioned whether consumer and homemaking programs are providing a distinctive and needed function in our present education system, and, if so, is this function best served under the provisions of the Vocational Education Act?[58]

Datta and Minot reported that there have been no national evaluations of the outcomes of consumer and homemaking education programs . . . furthermore, little if any priority has been given to evaluation of consumer and homemaking programs under the research funding (Part C) of the Vocational Education Act (P.L. 90-576) which has been available since 1968.[59] The NIE evaluation study, beginning in the Fall of 1968 and ending in the Spring, 1981, is addressed to the following questions:

(1) How responsive is the consumer and homemaking program to the direction and needs outlined in the 1976 legislation?

(2) What impact do outstanding programs have on students?

(3) What will different people need to know to function as consumers and homemakers in 1982 and beyond?[60]

III. RELATED STUDIES

A review of the literature for the past 10 years revealed no studies dealing with the identification of quality consumer and

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[58]Lois-ellin Datta and Marion E. Minot, "The Office of the Homemaker: A Plan for Evaluating Consumer and Homemaking Education," Washington, 1977. (Mimeographed, p. 7.)

[59]Ibid.

[60]Ibid., pp. 3-4.

homemaking programs. Five studies with methodology pertinent to the present research project are reviewed in this section.

Brown Study

The primary purpose of the Brown[61] study was to determine the relationship between student and supervisor evaluations of teaching effectiveness of general business teachers. Secondary purposes were to identify qualities of effective general business teachers and to describe background factors of teachers judged as effective by supervisors and students.

Eight business education leaders were selected as a panel of experts for the study. A supervisor's rating scale was developed through a modified Delphi technique and included characteristics of good business teachers considered essential by the panel of experts used in the study. Panel members were asked to complete a series of questionnaires by indicating their opinions on the importance of 45 characteristics of good general business teachers. After three questionnaires, followed by feedback of opinions and information, 30 characteristics were rated by a majority of the panelists as "Essential." The 30 characteristics were included on the supervisor's rating scale.

From the literature and similar studies, the researcher prepared a questionnaire to collect background information about

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[61]Betty Jean Brown, "The Relationship Between Supervisor and Student Evaluations of Teaching Effectiveness of General Business Teachers" (Ed.D. dissertation, The University of Tennessee, Knoxville, 1971).

teachers and their preparation for teaching general business. A performance specimen checklist was compiled from the teaching behaviors observed by students in their general business classes.

One hundred two high schools in East Tennessee were included in the population of the study. The sample consisted of 30 general business teachers in selected high schools in East Tennessee, their immediate supervisors, and their classes of general business students for the 1970-71 school year. The investigator visited each teacher to collect data for the study.

Brown concluded that the rating scale developed in the study for supervisor evaluation of teacher effectiveness resulted in an evaluation that correlated with student evaluations, and that there are distinguishing characteristics that differentiate between effective and ineffective teachers in general business.

The Brown study is related to the present study in that the investigator used a panel of experts to develop a supervisor's rating scale through a modified Delphi technique. The present study utilized a panel of experts in a modified Delphi technique to validate identified criteria for evaluating consumer and homemaking programs. The procedures followed by Brown in conducting a modified Delphi technique will provide direction for the present study.

Porreca and Stallard Study

Porreca and Stallard[62] conducted a study to verify and validate common affective domain competencies of students among

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[62]Anthony G. Porreca and John J. Stallard, Common Affective Domain Competencies among Vocational Students (Knoxville: Research Coordinating Unit, The University of Tennessee, 1975).

vocational areas. The investigators reviewed and elicited common affective domain competencies from publications representing the vocational areas. The elicited competencies were verified by employees, employers, and agriculture, business and office, distributive, home economics, and industrial education teachers. The competencies were validated through a modified Delphi technique by state-level directors of vocational education.

Porreca and Stallard concluded from their study that state-level directors of vocational education appear to agree that there are common affective domain competencies of students which exist among vocational education areas. They also found that the perceptions among employees, employers, and secondary and area school vocational teachers appear to be similar to the perceptions of state-level directors of vocational education as to what constitutes affective domain competencies.

The Porreca and Stallard study was related to the present study in several aspects. The criteria for evaluating consumer and homemaking programs used in the present study was taken from the literature as Porreca and Stallard did in identifying common affective domain competencies. A modified Delphi technique was used by Porreca and Stallard to validate the competencies. The present study used the modified Delphi technique to validate the criterion statements for evaluating consumer and homemaking programs. A Likert-style questionnaire was used by Porreca and Stallard as was used in the present study. The techniques utilized by Porreca and Stallard provided direction for the procedures used in the present study.

Kienast Study

The purpose of the Kienast[63] study was to identify the types of information needed for evaluating occupational programs as perceived by community/junior college technical-occupational deans and/or directors and secondary vocational directors. A second purpose was to determine the differences in the types of information needed for evaluating secondary programs and community/junior college programs. A modified Delphi technique was utilized to identify the needed evaluation information by eliciting and refining the opinions of experts in the field of technical-occupational education. A panel of 16 community/junior college technical-occupational deans and/or directors and 41 secondary vocational directors within a 100 mile radius of Dallas responded to a two-probe Delphi questionnaire. Questionnaire I consisted of 109 evaluation statements which panelists rated on a Likert-type scale of one (disagree) to seven (agree). Questionnaire II was identical to Questionnaire I with the addition of eight statements provided by the panel members and the statistical data relative to the group's response to each statement.

The statements considered necessary for accountable technical-occupational program evaluation were selected on the basis of an interquartile range no larger than 1.99 and a median no lower than 5.00. From 117 statements, 93 met the criteria as necessary for

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[63]Kay Earlene Kienast, "The Identification of Evaluation Information for Technical-Occupational Programs" (Ed.D. dissertation, East Texas State University, 1976), Dissertation Abstracts, p. 4318-A.

technical-occupational program evaluation. The evaluation statements were grouped into six categories: manpower and employer information, placement and follow-up information, cost information, student and parent information, community information, and institutional information. Additional evaluation information suggested by panel members was grouped together at the end of Questionnaire II.

Conclusions of the Kienast study were as follows:

(1) The two-probe Delphi technique was a valid means of identifying the evaluation information necessary for secondary institutions and community/junior technical-occupational programs.

(2) Present evaluation theory explicitly for technical-occupational education is inadequate.

(3) There is apparently a lack of professional preparation concerning program evaluation.

(4) There is a lack of trained evaluators for technical-occupational programs.

The Kienast study was related to the present study in that the purpose of the study was to identify the types of information needed for evaluating technical-occupational programs while the purpose of the present study was to identify the criteria for evaluating consumer and homemaking education programs. The present study also utilized a modified Delphi technique as a means of validating the criteria for evaluation.

Ray Study

The purpose of the study conducted by Ray[64] was to establish a model for evaluation of the quality of vocational-technical education programs in the state of Tennessee. In developing an instrument to evaluate vocational programs, Ray made the clarification that the materials constructed applied to all vocational-technical programs except the consumer and homemaking programs. The two objectives of the study were: (1) to determine an acceptable definition of "quality" in vocational technical education and (2) to test the workability of this definition in selected secondary vocational-technical programs across the state.

The definition of a "quality" vocational-technical program developed in the study was as follows:

> A "quality" vocational-technical secondary program will provide current occupational information, enroll an interested, qualified student (regardless of his mental or physical potential), assess his needs and abilities, and prepare him for successful entry-level employment (without additional training in the same skills)* and place him in the occupational "cluster" for which he, his parents, the vocational teacher, guidance counselors, and other teachers have jointly agreed he should train. "Quality" programs will always strive to satisfy basic needs and to develop job-getting, job-keeping, and job-advancing skills.
>
> *This goal might be defined to provide training which would prepare him for entry into post-secondary and/or college training in his field.

The components for "quality" vocational-technical programs were identified as follows:

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[64]John R. Ray, "Development of the Evaluation Model for Tennessee Secondary Vocational-Technical Education Programs" (Knoxville: Research Coordinating Unit, The University of Tennessee, 1975).

(1) Complement, not conflict with the objectives of the total educational program.

(2) Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).

(3) Provide broad-based testing program and vocational guidance services so that each student can select a proper vocational program.

(4) Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.

(5) Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.

(6) Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.

(7) Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.

(8) Provide cooperative or directed occupational experience and/or simulated occupational experience.

(9) Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.

(10) Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.

(11) Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.

(12) Have plan of continuing and systematic internal evaluation for improvement and development of program.

(13) Endorse and implement active leadership development program through related vocational youth organizations.

(14) Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.

(15) Stress each student's total development within his mental and physical abilities.

(16) Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.

(17) Place students at the completion of their program in the occupational "cluster" for which they are trained.

(18) Make an organized school placement service available to graduates.

(19) Keep public informed--have "participatory" support of community.

(20) Use any available means to acquaint students at all levels with vocational-technical career opportunities.

Ray concluded that the varied experiences of the teachers, principals, guidance counselors, teacher-educators, state and regional supervisors, and state advisory council members provided valuable input for the formulation of the consenses definition and components proposed for use in Tennessee. Ray reported that agreement was secured on a consensus definition of "quality" and the 20 most important components for quality vocational-technical programs from a representative group of vocational-technical personnel across the state of Tennessee. The study showed that among vocational-technical program areas there is general agreement as to what constitutes components of a quality program. From the data obtained in this study, Ray was able to develop a model for evaluation which can be used to assess the relative position of local programs with regard to those components identified as measuring quality programs.

Although Ray excluded the consumer and homemaking programs in his study because the objectives of the program differ from those of other vocational programs, the procedures that he followed in identifying and validating the components for evaluating vocational-technical programs provided direction for the present study. Ray included persons at several levels of involvement in vocational-technical education to develop the definition of "quality" programs and to determine the 20 components of quality vocational-technical programs. The present study, in conjunction with the Harrison study, also included persons at several levels of involvement with consumer and homemaking programs (homemaking teachers, local directors, state supervisors, state directors of secondary programs, and teacher educators) in order to obtain input from persons with varied experiences pertaining to consumer and homemaking programs. The Ray study is also related to the present study in that both studies were limited to the state of Tennessee.

Iowa State University Study

The purpose of the Iowa State University[65] study was to develop, validate, disseminate, and implement standards for agricultural education throughout the United States. The 1976-77 project carried out by the Department of Agricultural Education

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[65]Harold R. Crawford, "Standards Set for Quality Programs in Vocational Agriculture," American Vocational Journal 52 (October 1977): 31-33.

and financed through an EPDA grant was organized into the following four phases: the validation of standards, the development of instructional packages to disseminate information about the standards, the establishment of an action plan, and the implementation of standards in each state.

The project validated 11 categories of standards for quality agricultural/agribusiness education. Approximately 230 persons associated with agricultural education met in Kansas City in 1976 to identify standards that could be used by the profession to encourage the development of high quality programs in agricultural/agribusiness education. Participants in the conference included supervisors, teacher educators, teachers of secondary and post-secondary agriculture programs and agribusiness leaders. Participants were assigned to small group sessions to establish standards for seven occupational areas in agriculture, as well as teacher education, administration and supervision, and adult education in agriculture/agribusiness. The standards in each category were identified and listed under the following subheadings: administration and supervision, finance, staffing, facilities and equipment, enrollment and counseling, leadership development, occupational experience, placement, evaluation, and public relations.

All 50 states participated in the validation process. A chairman was named for each state to assist in the validation and in monitoring the project in his state. The validated standards and instructional packages were disseminated to all states to be used to promote awareness and to begin implementing the standards.

A series of three regional conferences were conducted to assist all states in a systematic dissemination of materials. The ultimate goal of the project was to implement the standards in each state.

The Iowa State University study was related to the present study in that the purpose of the study was to identify and validate standards for evaluating vocational agricultural programs, whereas the purpose of the present study was to identify and validate criteria or standards for evaluating consumer and homemaking programs. In validating the standards for agricultural/agribusiness education, project directors of the I.S.U. study utilized input from supervisors, teacher educators, teachers of secondary and post-secondary agriculture programs, and agribusiness leaders. The present study, in conjunction with the Harrison study included similar participants (homemaking teachers, local directors, state supervisors, state directors of secondary programs, and teacher educators) in order to obtain input from persons with varied experiences pertaining to consumer and homemaking programs. The I.S.U. study was a nation-wide study whereas the present study was limited to the state of Tennessee; however, the study was reviewed since it dealt with the identification and validation of standards for a quality vocational program.

IV. SUMMARY

A review of the literature concerning the evaluation of educational programs and the evaluation of vocational education programs was presented in this chapter. The chapter also included

selected related studies which have implications for the present study.

Evaluation of educational programs has received impetus from federal legislation and public demand for accountability in education. Several definitions have been developed by writers; however, the role of the evaluator and purposes served by the evaluation depend upon how evaluation is defined. The methodology of evaluation in vocational-technical education is a difficult and complex process, because vocational programs are widely divergent in nature. Attempts have been made by several investigators to determine the components of an effective vocational-technical education program. Although the consumer and homemaking programs were not included in these studies, the findings of the investigators have been presented in this chapter for the methodology employed.

Chapter III includes the methods and procedures utilized to conduct the present research study.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this chapter is to describe the methodology involved in conducting the study. The design of the study is classified as a descriptive survey. Data for the survey were secured through the use of a questionnaire developed by the researcher. The sources and procedures used in collecting and analyzing the data are described in the following sections: developing the criterion statements, validating the criteria through a modified Delphi technique, selecting the sample and nature of population, collecting the data, and analyzing the data.

I. DEVELOPING THE CRITERION STATEMENTS

A review of literature for the past 10 years was made by the researcher to determine what previous studies had been conducted regarding the assessment of quality consumer and homemaking programs. The limited research in the area of evaluation of consumer and homemaking programs necessitated a review of studies in occupational home economics and other vocational areas. The major sources utilized for the literature review were Dissertation Abstracts, Education Index, and Educational Resources Information Center (ERIC). Studies selected as relevant to the solution of the problem of this study are described in Chapter II.

A list of proposed criteria for evaluating consumer and homemaking programs was developed by compiling the criteria found in state evaluation forms, federal legislation, the Evaluative Criteria from the National Study of Secondary School Evaluation, Journal of Home Economics, Forecast for Home Economics, and American Vocational Journal. The list contained 181 criterion statements and their subparts organized into the following 13 categories: PROGRAM ORGANIZATION AND PLANNING, CURRICULUM, ADMINISTRATION AND SUPERVISION, FACILITIES AND EQUIPMENT, FINANCIAL RESOURCES, INSTRUCTIONAL STAFF, INSTRUCTIONAL PROCESS, MANAGEMENT AND HOUSEKEEPING, STUDENTS, FUTURE HOMEMAKERS OF AMERICA, ADVISORY COMMITTEE, PUBLIC RELATIONS, and EVALUATION (Appendix B). The criterion statements were reviewed and refined by committee members before distribution to panel members. The proposal for the study was submitted to the Human Subjects Committee, The University of Tennessee, Knoxville, and was granted approval. The researcher also discussed the purpose of the research study with State Department of Education officials and received support from the State Director of Vocational Education, Department of Education, Nashville, Tennessee.

II. VALIDATING THE CRITERIA THROUGH A MODIFIED DELPHI TECHNIQUE

A modified Delphi technique was used in the study to validate the criteria for evaluating consumer and homemaking programs. The Delphi technique requires a panel of experts who

can contribute their opinions to the resolution of an issue, the solution of a problem, the formulation of goals, or similar projects. A review of the use of the Delphi technique in education indicated that the procedure is often used by the investigator in the development of evaluation criteria.[1] The Delphi technique was modified for this study by providing the panel with a listing of criterion statements and by using 80 percent as the acceptable level of consensus.

In order to identify panel members, a letter (Appendix D) was sent by Harrison and Buero to the chairpersons of national home economics professional organizations requesting the identification of persons with expertise in home economics education. The organizations represented were the Home Economics Teacher Education Section of the American Home Economics Association (AHEA); the Elementary, Secondary, and Adult Education Section of AHEA; the National Association of Vocational Home Economics Teachers; the National Association of Local Supervisors of Home Economics; and the National Association of State Supervisors of Home Economics. The chairperson for the Commission on Vocational Home Economics was also asked to participate on the panel. Each chairperson was asked to name five other persons recognized for their expertise in consumer and homemaking education. The researchers had intended to select persons named more than once for the panel of experts;

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[1]Bernard J. Dodge and Richard E. Clark, "Research on the Delphi Technique," Educational Technology 17 (April 1977): 58.

however, only one person was named twice, and she declined to serve on the panel. Consequently, panel members were selected on a geographical basis in order to have a more national representation on the panel. Teacher educators and state supervisors who were included in the population and sample for the Harrison study were eliminated from the list.

The prospective panel members were contacted by letter (Appendix E) and were asked if they would participate in the study by responding to a series of questionnaires which would seek their opinions about the importance of the proposed criteria for evaluating consumer and homemaking programs. A total of 10 persons complied with the request and comprised the panel of experts for the study (Appendix E).

The initial questionnaire and an accompanying letter of instructions (Appendix F) was mailed to the 10 panel members. The letter instructed the panel members to rate each of the criterion statements as "Essential," "Desirable But Not Essential," or "Unimportant" for a consumer and homemaking program to be effective. The panel members were asked to revise any of the criterion statements and to add other points to consider in evaluating consumer and homemaking programs. Each panel member returned Questionnaire I by mail to the researchers, and the results were tabulated.

Questionnaire II contained the modal responses to each criterion statement on Questionnaire I with changes and additions suggested by panel members marked in italics on the copy. A red dot was used to indicate the panel member's response to Questionnaire I.

A letter (Appendix F) of explanation instructed the respondents to consider the opinions of other panel members, as well as their own, and the suggestions for revision before they indicated their current rating for each criterion statement. On Questionnaire II, a panelist whose opinion was not in agreement with the other respondents or at least with the majority of the members was asked to give a reason for her dissenting opinion. The panel members returned the questionnaires to the researchers by mail to be synthesized.

The responses to probe two were tabulated by frequency count and modal responses obtained for each criterion statement. The reasons for not agreeing with the majority response were stated on Questionnaire III.

The third questionnaire was mailed to the panel members with an accompanying letter (Appendix F). The panel members were instructed to consider their former responses, the modal response, and the reasons given before rating each criterion statement a third time. Questionnaire III was returned by mail to the researchers.

Responses from the third questionnaire were tabulated to finalize the survey instrument and the results were mailed to the panel members. The survey instrument included all criterion statements for evaluating consumer and homemaking programs rated "Essential" by 80 percent of the panel members (Appendix G). One hundred and forty-seven criterion statements and their subparts were validated by the panel. The 13 categories remained the same.

The additions, revisions, and deletions to the initial questionnaire which were suggested by panel members are included in Appendix C. Selected reasons given by panel members for deleting criterion statements on the initial questionnaire are also included in Appendix C.

The validated criterion statements were used by the researcher to develop a survey instrument to be mailed to the local vocational directors and a sample of consumer and homemaking teachers in Tennessee to determine their perceptions regarding the importance of the criteria for evaluating consumer and homemaking programs.

III. SELECTING THE SAMPLE AND NATURE OF THE POPULATION

The population for the study consisted of 86 local vocational directors and 513 consumer and homemaking teachers in secondary vocational programs in the state of Tennessee. Vocational directors and consumer and homemaking teachers were selected from a list provided by the Tennessee State Department of Education. The sample included the total population of 86 vocational directors and a systematic linear random sampling of 220 consumer and homemaking teachers.

The list provided by the Tennessee State Department of Education included an alphabetical listing of all consumer and homemaking teachers in secondary vocational programs in the state of Tennessee. The following formula was used to compute the

required sample size in the 95 percent confidence interval:[2]

$$n = \frac{(1.96)^2 pq}{d^2 \frac{N-1}{N} + \frac{(1.96)^2 pq}{N}}$$

N = population (513)

n = sample size (220)

d^2 = beta error $(.05)^2$

p = (.5)

q = (1-p)

Since the list was in alphabetical order, a systematic linear random sampling procedure[3] was applied to select the sample of consumer and homemaking teachers. The total population was numbered, and one number was drawn by the researcher as a beginning point on the list of teachers. Thereafter, every other teacher on the list was included in the sample for the study.

IV. COLLECTING THE DATA

A survey instrument was developed by the researcher utilizing the criteria for evaluating consumer and homemaking programs rated "Essential" by 80 percent of the panel. The survey instrument, the informed consent form, and a letter of instructions (Appendix H) were mailed to the population of 86 local vocational directors and

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[2]Philip J. McCarthy, Sampling: Elementary Principles (New York: New York State School of Industrial and Labor Relations, Cornell University, 1970), p. 7.

[3]Ibid., p. 21.

the random sample of 220 consumer and homemaking teachers in secondary vocational programs in the state of Tennessee. Stamped, addressed reply envelopes were included to facilitate returning the survey instrument and the informed consent form to the researcher. A second mailing (Appendix I) was used to follow-up the original mailing as a reminder to those individuals who had not responded by the date previously requested. A telephone call was made by the researcher to those who had not responded within one month. A total of 58 percent usable returns were received from the local vocational directors and 63 percent usable returns were received from the consumer and homemaking teachers. The overall rate of returns was 61 percent.

The t test was used to compare early respondents with late respondents to determine if there was a significant difference in their mean scores. According to Warmbrod, "the rationale for this procedure is that the responses of nonrespondents are usually more similar to the responses of late responses than they are to the responses of early respondents."[4] No significant differences were found between the mean scores of early and late respondents.

Each respondent was asked to indicate the importance he/she placed on the evaluative criteria by rating each criterion statement

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[4]J. Robert Warmbrod, "The Critical Elements of Survey Research," paper presented to the faculty and graduate students, Department of Vocational-Technical Education, The University of Tennessee, Knoxville, 3 August 1978.

on a six-point Likert scale.[5] The Likert-type scale established was: (6) strongly agree, (5) moderately agree, (4) mildly agree, (3) mildly disagree, (2) moderately disagree, and (1) strongly disagree. The six-point scale was designed to encourage the participants to respond in a more definite manner to each statement and the degree of agreement or disagreement.

V. ANALYZING THE DATA

Data gathered from the panel through the Delphi technique were tabulated by a frequency count for each criterion statement on the questionnaire. Modal responses were reported to panel members on subsequent Delphi probes. The data from the final Delphi probe were used to develop the survey instrument.

Data gathered from the reference groups were transferred to computer coding forms and then to punch cards for computer processing. The primary source for statistical procedures used in the study was the Statistical Package for the Social Sciences (SPSS) at The University of Tennessee Computer Center, Knoxville.

The responses of the reference groups to the criterion statements were subjected to the Cronbach alpha procedure to determine the homogeneity of items within each of the 13 categories. Reliability coefficients ranging from .832 to .974 indicated a high internal consistency for items within each category.

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[5]Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology 149, 1932.

The responses to the criterion statements on the survey instrument were analyzed by mean scores relative to the reference groups. The Likert-type scale was treated as interval level data which is common in the social sciences.

Because no attempt was made to rank the criterion statements as perceived by the reference groups, the researcher established a mean of 4.000 as indicating that the reference groups were in congruence with the panel of experts in regard to the "Essential" criterion statements for evaluating consumer and homemaking programs. The independent t test was used to determine significant differences between the mean scores of the reference groups and the mean scores were tested for homogeneity of variance. The level of significance was set at .05. Chapter IV includes the analysis of the data collected in the study.

CHAPTER IV

ANALYSIS OF THE DATA

The researcher sought to determine what criteria for evaluating consumer and homemaking programs were agreed upon by a panel of experts who represent this area of education. From the literature an initial listing of 181 criterion statements and their subparts were organized into 13 categories. Through a modified Delphi technique the panel of experts rated 147 criterion statements and their subparts "Essential" for evaluating consumer and homemaking programs. The 13 categories remained the same. The "Essential" criteria are listed by category in the subsequent tables presented in this chapter.

The researcher sought to determine whether the local vocational directors and consumer and homemaking teachers in secondary vocational programs in Tennessee were in agreement with the panel of experts in regard to the validated criteria. A survey instrument which included only the 147 criterion statements and their subparts rated "Essential" by the panel of experts was developed by the researcher. The data were based on the responses to the survey instrument collected from 50 local vocational directors and 139 consumer and homemaking teachers in Tennessee. Mean values for each group were calculated based on the following scale: (6) strongly agree, (5) moderately agree, (4) mildly agree, (3) mildly disagree, (2) moderately disagree, and (1) strongly disagree. Because no

attempt was made to rank the criterion statements as perceived by the reference groups, the researcher established a mean of 4.000 as indicating agreement with the panel of experts. The data pertaining to the perceptions of the 189 respondents regarding their agreement with the criterion statements are reflected within the subsequent tables of "Essential" criteria.

Utilizing the Statistical Package for the Social Sciences (SPSS) at The University of Tennessee Computer Center, Knoxville, the responses to the criterion statements were subjected to the independent t test to determine significant differences between the reference groups' perceptions of the criteria for evaluating consumer and homemaking programs. Since the two reference groups did not contain the same number of scores, the means were tested for homogeneity of variance. When the means did not stand the test of homogeneity, the researcher reported the separate variance estimate instead of the pooled variance estimate.

Table 1 includes the nine criterion statements perceived by the panel of experts as "Essential" for evaluating Category I, PROGRAM ORGANIZATION AND PLANNING. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means of the reference groups for criterion statement 1: "A written philosophy serves as a frame of reference for program planning." The group means indicate that

Table 1. Essential Criterion Statements for Evaluating PROGRAM ORGANIZATION AND PLANNING as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. A written philosophy serves as a frame of reference for program planning.	5.560	5.151	2.79	0.006*
2. The home economics philosophy conforms with the general philosophy and objectives of the school and is an integral part of the total school curriculum.	5.620	5.554	0.52	0.602
3. The program is designed to strengthen family living and human relations based upon an assessment of social and cultural conditions and needs of the community.	5.540	5.719	-1.62	0.107
4. The program is designed to help youth and adults in developing a better understanding of the individual's role as a consumer by improving consumer competence.	5.612	5.741	-1.26	0.209
5. The program is designed to develop managerial ability and homemaking skills necessary for the dual role of homemaker and wage earner.	5.510	5.690	-1.62	0.108
6. In the school system, there is close coordination and cooperation between the homemaking program and the academic staff, guidance staff, and community.	4.938	5.021	-0.51	0.611
7. All aspects of the program are free of sex bias and stereotyping.	4.795	4.927	-0.65	0.519

Table 1 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
8. There is evidence of effort to recruit males into the homemaking program.	4.938	5.094	-0.76	0.447
9. There is a planned program which is followed for the periodic revision of the course to allow for community, socio-economic, mechanical, and technical changes.	4.895	4.971	-0.42	0.674

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

the local vocational directors perceived the importance of this statement higher than the consumer and homemaking teachers.

Table 2 includes the 30 criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category II, CURRICULUM and its subparts. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means of the reference groups for the following statements:

6. The curriculum provides for:
   (a) flexibility
   (b) innovation

10. The objectives of the program are reviewed annually and changed when needed.

11. The objectives focus on the shared needs and interest of male and female students as homemakers.

18. The curricular experiences in comprehensive courses emphasize daily life problems related to the major areas of home and family living through units in the following areas:
   (c) child development and guidance
   (d) family living and parenthood education
   (e) foods and nutrition
   (f) textiles and clothing

21. The following concepts are integrated into each area of instruction:
   (a) management of time and resources
   (b) consumer education

22. There is evidence that the following are incorporated into the content of the program:
   (b) flexibility
   (c) respect for human values

Table 2. Essential Criterion Statements for Evaluating CURRICULUM as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
A. Scope and Sequence				
1. A scope and sequence has been developed at the local level for home economics courses in grades 7 through 12 as identified in state guidelines.	4.829	5.080	-1.24	0.217
2. Courses are developed using an analysis of:				
(a) student needs and interests	5.180	5.417	-1.52	0.130
(b) community needs and interests	4.895	5.075	-1.02	0.310
3. The curriculum of the feeder schools is coordinated with that of the high school.	4.808	4.523	1.09	0.279
4. Introductory and advanced courses in the program are closely articulated.	5.180	5.224	-0.31	0.757
5. The curriculum provides for individual differences among students.	5.140	5.223	-0.55	0.585
B. Goals and Objectives				
6. The curriculum provides for:				
(a) flexibility	5.260	5.550	-2.02	0.045*
(b) innovation	5.200	5.511	-2.11	0.037*

Table 2 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
7. Parental desires are considered in formulating policies and procedures for the guidance of the students.	4.612	4.733	-0.66	0.508
8. Parental concerns are considered in the development of program goals and objectives.	4.660	4.746	-0.46	0.648
9. Written objectives are used to design programs and are on file in the home economics department and administrative office.	5.469	5.489	-0.15	0.884
10. The objectives of the program are reviewed annually and changed when needed.	5.333	5.623	-2.06	0.043*
11. The objectives focus on the shared needs and interest of male and female students as homemakers.	4.880	5.424	-3.62	0.000*
12. An outline of each course is on file.	5.500	5.568	-0.45	0.655
13. Curriculum offerings are based on:				
(a) interest and potential of students	5.040	5.330	-1.94	0.054
(b) evidence of needs as determined by advisory groups, surveys, and statistics	4.860	4.654	1.02	0.308
14. The objectives are realistic and obtainable within the school system and the community.	5.280	5.335	-0.39	0.697
15. The objectives of the program provide for individual differences among students.	5.040	5.272	-1.54	0.126

Table 2 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
16. The objectives give direction to:				
(a) program evaluation	5.220	5.231	-0.08	0.936
(b) student evaluation	5.300	5.260	0.32	0.749
C. Content				
17. Sex bias implications are eliminated in course titles and descriptions.	5.060	5.330	-1.38	0.168
18. The curricular experiences in comprehensive courses emphasize daily life problems related to the major areas of home and family living through units in the following areas:				
(a) housing and home management	5.510	5.604	-0.83	0.410
(b) consumer education and resource management	5.510	5.661	-1.29	0.199
(c) child development and guidance	5.469	5.755	-2.42	0.016*
(d) family living and parenthood education	5.469	5.769	-2.51	0.013*
(e) foods and nutrition	5.560	5.812	-2.32	0.021*
(f) textiles and clothing	5.467	5.748	-2.31	0.022*
19. Instruction in human relationships and citizenship is a part of the curriculum.	5.446	5.561	-0.94	0.351
20. The curriculum provides for portrayal of a variety of cultural groups in positive and non-stereotyped ways.	4.937	5.000	-0.45	0.656

Table 2 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
21. The following concepts are integrated into each area of instruction:				
(a) management of time and resources	5.160	5.611	-3.29	0.001*
(b) consumer education	5.380	5.647	-2.16	0.032*
22. There is evidence that the following are incorporated into the content of the program:				
(a) creativity	5.300	5.532	-1.80	0.074
(b) flexibility	5.260	5.618	-2.88	0.004*
(c) respect for human values	5.440	5.726	-2.63	0.009*
23. The program content has been revised within the past three years to reflect the changes created by society.	5.469	5.626	-1.14	0.255
24. The program includes instruction in:				
(a) sex education	5.142	5.453	-1.61	0.109
(b) parenting	5.469	5.654	-1.23	0.221
(c) energy conservation	5.102	5.359	-1.23	0.221
25. Home economics courses offer experiences and activities which contribute to the employability of youth and adults.	4.959	5.275	-1.63	0.107
26. The curriculum is sufficiently flexible so that individualized instruction is available to students.	5.080	5.143	-0.36	0.722

Table 2 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
27. Instruction is provided in safety practices in the use of facilities and equipment.	5.469	5.661	-1.48	0.139
D. Program Outcomes				
28. Program outcomes reflect the student's ability to be self-directing.	5.020	5.194	-1.20	0.231
29. The program contributes to the employability of youth and adults in the dual role of homemaker and wage earner.	5.000	5.309	-1.88	0.061
30. There is evidence that students develop skills, attitudes, and values in the program for working cooperatively with family members and employers.	5.220	5.273	-0.36	0.718

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

The group means indicate that the consumer and homemaking teachers perceived the importance of all of these statements higher than the local vocational directors.

Table 3 includes the 13 criterion statements perceived by the panel of experts as "Essential" for evaluating Category III, ADMINISTRATION AND SUPERVISION. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means of the reference groups for the following statements:

1. Administrative personnel utilize advisory committees in program evaluation and improvement.
2. Administrative personnel work with the vocational teacher in development of the total program.
3. Administrative personnel encourage and support inservice training for teachers.
4. Faculty meetings are attended regularly by the home economics staff.
9. Supervisory classroom visitations with follow-up conferences are scheduled.
11. The teachers' lesson plans, materials, and performance are observed regularly by supervisory personnel to validate a quality instructional program.

The group means indicate that the local vocational directors perceived the importance of all of these statements (with the exception of statement 4) higher than the consumer and homemaking teachers.

Table 3. Essential Criterion Statements for Evaluating ADMINISTRATION AND SUPERVISION as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. Administrative personnel utilize advisory committees in program evaluation and improvement.	5.180	4.510	3.68	0.000*
2. Administrative personnel work with the vocational teacher in development of the total program.	5.380	4.712	3.96	0.000*
3. Administrative personnel encourage and support inservice training for teachers.	5.740	5.424	2.59	0.010*
4. Faculty meetings are attended regularly by the home economics staff.	5.620	5.869	-2.11	0.038*
5. Teaching assignments are based on qualifications, experiences, and interests of the teachers.	5.540	5.446	0.57	0.569
6. The home economics staff is considered in discussions related to general operational procedures of the department.	5.560	5.474	0.59	0.556
7. The lines of authority, communication, and responsibility are defined and utilized.	5.460	5.172	1.90	0.060
8. A home economics educator coordinates the total district program.	4.787	5.007	-0.88	0.380

Table 3 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
9. Supervisory classroom visitations with follow-up conferences are scheduled.	4.898	4.395	2.57	0.011*
10. Supervision is adequate to assist teachers and students to progress jointly toward relevant goals.	4.980	4.649	1.73	0.085
11. The teachers' lesson plans, materials, and performance are observed regularly by supervisory personnel to validate a quality instructional program.	5.020	4.266	3.88	0.000*
12. Teachers demonstrate responsiveness to supervision by implementing recommended modifications to improve programs.	5.333	5.266	0.41	0.683
13. A department chairperson coordinates activities of the multiple teacher department.	4.760	4.592	0.62	0.538

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

Table 4 includes the 17 criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category IV, FACILITIES AND EQUIPMENT. The local vocational directors perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts with the exception of criterion statement 12a: "To supplement instruction for students with special needs, the following are available: (a) appropriate specialized facilities." The mean for the consumer and homemaking teachers on this statement was 3.956. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for the following criterion statements:

1. Space and equipment are adequate to carry out a comprehensive homemaking program:
   (c) conference area

2. Facilities and furnishings in the department are selected and arranged:
   (a) to illustrate a variety of choices within a range of costs and family situations
   (b) to illustrate a variety of energy sources

6. The following provisions in the department are satisfactory:
   (a) electrical outlets
   (d) ventilation

17. First aid supplies are conveniently located in the department.

The group means indicate that the local vocational directors perceived the importance of all of these statements higher than the consumer and homemaking teachers.

Table 4. Essential Criterion Statements for Evaluating FACILITIES AND EQUIPMENT as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. Space and equipment are adequate to carry out a comprehensive homemaking program:				
(a) equipment for clothing construction is arranged for for convenience, safety, and efficiency	5.428	5.136	1.70	0.091
(b) closet space and storage drawers for students	5.395	5.275	0.62	0.539
(c) conference area	5.183	4.702	2.22	0.028*
2. Facilities and furnishings in the department are selected and arranged:				
(a) to illustrate a variety of choices within a range of costs and family situations	5.020	4.615	2.13	0.036*
(b) to illustrate a variety of energy sources	4.877	4.467	1.97	0.051*
(c) to provide maximum convenience and safety to students	5.367	5.287	0.48	0.631
(d) to accommodate both male and female students	5.306	5.316	-0.06	0.954
3. A stimulating learning environment is provided through facilities that are:				
(a) attractive	5.520	5.503	0.13	0.900
(b) clean	5.680	5.532	1.38	0.171
(c) organized	5.580	5.510	0.53	0.596
4. Designated classroom space is available for large group instruction.	5.180	4.978	1.01	0.315

Table 4 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
5. Equipment is provided to promote maximum learning in all areas of instruction.	5.208	5.309	-0.59	0.558
6. The following provisions in the department are satisfactory:				
(a) electrical outlets	5.280	4.483	2.93	0.004*
(b) lighting	5.460	5.280	1.16	0.249
(c) heating	5.420	5.165	1.58	0.115
(d) ventilation	5.360	4.820	2.78	0.006*
(e) accoustical factors	5.240	5.115	0.75	0.457
7. Materials and supplies are stored in a systematic way.	5.234	5.279	-0.31	0.759
8. Sufficient storage is provided for:				
(a) equipment	5.120	5.071	0.25	0.806
(b) teaching supplies	5.220	5.079	0.71	0.480
(c) instructional materials and aids	5.160	5.057	0.50	0.615
9. Storage allows for easy accessibility by both the teacher and the students.	5.140	5.014	0.62	0.537
10. The equipment and furnishings in the department are arranged to provide for flexibility and efficiency of working conditions for pupils and teacher.	5.220	5.158	0.38	0.706
11. The appearance and arrangement of the department enhances the image of home economics.	5.300	5.259	0.24	0.813

Table 4 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
12. To supplement instruction for students with special needs, the following are available:				
(a) appropriate specialized facilities	4.367	3.956	0.53	0.127
(b) appropriate movable equipment	4.367	4.217	1.66	0.512
(c) appropriate instructional materials	4.591	4.369	0.86	0.389
13. The home economics department reflects current developments in types of equipment and furnishings for promoting maximum learning in all areas of instruction by providing:				
(a) equipment that is in good working order	5.420	5.369	0.36	0.718
(b) equipment and furnishings which approximate those used in the home	5.420	5.413	0.05	0.963
14. Major equipment has been purchased within the past five years.	5.480	5.159	1.97	0.051
15. Current and long range plans are on file in the department for:				
(a) maintenance of equipment	4.620	4.474	0.63	0.531
(b) replacement of equipment	4.520	4.388	0.48	0.634
16. Fire extinguishers are:				
(a) located in the department	5.300	5.474	0.85	0.398
(b) inspected as required	5.500	5.318	-0.99	0.325
(c) usuable by students and teachers	5.469	5.231	1.28	0.202

Table 4 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
17. First aid supplies are conveniently located in the department.	4.900	4.246	2.61	0.010*

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

Table 5 includes the six criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category V, FINANCIAL RESOURCES. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for the following criterion statements:

1. A formal budget for the homemaking department has been established in compliance with state program standards.

5. Adequate reimbursement is available for homemaking teachers to attend professional meetings.

The group means indicate that the local vocational directors perceived the importance of both of these statements higher than the consumer and homemaking teachers.

Table 6 includes the 17 criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category VI, INSTRUCTIONAL STAFF. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for the following criterion statements:

11. The staff members in the department are able to work together productively, cooperatively, and professionally.

Table 5. Essential Criterion Statements for Evaluating FINANCIAL RESOURCES as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Values	t Probability
1. A formal budget for the homemaking department has been established in compliance with state program standards.	5.816	5.345	5.23	0.000*
2. Funds allotted for the home economics program are used with maximum efficiency to meet instructional needs.	5.660	5.697	-0.35	0.727
3. Financial resources are adequate to provide experimental activities in selected areas.	5.224	5.143	0.46	0.646
4. The budget indicates a 3-5 year projection.	4.695	4.306	1.77	0.080
5. Adequate reimbursement is available for homemaking teachers to attend professional meetings.	5.440	4.797	3.68	0.000*
6. Each teacher has money available for:				
(a) consumable supplies adequate for the course or grade level taught	5.600	4.568	0.24	0.808
(b) the replacement of out-of-date equipment and materials	4.760	4.992	-1.00	0.317
(c) immediate repairs of equipment	5.080	5.172	-0.45	0.652
(d) purchase of new equipment	4.660	4.811	-0.62	0.539

*Significant at the .05 level. [a]N = 50. [b]N = 139.

Table 6. Essential Criterion Statements for Evaluating INSTRUCTIONAL STAFF as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
A. Personal Qualities				
1. The teacher holds a bachelor's degree in home economics education and a valid vocational homemaking education certificate.	5.940	5.899	0.68	0.497
2. Teachers are knowledgeable and have all available materials about the scope of the total district and state home economics education program.	5.680	5.669	0.11	0.913
3. The teacher has the leadership qualities to be an effective teacher.	5.580	5.741	-1.71	0.089
4. The home economics teacher is skilled in the organization of subject matter and the teaching-learning process.	5.580	5.733	-1.49	0.138
5. The teacher utilizes daily lesson plans developed from the objectives.	5.380	5.539	-1.33	0.184
6. The homemaking teacher has an instructional plan based on state and local curriculum guides.	5.600	5.712	-1.04	0.301

Table 6 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
7. The teacher has knowledge and understanding of differences among families and in homes of varying social, economic, and cultural backgrounds and applies these directly in planning and carrying out the instructional program.	5.460	5.611	-1.04	0.301
8. The teacher demonstrates sensitivity to student needs and the ability to adapt materials and methods to stimulate individual students to learn and achieve.	5.480	5.625	-1.38	0.170
9. The teacher's organizational ability is demonstrated by effective classroom management.	5.500	5.554	-0.50	0.619
10. The teacher works with the students in such a way that they reflect a respect for her as a person and an interest in homemaking activities.	5.520	5.676	-1.50	0.136
11. The staff members in the department are able to work together productively, cooperatively, and professionally.	5.520	5.755	-2.06	0.040*
B. Professional Growth and Development				
12. Meetings of the total school district home economics staff are scheduled regularly and utilized for program improvement.	4.979	5.058	-0.42	0.677

Table 6 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
13. School policy allows teachers to attend professional meetings.	5.480	5.452	0.18	0.861
14. The teacher participates in available inservice and training programs to up-grade knowledge and skills.	5.449	5.705	-1.92	0.058
15. The teacher continuously reviews professional materials.	5.285	5.507	-1.69	0.092
16. The teacher demonstrates professionalism by being an active member of:				
(a) American Home Economics Association	5.065	4.181	3.42	0.001*
(b) American Vocational Association	5.066	4.500	2.31	0.023*
(c) State home economics association	5.260	4.896	1.66	0.099
(d) State vocational association	5.276	4.902	1.72	0.089
(e) Local professional and educational groups	5.520	5.550	-0.21	0.836
17. The teacher's schedule provides at least one period for planning.	5.489	5.456	0.17	0.862

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

16. The teacher demonstrates professionalism by being an active member of:
    (a) American Home Economics Association
    (b) American Vocational Association

The group means indicate that the local vocational directors perceived the importance of statements 16a and 16b higher than the consumer and homemaking teachers, whereas the group mean for the teachers was higher on statement 11.

Table 7 includes the 13 criterion statements perceived by the panel of experts as "Essential" for evaluating Category VII, INSTRUCTIONAL PROCESS. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for the following statements:

1. The instructional situation replicates the occupation of the home.

2. A variety of teaching methods and instructional activities are used daily.

The group means indicate that the consumer and homemaking teachers perceived the importance of both of these statements higher than the local vocational directors.

Table 8 includes the five criterion statements perceived by the panel of experts as "Essential" for evaluating Category VIII, MANAGEMENT AND HOUSEKEEPING. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion

Table 7. Essential Criterion Statements for Evaluating INSTRUCTIONAL PROCESS as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
A. Instructional Methods				
1. The instructional situation replicates the occupation of the home.	5.100	5.532	-3.31	0.001*
2. A variety of teaching methods and instructional activities are used daily.	5.320	5.654	-3.10	0.002*
3. Instructional procedures show that the teacher used ingenuity and initiative in the development and use of methods, teaching aids, and techniques.	5.400	5.471	-0.59	0.555
4. Learning experiences conform to the maturity level of the students.	5.320	5.532	-1.88	0.061
5. Learning experiences are planned for varying abilities of the students.	5.300	5.434	-1.11	0.268
6. Learning experiences are selected in relation to behavioral outcomes desired.	5.180	5.420	-1.76	0.080
7. Instruction is individualized using various methods to meet specific needs and interest of students.	5.180	5.259	-0.55	0.583

Table 7 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
8. The instructional procedures provide opportunities for individual and group participation in discussion and other activities.	5.480	5.654	-1.67	0.098
B. Instructional Materials and Supplies				
9. A sufficient quantity of materials and supplies for the teaching of consumer and homemaking are available to meet the educational needs of the students.	5.440	5.321	0.92	0.361
10. Chalkboards and bulletin boards are easily accessible within the classroom.	5.560	5.355	1.43	0.154
11. Instructional materials are readily accessible to the students and the instructor.	5.500	5.282	1.56	0.121
12. A sufficient quantity of up-to-date textbooks and reference materials in each of the major areas of home economics is available.	5.140	4.964	0.98	0.328
13. Multi-media materials are available for all program areas.	5.142	5.129	0.09	0.931

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

Table 8. Essential Criterion Statements for Evaluating MANAGEMENT AND HOUSEKEEPING as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. The following managerial records are available:				
(a) itemized budget	5.265	4.654	3.06	0.003*
(b) record of expenditures	5.580	5.496	0.59	0.555
(c) inventory of equipment and materials	5.620	5.503	0.93	0.355
(d) proposed budget for the next school year	4.979	4.306	2.51	0.013*
(e) inventory of instructional media	5.340	5.000	1.66	0.099
(f) current and long range plans for the purchase of teaching aids and supplies	4.795	4.496	1.43	0.157
(g) financial report for FHA	5.652	5.043	3.94	0.000*
2. Supplies and equipment in the laboratory are conveniently organized to provide an example of good housekeeping.	5.380	5.424	-0.34	0.737
3. Adequate provisions are made for care and maintenance of facilities by the custodial staff.	5.140	4.618	2.50	0.014*
4. Students assume managerial responsibility for housekeeping chores in the department.	5.340	5.266	0.49	0.627
5. The department reflects an attractive, homelike atmosphere in which students show pride and which reflects desirable home living standards.	5.360	5.215	0.87	0.383

*Significant at the .05 level. [a]N = 50. [b]N = 139.

statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for the following criterion statements:

1. The following managerial records are available:
   (a) itemized budget
   (d) proposed budget for the next school year
   (g) financial report for FHA

3. Adequate provisions are made for care and maintenance of facilities by the custodial staff

The group means indicate that the local vocational directors perceived the importance of all of these statements higher than the consumer and homemaking teachers.

Table 9 includes the eight criterion statements perceived by the panel of experts as "Essential" for evaluating Category IX, STUDENTS. The local vocational directors perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts with the exception of criterion statement 7: "An individual educational plan is on file for each handicapped student." The mean for the consumer and homemaking teachers on this statement was 3.924. The independent t test revealed that there was a significant difference at the .05 level between the means of the reference groups for criterion statement 7: "An individual educational plan is on file for each handicapped student."

Table 9. Essential Criterion Statements for Evaluating STUDENTS as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. A system of recruitment exists through exploration programs and visits to elementary and junior high schools by counselors, students, and teachers.	4.420	4.251	0.62	0.539
2. All classes are open to both sexes.	5.640	5.669	-0.17	0.865
3. Students are made aware of occupational opportunities in home economics.	5.469	5.579	-0.82	0.411
4. Disadvantaged and handicapped students within the program are identified, and offerings are provided that will help them to become useful citizens in the community.	5.300	5.021	1.75	0.082
5. Handicapped students are mainstreamed when it is mutually beneficial to students in a class.	5.320	5.036	1.75	0.083
6. Facilities and supplies are adequate for disadvantaged and handicapped students.	4.860	4.580	1.18	0.240
7. An individual educational plan is on file for each handicapped student.	5.042	3.924	4.75	0.000*
8. Vocational guidance is provided for all students by a qualified counselor.	4.500	4.832	-1.19	0.236

*Significant at the .05 level. [a]N = 50. [b]N = 139.

The group means indicate that the local vocational directors perceived the importance of this statement higher than the consumer and homemaking teachers.

Table 10 includes the eight criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category X, FUTURE HOMEMAKERS OF AMERICA. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for criterion statement 7: "The chapter has male and female members." The group means indicate that the local vocational directors perceived the importance of this statement higher than the consumer and homemaking teachers.

Table 11 includes the nine criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category XI, ADVISORY COMMITTEES. The local vocational directors perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts with the exception of criterion statement 2a: "The advisory committee for the consumer and homemaking program is composed of: (a) a student." The mean for the consumer and homemaking teachers on

Table 10. Essential Criterion Statements for Evaluating FUTURE HOMEMAKERS OF AMERICA as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. The home economics teacher sponsors a FHA chapter.	5.800	5.697	1.01	0.316
2. The local chapter is affiliated with the state and national organization.	5.820	5.676	1.34	0.181
3. The chapter members are active participants in:				
(a) local activities	5.600	5.633	-0.23	0.820
(b) district activities	5.612	5.460	1.03	0.307
4. FHA chapter experiences are included in the home economics program at all levels.	5.540	5.525	0.11	0.916
5. The chapter has a program of work which contributes to the home economics instructional program.	5.420	5.345	0.42	0.672
6. Student committees are formed and make contributions to the improvement of the student organization, school, and community.	5.400	5.244	0.92	0.361
7. The chapter has male and female members.	5.102	4.381	3.04	0.003*
8. The teacher/advisor helps chapter members plan (through ENCOUNTER and IMPACT processes) activities which contribute to home economics instructional program.	5.187	4.964	1.30	0.195

*Significant at the .05 level. [a]N = 50. [b]N = 139.

Table 11. Essential Criterion Statements for Evaluating ADVISORY COMMITTEES as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. The teacher has organized a formal advisory committee to assist in improving and expanding the home economics program.	5.360	5.260	0.51	0.614
2. The advisory committee for the consumer and homemaking program is composed of:				
(a) a student	4.659	3.984	2.06	0.041*
(b) parent(s)	5.469	5.496	-0.14	0.887
(c) administrator	5.183	5.152	0.13	0.897
(d) community members with consumer and homemaking interests	5.540	5.562	-0.12	0.901
3. The advisory committee has met at least twice within the last year.	5.100	4.115	3.89	0.000*
4. There is evidence of a planned agenda for each meeting of the advisory committee.	5.180	4.514	2.90	0.004*
5. Minutes of the advisory committee's meetings are recorded and kept on file by the teacher.	4.980	4.311	2.63	0.010*
6. There is evidence that the advisory committee:				
(a) makes recommendations and suggestions to school authorities empowered to act upon advice	5.000	4.452	2.46	0.015*
(b) assists in the development of the home economics program	4.940	4.503	1.91	0.059

Table 11 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
(c) helps evaluate the home economics program	4.980	4.445	2.29	0.024*
(d) assists in interpreting the homemaking program to the community	5.060	4.604	2.01	0.047*
7. Advisory committee membership appointments are staggered so that continuity is maintained.	5.000	4.811	0.86	0.393
8. The advisory committee members have visited the program during the school day.	4.937	4.115	3.39	0.001*
9. A close liaison exists between the advisory committee and the:				
(a) vocational director	4.980	4.148	3.47	0.001*
(b) homemaking teacher	5.320	4.826	2.28	0.025*

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

this statement was 3.984. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for the following criterion statements:

2. The advisory committee for the consumer and homemaking program is composed of:
   (a) a student

3. The advisory committee has met at least twice within the last year.

4. There is evidence of a planned agenda for each meeting of the advisory committee.

5. Minutes of the advisory committee's meetings are recorded and kept on file by the teacher.

6. There is evidence that the advisory committee:
   (a) makes recommendations and suggestions to school authorities empowered to act upon advice
   (c) helps evaluate the home economics program
   (d) assists in interpreting the homemaking program to the community

8. The advisory committee members have visited the program during the school day.

9. A close liaison exists between the advisory committee and the:
   (a) vocational director
   (b) homemaking teacher

The group means indicate that the local vocational directors perceived the importance of all of these statements higher than the consumer and homemaking teachers.

Table 12 includes the five criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category XII, PUBLIC RELATIONS. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of

Table 12. Essential Criterion Statements for Evaluating PUBLIC RELATIONS as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. A favorable image of home economics is created through information dissemination on a regular basis through the media.	5.060	5.172	-0.63	0.528
2. Well-planned activities provide program visibility to administrators, students, teachers, parents, and community.	5.280	5.330	-0.35	0.724
3. The teacher enriches the curriculum with guest speakers and related resources.	5.420	5.683	-2.20	0.029*
4. The teacher becomes familiar with the community through:				
(a) personal contacts	5.400	5.561	-1.21	0.228
(b) community involvement	5.380	5.518	-0.97	0.336
5. The teacher involves parents in the program.	5.180	5.280	-0.60	0.552

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for criterion statement 3: "The teacher enriches the curriculum with guest speakers and related resources." The group means indicate that the consumer and homemaking teachers perceived the importance of this statement higher than the local vocational directors.

Table 13 includes the seven criterion statements and their subparts perceived by the panel of experts as "Essential" for evaluating Category XIII, EVALUATION. Both the local vocational directors and the consumer and homemaking teachers perceived all the criterion statements in this category above the established 4.000 level indicating agreement with the panel of experts. The independent t test revealed that there was a significant difference at the .05 level between the means for the reference groups for criterion statement 3d: "There is evidence that the following are involved in evaluating the homemaking program: (d) students." The group means indicate that the consumer and homemaking teachers perceived the importance of this statement higher than the local vocational directors.

Table 14 includes the Cronbach alpha coefficients for the reference groups in the Harrison and Buero studies in regard to the 13 categories of criterion statements for evaluating consumer and homemaking programs. The Cronbach alpha procedure revealed reliability coefficients ranging from .832 to .974 based on the perceptions of local vocational directors and consumer and homemaking

Table 13. Essential Criterion Statements for Evaluating EVALUATION as Perceived by Panel of Experts and Level of Agreement by Local Vocational Directors (LVD) and Consumer and Homemaking Teachers (CHT)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
1. Evidence of program strengths and weaknesses are used to make current and long range plans for program development.	5.260	5.394	-0.94	0.349
2. The evaluating process is utilized to modify and improve the home economics program.	5.265	5.514	-1.85	0.067
3. There is evidence that the following are involved in evaluating the homemaking program:				
(a) state staff	5.420	5.244	1.16	0.248
(b) local administrators	5.480	5.266	1.50	0.137
(c) home economics teachers	5.440	5.611	-1.27	0.206
(d) students	4.940	5.381	-2.66	0.009*
(e) parents	4.820	4.913	-0.46	0.649
(f) community members	4.840	4.733	0.46	0.644
4. Evidence of teacher self-evaluation is utilized in the program.	5.244	5.500	-1.86	0.064
5. Qualified personnel and committees are designated for the purpose of evaluation of the program.	5.224	4.956	1.47	0.144
6. Evaluation is conducted on a continuing basis to provide courses relevant to student needs.	5.060	5.366	-1.87	0.063

Table 13 (Continued)

Criterion Statements	LVD[a] Means	CHT[b] Means	t Value	t Probability
7. The program has evidence of student evaluation based on objectives.	5.166	5.179	-0.07	0.942

*Significant at the .05 level.

[a]N = 50.

[b]N = 139.

Table 14. Cronbach Alpha Coefficients for Categories of Criterion Statements for Evaluating Consumer and Homemaking Programs Used in the Harrison and Buero Studies

Category	Reliability Coefficients	
	Harrison Study[a]	Buero Study[b]
I. PROGRAM ORGANIZATION AND PLANNING	0.846	0.842
II. CURRICULUM	0.976	0.974
III. ADMINISTRATION AND SUPERVISION	0.925	0.893
IV. FACILITIES AND EQUIPMENT	0.982	0.957
V. FINANCIAL RESOURCES	0.947	0.887
VI. INSTRUCTIONAL STAFF	0.938	0.890
VII. INSTRUCTIONAL PROCESS	0.951	0.909
VIII. MANAGEMENT AND HOUSEKEEPING	0.946	0.864
IX. STUDENTS	0.915	0.832
X. FUTURE HOMEMAKERS OF AMERICA	0.961	0.842
XI. ADVISORY COMMITTEES	0.971	0.947
XII. PUBLIC RELATIONS	0.940	0.907
XIII. EVALUATION	0.959	0.925

[a]Based on perceptions of selected home economics teacher educators, state directors of secondary vocational programs, and state supervisors of home economics.

[b]Based on perceptions of local vocational directors and consumer and homemaking teachers in Tennessee.

teachers in Tennessee in regard to the criterion statements within each of the 13 categories on the survey instrument. Based on the perceptions of selected home economics teacher educators, state directors of secondary vocational programs, and state supervisors of home economics in the Harrison study, the Cronbach alpha procedure revealed reliability coefficients ranging from .846 to .982 in regard to their responses to the criterion statements within each of the 13 categories. The reliability coefficients of the criterion statements in each category of both the Harrison and Buero studies indicated a high internal consistency for items within each category on the survey instrument.

The alpha coefficients in the Harrison study were slightly higher for each category than in the Buero study. The degree of variability in the alpha coefficients may be attributed to the differences in the reference groups used in the two studies. The home economics teacher educators, state directors of secondary vocational programs, and state supervisors of home economics used in the Harrison study may be more homogeneous than the local vocational directors and consumer and homemaking teachers used in the Buero study.

Chapter V includes the findings, conclusions, and recommendations made as a result of the study.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of the study was a lack of established criteria to ascertain quality consumer and homemaking programs in the state of Tennessee. A further dimension of the problem is the lack of studies which explore what persons involved with consumer and homemaking programs perceive as indicators of quality programs. The purpose of the study was to identify, validate, and verify basic criteria for the evaluation of consumer and homemaking programs through the literature and a panel of experts in home economics education. A second purpose was to determine whether the local vocational directors and consumer and homemaking teachers in secondary vocational programs in Tennessee were in agreement with the panel of experts in regard to the validated criteria. A third purpose was to determine how the two reference groups differ in their perceptions of the validated criteria. The solution of the problem required answers to the following questions:

(1) What criteria for evaluating consumer and homemaking programs are agreed upon by a panel of experts who represent this area of education?

(2) How do local vocational directors perceive the criteria provided by the panel of experts for evaluating consumer and homemaking programs?

(3) How do consumer and homemaking teachers in secondary

vocational programs perceive the criteria provided by the panel of experts for evaluating consumer and homemaking programs?

(4) How do local vocational directors and homemaking teachers in vocational programs differ in their perceptions of the validated criteria for evaluating consumer and homemaking programs at the secondary level?

I. FINDINGS

The findings for this study are presented as follows:

(1) From the initial listing of 181 criterion statements and their subparts elicited from the literature and organized into 13 categories, the panel of experts rated 147 criterion statements and their subparts "Essential" for evaluating secondary consumer and homemaking programs. The 13 categories are as follows: PROGRAM ORGANIZATION AND PLANNING, CURRICULUM, ADMINISTRATION AND SUPERVISION, FACILITIES AND EQUIPMENT, FINANCIAL RESOURCES, INSTRUCTIONAL STAFF, INSTRUCTIONAL PROCESS, MANAGEMENT AND HOUSEKEEPING, STUDENTS, FUTURE HOMEMAKERS OF AMERICA, ADVISORY COMMITTEES, PUBLIC RELATIONS, and EVALUATION. The criterion statements are listed by category in Appendix G and in the tables presented in Chapter IV.

(2) The local vocational directors in Tennessee agreed with the panel of experts that all the criterion statements were important for evaluating consumer and homemaking programs as indicated by a group mean above the established 4.000 level on all criterion statements.

(3) The consumer and homemaking teachers in Tennessee agreed with the panel of experts that all but three of the criterion statements were important for evaluating consumer and homemaking programs as indicated by a group mean above the established 4.000 level on all criterion statements. The criterion statements which were rated below the 4.000 level are as follows:

Category IV, FACILITIES AND EQUIPMENT, Statement 12a	Mean
To supplement instruction for students with special needs, the following are available: (a) appropriate specialized facilities	3.956
Category IX, STUDENTS, Statement 7	
An individual educational plan is on file for each handicapped student.	3.924
Category XI, ADVISORY COMMITTEES, Statement 2a	
The advisory committee for the consumer and homemaking program is composed of: (a) a student	3.984

(4) The independent t test revealed that the local vocational directors and consumer and homemaking teachers in Tennessee were significantly different in their perceptions of the importance of 26 criterion statements and 21 subparts of 10 criterion statements. The local vocational directors perceived 17 of these criterion statements and 14 subparts of seven criterion statements higher than the consumer and homemaking teachers. Conversely, the consumer and homemaking teachers perceived nine criterion statements and seven subparts of three criterion statements higher than the local vocational directors.

II. CONCLUSIONS

Based on the findings of this study, the following conclusions are made:

(1) The 147 criterion statements and their subparts validated by the panel of experts in the Harrison and Buero studies are indicators of quality homemaking programs and can be used for evaluating consumer and homemaking programs at the secondary level.

(2) There is a high degree of congruence between the local vocational directors in Tennessee and the panel of experts in regard to the usefulness of the validated criteria for evaluating consumer and homemaking programs.

(3) There is a high degree of congruence between the consumer and homemaking teachers in Tennessee and the panel of experts in regard to the usefulness of the validated criteria for evaluating consumer and homemaking programs.

(4) There is a minor difference in the perceptions of the local vocational directors and the consumer and homemaking teachers in regard to the usefulness of the validated criteria for evaluating consumer and homemaking programs at the local level. However, the data indicates that there is a lack of communication between the local vocational directors and the consumer and homemaking teachers in Tennessee in regard to the criteria for evaluating secondary consumer and homemaking programs.

(5) The results of the study indicate that the reference groups overwhelmingly agree that the 147 criterion statements and

their subparts are appropriate for evaluating secondary consumer and homemaking programs in the state of Tennessee.

III. RECOMMENDATIONS

(1) The 147 criterion statements and their subparts validated in the Harrison and Buero studies should be used for the development of an evaluation process pertaining to secondary consumer and homemaking programs.

(2) The 147 validated criterion statements and their subparts should be used as minimum standards for upgrading or developing quality consumer and homemaking programs at the secondary level.

(3) The 147 validated criterion statements and their subparts should be used as guidelines for planning curricular activities in higher education for the pre-service and inservice training of vocational directors and consumer and homemaking teachers.

(4) The 147 criterion statements and their subparts validated by the panel of experts could be useful to other states in evaluating consumer and homemaking programs at the secondary level.

(5) The 147 criterion statements and their subparts validated in the Harrison and Buero studies should be studied using a larger national population to determine which categories and criterion statements within each category are the most important indicators of quality consumer and homemaking programs at the secondary level.

IV. DISCUSSION OF RESULTS

Continued funding of vocational consumer and homemaking programs will be dependent upon providing quality programs. The criteria validated in the Harrison and Buero studies provide the input necessary for identifying quality programs in consumer and homemaking education at the secondary level. The criteria could be utilized in conjunction with the national evaluation of federally funded consumer and homemaking programs presently being conducted by the National Institute of Education (NIE).

State department personnel should assume the responsibility for disseminating the information in regard to the criteria for quality programs to the local level. Workshops, inservice training programs, and state vocational conferences can be the means for familiarizing supervisors, local directors, and home economics teachers with the criteria and for assisting the local personnel in implementing the standards.

Home economics teacher educators and state department personnel should collaborate to assure that preservice and inservice education include the development of competencies in conducting quality programs at the local level. The categories of criterion statements in the Harrison and Buero studies could be incorporated into existing teacher training courses in order to assure that homemaking teachers develop the competencies that will enable them to conduct quality programs.

The results of the study indicated that the local vocational directors in Tennessee agreed with the panel of experts that all the criteria and their subparts were important in evaluating consumer and homemaking programs at the secondary level as indicated by a group mean above the established 4.000 level on all criterion statements and their subparts. The consumer and homemaking teachers agreed with the panel of experts that all but three of the criterion statements and/or subparts were important in evaluating consumer and homemaking programs at the secondary level as indicated by a group mean above the established 4.000 level on all criterion statements and their subparts. However, on the items in which the group means were found to be significantly different, the group means for the local vocational directors were generally higher than the consumer and homemaking teachers on all criterion statements with the exception of Category II, CURRICULUM, in which the group means for the consumer and homemaking teachers were higher than the local vocational directors.

Two of the three criterion statements which were rated below the established 4.000 level by the consumer and homemaking teachers were related to working with the handicapped students. The criterion statements are as follows: "To supplement instruction for students with special needs, the following are available: (a) appropriate specialized facilities" and "An individual educational plan is on file for each handicapped student." The group means on these criterion statements may be indicative of a special need to provide consumer and homemaking teachers

with training that will enable them to be more confident and skillful in working with the special needs of handicapped students.

The differences in the group means indicate that there is a lack of communication between the reference groups at the local level. Therefore, the criterion statements and/or subparts of criterion statements on which the reference groups differ significantly should be given special emphasis in workshops and inservice training programs for local vocational directors and consumer and homemaking teachers at the local level. Opportunity should be provided for both groups to interact in order to utilize the expertise of the local vocational directors and the home economics teachers in developing quality consumer and homemaking programs at the local level.

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APPENDICES

APPENDIX A

LETTER TO STATE SUPERVISORS OF HOME ECONOMICS

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

August 25, 1977

A project to survey the state of the art in evaluation of consumer and homemaking programs at the secondary level is being conducted at The University of Tennessee. An assessment will be made to determine the relevance of selected criteria utilized in evaluating consumer and homemaking programs.

We would appreciate any information you may share with regard to the evaluation of consumer and homemaking programs in your state. State evaluation forms, self-evaluation forms, or any other techniques utilized in your state will be most beneficial to our project.

We look forward to hearing from you at your earliest convenience.

Sincerely,

John J. Stallard
Associate Professor

JJS/bc

APPENDIX B

INITIAL QUESTIONNAIRE OF 181 CRITERION STATEMENTS WITH PROBE THREE RESPONSES

QUESTIONNAIRE I

(INCLUDING RESPONSES TO FINAL DELPHI PROBE)

Panel Member_____ Date_____

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
I. PROGRAM ORGANIZATION AND PLANNING			
1. A written philosophy serves as a frame of reference for program planning.	10		
2. The home economics philosophy conforms with the general philosophy and objectives of the school and is an integral part of the total school curriculum.	9	1	
3. Each consumer and homemaking teacher has a written personal philosophy		10	
4. The program is designed to strengthen family living and human relations based upon an assessment of social and cultural conditions and needs of the community.	10		
5. The program is designed to help youth and adults in developing a better understanding of the individual's role as a consumer by improving consumer competencies.	10		
6. The program is designed to develop managerial ability and homemaking skills necessary for the dual role of homemaker and wage earner.	10		
7. In the school system, there is close coordination and cooperation between the homemaking program and the academic staff, guidance staff, and community.	10		
8. All aspects of the program are free of sex bias and stereotyping.	10		
9. There is evidence of effort to recruit males into the homemaking program.	10		
10. Students desiring specialized occupational skills have access to advanced courses in such areas as food, clothing, and child care.		10	
11. There is a planned program which is followed for the periodic revision of the course to allow for community, socio-economic, mechanical, and technical changes.		10	

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
OTHER POINTS TO CONSIDER:			
II. CURRICULUM			
A. Scope and Sequence			
1. The home economics curriculum is based upon a state curriculum guide.	4	5	1
2. A scope and sequence has been developed at the local level for home economics courses in grades 7 through 12 as identified in state guidelines.	9		1
3. Time allocations for units of instruction are based upon an analysis of the task of the homemaker.	1	9	
4. Courses are developed using an analysis of: (a) student needs and interests	10		
(b) community needs and interests	10		
*5. The home economics curriculum is coordinated with the curriculum of the feeder schools.			
6. The home economics curriculum of the high schools within the local system is coordinated with that of other high schools in the region.		10	
7. Introductory and advanced courses in the program are closely articulated.	10		
8. There is a plan for expansion of home economics programs as the student enrollment and community needs demand it.	7	3	
9. The curriculum provides for individual differences among students.	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
OTHER POINTS TO CONSIDER:			
B. Goals and Objectives			
1. The curriculum provides for: (a) flexibility	10		
(b) innovation	10		
2. Parental desires are considered in formulating policies and procedures for the guidance of the student.	8	1	1
3. Parental concerns are considered in the development of program goals and objectives.	10		
*4. Written objectives of the home economics program are on file in the home economics department and administrative office.			
*5. The objectives of the program are revised at least every three years.			
6. The objectives focus on the shared needs and interests of male and female students as homemakers.	10		
7. An outline of each course is on file.	9	1	
8. Curriculum offerings are based on: (a) interest and potential of students	10		
*(b) employment opportunities			
(c) evidence of needs as determined by advisory groups, surveys, and statistics.	10		
9. The objectives are realistic and obtainable within the school system and the community.	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Goals and Objectives, continued			
10. The objectives of the program provide for individual differences among students.	10		
11. The objectives give direction to:			
(a) program evaluation	10		
(b) student evaluation	10		
OTHER POINTS TO CONSIDER:			
C. Content			
1. Sex bias implications are eliminated in course titles and descriptions.	10		
2. The curricular experiences in comprehensive courses emphasize daily life problems related to the major areas of home and family living through units in the following areas:			
(a) housing and home management	10		
(b) consumer education and resource management	10		
(c) child development and guidance	10		
(d) family living and parenthood education	10		
(e) foods and nutrition	10		
(f) textiles and clothing	9	1	
3. Instruction in human relationships and citizenship is a part of the curriculum.	9	1	
4. The FHA method of developing leadership and expanding classroom experience is promoted in all classes.	4	6	

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Content, continued			
5. The curriculum provides for portrayal of a variety of cultural groups in positive and non-stereotyped ways.	10		
6. The following concepts are integrated into each area of instruction:			
(a) management of time and resources	10		
(b) career education		10	
(c) consumer education	10		
7. Extended learning experiences or projects are included to provide for effective carryover of instruction beyond the classroom.	2	8	
8. Each student has a planned home experience project during each semester.		8	2
9. There is evidence that the following are incorporated into the content of the program:			
(a) creativity	9		1
(b) flexibility	10		
(c) respect for human values	10		
10. There is evidence that the curriculum is planned in cooperation with the students.	2	8	
11. The program content has been revised within the past three years to reflect the changes created by society.	9		1
12. The program includes instruction in:			
(a) sex education	9	1	
(b) parenting	10		
(c) energy conservation	10		
13. Home economics courses offer experiences and activities which contribute to the employability of youth and adults.	8	1	1

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Content, continued			
14. The program includes opportunity for students and teachers to be involved in working with outreach programs in the community (i.e., elderly, homebound, and disadvantaged).	1	9	
15. The curriculum is sufficiently flexible so that individualized instruction is available to students.	10		
16. Instruction is provided in safety practices in the use of facilities and equipment.	10		
OTHER POINTS TO CONSIDER:			
D. Program Outcomes			
1. Program outcomes reflect the student's ability to be self-directing.	8	2	
2. The program contributes to the employability of youth and adults in the dual role of homemaker and wage earner.	9		1
3. There is evidence that students develop skills, attitudes, and values in the program for working cooperatively with family members and employers.	10		
OTHER POINTS TO CONSIDER:			

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
III. ADMINISTRATION AND SUPERVISION			
1. Administrative personnel utilize program advisory committees in program evaluation and improvement.	10		
2. Administrative personnel work with the vocational teacher in development of the total program.	10		
3. Administrative personnel encourage and support inservice training for teachers.	10		
4. Faculty meetings are attended regularly by the home economics staff.	10		
5. Teaching assignments are based on qualifications, experiences, and interests of the teachers.	10		
6. The home economics staff is considered in discussions related to general operational procedures of the department.	10		
7. The lines of authority, communication, and responsibility are defined and utilized.	10		
8. Extended contracts are provided for home economics teachers.	1	9	
9. A home economics educator coordinates the total district program.	10		
10. Supervisory classroom visitations with follow-up conferences are scheduled.	8	2	
11. Supervision is adequate to assist teachers and students to progress jointly toward relevant goals.	10		
12. The teachers' lesson plans, materials, and performance are observed regularly by supervisory personnel to validate a quality instructional program.	10		
13. Teachers demonstrate responsiveness to supervision by implementing recommended modifications to improve programs.	10		
14. A department chairperson coordinates activities of the department.	9	1	

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
OTHER POINTS TO CONSIDER:			
IV. FACILITIES AND EQUIPMENT			
1. Space and equipment are adequate to carry out a comprehensive homemaking program:			
(a) equipment and space to conduct a play school in child development	5	5	
(b) space for a home nursing unit		7	3
*(c) grooming laboratory and fitting area			
(d) demonstration table with overhead mirror	4	4	2
(e) one sewing machine for each 2-3 students in the largest class	6	3	1
(f) table space for each student close to the sewing machines	5	3	2
(g) equipment for clothing construction is arranged for convenience, safety, and efficiency	9	1	
(h) closet space and storage drawers for students	9	1	
(i) laundry area with storage space and folding area	5	5	
(j) one unit kitchen with adequate small equipment for preparation and serving of meals for each 4 students in the largest class	2	8	
(k) family living area with furniture and accessories		7	3
(l) dining area with furniture and accessories		8	2
(m) bathroom facilities for students		8	2
(n) conference area	10		
2. Facilities and furnishings in the department are selected and arranged:			
(a) to illustrate a variety of choices within a range of costs and family situations	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Facilities and Equipment, continued			
(b) to illustrate a variety of energy sources	9	1	
(c) to provide maximum convenience and safety to students	10		
(d) to accommodate both male and female students	10		
3. A stimulating learning environment is provided through facilities that are:			
(a) attractive	10		
(b) clean	10		
(c) organized	10		
4. Designated classroom space is available for large group instruction.	9	1	
5. Adequate display space is provided for student projects in:			
(a) the department		10	
(b) the school	1	9	
6. The home economics department is conveniently located for ease of use by those served and for deliveries.	5	5	
7. Equipment is provided to promote maximum learning in all areas of instruction.	10		
8. The following provisions in the department are satisfactory:			
(a) electrical outlets	10		
(b) lighting	10		
(c) heating	10		
(d) ventilation	10		
(e) accoustical factors	10		
9. Materials and supplies are stored in a systematic way.	8	2	
10. Sufficient storage is provided for:			
(a) equipment	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Facilities and Equipment, continued			
(b) teaching supplies	10		
(c) instructional materials and aids	10		
11. Storage allows for easy accessibility by both the teacher and the students.	10		
12. The equipment and furnishings in the department are arranged to provide for flexibility and efficiency of working conditions for pupils and teacher.	10		
13. The appearance and arrangement of the department enhances the image of home economics.	9	1	
14. To supplement instruction for students with special needs, the following are available:			
(a) appropriate specialized facilities	9	1	
(b) appropriate movable equipment	9	1	
(c) appropriate instructional materials	10		
15. The home economics department reflects current developments in types of equipment and furnishings for promoting maximum learning in all areas of instruction by providing:			
(a) a variety of up-to-date equipment	7	3	
(b) equipment that is in good working order	10		
(c) equipment and furnishings which approximate those used in the home	8	2	
16. Major equipment has been purchased within the last five years.	8	2	
17. Current and long range plans are on file in the department for:			
(a) maintenance of equipment	8	2	
(b) replacement of equipment	8	2	
(c) use of space	1	9	

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Facilities and Equipment, continued			
18. Fire extinguishers are:			
(a) located in the department	10		
(b) inspected as required	10		
(c) usable by students and teachers	10		
19. First aid supplies are conveniently located in the department.	10		
OTHER POINTS TO CONSIDER:			
V. FINANCIAL RESOURCES			
1. A formal budget for the homemaking department has been established in compliance with state program standards.	10		
2. Funds allotted for the home economics program are used with maximum efficiency to meet instructional needs.	10		
*3. Financial resources are adequate to provide experimental activities in all areas.			
4. The budget indicates a 3-5 year projection.	8	1	1
5. Adequate reimbursement is available for homemaking teachers to attend professional meetings.	10		
6. Each teacher has money available for:			
(a) consumable supplies adequate for the course or grade level taught	10		
(b) the replacement of out-of-date equipment and materials	10		
(c) immediate repairs of equipment	9	1	
(d) purchase of new equipment	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
OTHER POINTS TO CONSIDER:			
VI. INSTRUCTIONAL STAFF			
A. Personal Qualities			
1. The teacher holds a bachelor's degree in home economics education and a valid vocational homemaking education certificate.	10		
2. Teachers are knowledgeable and have all available materials about the scope of the total district and state home economics education program.	10		
3. The teacher has the leadership qualities to be an effective teacher.	10		
4. The home economics teacher is skilled in the organization of subject matter and the teaching-learning process.	10		
5. The teacher utilizes daily lesson plans developed from the objectives.	9	1	
6. The homemaking teacher has an instructional plan based on state and local curriculum guides.	8	2	
7. The teacher has knowledge and understanding of differences among families and in homes of varying social, economic, and cultural backgrounds and applies these directly in planning and carrying out her instructional program.	10		
8. The teacher demonstrates sensitivity to student needs and the ability to adapt materials and methods to stimulate individual students to learn and achieve.	10		
9. The teacher's organizational ability is demonstrated by effective classroom management.	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Personal Qualities, continued			
10. The teacher works with the students in such a way that they reflect a respect for her as a person and an interest in homemaking activities.	10		
OTHER POINTS TO CONSIDER:			
B. Professional Growth and Development			
1. Meetings of the total school district home economics staff are scheduled regularly and utilized for program improvement.	10		
2. School policy allows teachers to attend professional meetings.	10		
3. The teacher participates in available inservice and training programs to up-grade knowledge and skills.	10		
4. The teacher continuously reviews professional materials.	10		
5. The teacher has actively pursued graduate work beyond minimum requirements of keeping the teaching certificate renewed.	2	8	
6. The teacher demonstrates professionalism by being an active member of:			
(a) American Home Economics Association	10		
(b) American Vocational Association	8	2	
(c) State home economics association	10		
(d) State vocational association	8	2	
(e) Local professional and educational groups	9	1	
7. The teacher's schedule provides at least one period for planning.	10		
8. Research or exemplary projects are conducted by the home economics staff.		10	

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
OTHER POINTS TO CONSIDER:			
VII. INSTRUCTIONAL PROCESS			
A. Instructional Methods			
1. The instructional situation replicates the occupations of the home.	9	1	
2. A variety of teaching methods and instructional activities are used daily.	10		
3. Instructional procedures show that the teacher uses ingenuity and initiative in the development and use of methods, teaching aids, and techniques.	10		
4. Learning experiences conform to the maturity level of the students.	10		
5. Learning experiences are planned for varying abilities of the students.	10		
6. Learning experiences are selected in relation to behavioral outcomes desired.	10		
*7. Instruction is individualized by using learning packages to meet specific needs and interests of students.			
8. The instructional procedures provide opportunities for individual and group participation in discussion and other activities.	10		
OTHER POINTS TO CONSIDER:			

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
B. Instructional Materials and Supplies			
1. A sufficient quantity of materials and supplies for the teaching of consumer and homemaking are available to meet the educational needs of the students.	10		
2. Audio-visual equipment is located within the classroom.	2	8	
3. Chalkboards and bulletin boards are easily accessible within the classroom.	10		
4. Instructional materials are readily accessible to the students and the instructor.	10		
5. A sufficient quantity of up-to-date textbooks and reference materials in each of the major areas of home economics is available.	10		
6. Films and filmstrips are available for all areas of the program.	2	8	
7. A variety of current magazines is available as instructional aids.	2	8	
OTHER POINTS TO CONSIDER:			
VIII. MANAGEMENT AND HOUSEKEEPING			
1. The following managerial records are available:			
(a) itemized budget	9	1	
(b) record of expenditures	9	1	
(c) inventory of equipment and materials	8	2	
(d) proposed budget for the next school year	8	2	
(e) inventory of instructional media	9	1	
(f) current and long range plans for the purchase of teaching aids and supplies	10		
(g) financial report for F.H.A.	9	1	
2. A file is maintained for each student in the program.	3	7	1

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Management and Housekeeping, continued			
3. Departmental files are up-to-date and in order.	6	4	
4. Supplies and equipment in the laboratory are conveniently organized to provide an example of good housekeeping.	8	2	
5. Adequate provisions are made for care and maintenance of facilities by the custodial staff.	10		
6. Students assume managerial responsibility for housekeeping chores in the department.	10		
7. The department reflects an attractive, homelike atmosphere in which students show pride and which reflects desirable home living standards.	8	1	1
OTHER POINTS TO CONSIDER:			
IX. STUDENTS			
1. A system of recruitment exists through exploration programs and visits to elementary and junior high schools by counselors, students, and teachers.	9	1	
2. Students are tested on aptitude, interests and ability prior to entering the program.		9	1
3. The teacher has input into the selection of students enrolled in the program.		7	3
*4. Males and females are included in all classes.			
5. The teacher obtains and files students' occupational objectives.		9	1
6. Information is maintained on the occupational status and residence of former students.	1	8	1

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Students, continued			
7. Students enrolled in the vocational homemaking program have as their objective preparation for the occupation of homemaking.	2	7	1
8. The teacher interviews students prior to entering the program.		7	3
9. Students are made aware of occupational opportunities in home economics	10		
10. Disadvantaged and handicapped students within the program are identified, and offerings are provided that will help them to become useful citizens in the community.	10		
11. Handicapped students are mainstreamed when it is mutually beneficial to students in a class.	10		
12. Facilities and supplies are adequate for disadvantaged and handicapped students.	10		
13. An individual educational plan is on file for each handicapped student.	8	2	
14. Day care services are provided for children of vocational students.		10	
*15. Vocational guidance is provided for all students.			
OTHER POINTS TO CONSIDER:			
X. FUTURE HOMEMAKERS OF AMERICA			
1. The home economics teacher sponsors a FHA chapter.	8	2	
2. The local chapter is affiliated with the state and national organization.	9	1	
3. The chapter members are active participants in:			
(a) local activities	10		
(b) district activities	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Future Homemakers of America, continued			
(c) state activities	4	6	
(d) national activities		9	1
4. Members have utilized IMPACT procedures in planning student centered activities.	5	5	
5. Members have utilized ENCOUNTER in planning personal growth activities.	1	9	
6. FHA chapter experiences are included in the home economics program at all levels.	9		1
7. Chapter meetings are held regularly during class time with students conducting the proceedings.	7	2	1
8. The chapter has a program of work which contributes to the home economics instructional program.	9	1	
9. Student committees are formed and make contributions to the improvement of the student organization, school, and community.	10		
10. Opportunity for all members to serve on committees is provided.	7	3	
11. The teacher strives to acquire 100 percent membership in the FHA chapter.	2	5	3
12. The chapter has male and female members.	9	1	
OTHER POINTS TO CONSIDER:			
XI. ADVISORY COMMITTEES			
1. The teacher has organized a formal advisory committee to assist in improving and expanding the home economics program.	10		
2. The advisory committee for the consumer and homemaking program is composed of: (a) a student	10		

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Advisory Committees, continued			
(b) parent(s)	10		
(c) administrator	9	1	
(d) community members with consumer and homemaking interests	10		
3. The advisory committee has met at least twice within the last year.	10		
4. There is evidence of a planned agenda for each meeting of the advisory committee.	10		
5. Minutes of the advisory committee's meetings are recorded and kept on file by the teacher.	10		
6. A program of work for the year is developed and used by the advisory committee.	1	9	
7. There is evidence that the advisory committee:			
(a) makes recommendations and suggestions to school authorities empowered to act upon advice	10		
(b) assists in the development of the home economics program	10		
(c) helps evaluate the home economics program	9	1	
(d) assists in interpreting the homemaking program to the community	10		
(e) recommends facility improvement for the program	1	9	
(f) makes recommendations for the purchase of instructional equipment and supplies		10	
8. Advisory committee membership appointments are staggered so that continuity is maintained.	10		
9. The advisory committee members have visited the program during the school day.	10		
10. A close liaison exists between the advisory committee and the:			
(a) superintendent	3	7	
(b) vocational director	10		
(c) principal	5	5	

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
Advisory Committees, continued			
(d) guidance counselor	3	7	
(e) homemaking teacher	10		
OTHER POINTS TO CONSIDER:			
XII. PUBLIC RELATIONS			
1. A favorable image of home economics is created through information dissemination on a regular basis through the media.	10		
2. Well-planned activities provide program visibility to administrators, students, teachers, parents, and community.	10		
3. Classes visit businesses and industries to explore home economics related occupations.	5	5	
4. The teacher enriches the curriculum with guest speakers and related resources.	10		
5. The teacher becomes familiar with the community through:			
(a) home visits	1	9	
(b) personal contacts	10		
(c) community involvement	10		
(d) visits to business and industry	6	4	
6. The teacher involves parents in the program.	10		
OTHER POINTS TO CONSIDER:			

PROPOSED CRITERIA	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	UNIMPORTANT
XIII. EVALUATION			
1. Evidence of program strengths and weaknesses are used to make current and long range plans for program development.	10		
2. The evaluating process is utilized to modify and improve the home economics program.	10		
3. There is evidence that the following are involved in evaluating the homemaking program:			
(a) state staff	10		
(b) local administrators	10		
(c) home economics teachers	10		
(d) students	10		
(e) parents	9	1	
(f) community members	9	1	
4. Evidence of teacher self-evaluation is utilized in the program.	10		
5. Qualified personnel and committees are designated for the purpose of evaluation of the program.	10		
6. Evaluation is made of student programs and placement according to the goals and objectives of the school.	5	5	
7. Evaluation is conducted on a continuing basis to provide courses relevant to student needs.	10		
8. The program has evidence of student evaluation based on objectives.	10		
9. Follow-up of students is conducted as an element of program evaluation.	3	7	
OTHER POINTS TO CONSIDER:			

*Revised as shown in Appendix C.

APPENDIX C

ADDITIONS, REVISIONS, AND DELETIONS TO THE INITIAL QUESTIONNAIRE SUGGESTED BY PANEL MEMBERS

ADDITIONAL CRITERION STATEMENTS

Additional criterion statements were suggested by panel members as "Other Points To Consider." The statements rated "Essential" by 80 percent of the panel members on the final Delphi probe and included on the survey instrument are as follows:

VI. INSTRUCTIONAL STAFF

A. Personal Qualities

The staff members in the department are able to work together productively, cooperatively, and professionally.

VII. INSTRUCTIONAL PROCESS

B. Instructional Materials and Supplies

Multi-media materials are available for all program areas.

X. FUTURE HOMEMAKERS OF AMERICA

The teacher/advisor helps chapter members plan (through ENCOUNTER and IMPACT processes) activities which contribute to the home economics instructional program.

REVISED CRITERION STATEMENTS

Revised criterion statements from the initial questionnaire as suggested by panel members which were then rated "Essential" by 80 percent of the panel members on the final Delphi probe and included on the survey instrument are as follows:

Original Criteria	Revised Criteria
II. CURRICULUM	
A. Scope and Sequence	
5. The home economics curriculum is coordinated with the curriculum of the feeder schools.	The curriculum of the feeder schools is coordinated with that of the high school.
B. Goals and Objectives	
4. Written objectives of the home economics program are on file in the home economics department and administrative office.	Written objectives are used to design programs and are on file in the home economics department and administrative office.
5. The objectives of the program are revised at least every three years.	The objectives of the program are reviewed annually and changed when needed.
V. FINANCIAL RESOURCES	
3. Financial resources are adequate to provide experimental activities in all areas.	Financial resources are adequate to provide experimental activities in selected areas.

Revised criterion statements, continued

Original Criteria	Revised Criteria
VII. INSTRUCTIONAL PROCESS	
A. Instructional Methods	
7. Instruction is individualized by using learning packages to meet specific needs and interests of students.	Instruction is individualized using various methods to meet specific needs and interests of students.
IX. STUDENTS	
4. Males and females are included in all classes.	All classes are open to both sexes.
15. Vocational guidance is provided for all students.	Vocational guidance is provided for all students by a qualified counselor.

DELETED CRITERION STATEMENTS

Criterion statements not receiving an 80 percent consensus rating as "Essential" were not included on the survey instrument. Deleted criterion statements and selected reasons given by panel members are as follows:

Deleted Criteria	Selected Reasons
I. PROGRAM ORGANIZATION AND PLANNING	
3. Each consumer and homemaking teacher has a written personal philosophy.	
10. Students desiring specialized occupational skills have access to advanced courses in such areas as food, clothing, and child care.	"Realm of occupational rather than consumer and homemaking."
II. CURRICULUM	
A. Scope and Sequence	
1. The home economics curriculum is based upon a state curriculum guide.	"State guide may not be most important base." "State curriculum too inflexible." "State guidelines used for evaluation--so plan that way!"
3. Time allocations for units of instruction are based upon an analysis of the task of the homemaker.	"Some skills require longer to learn." "Basis for competency-based education." "That is what home economics is about."
6. The home economics curriculum of the high schools within the local system is coordinated with that of other high schools in the region.	"Region is a vague term."

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
8. There is a plan for expansion of home economics programs as the student enrollment and community needs demand it.	"Most counties plan for expansion."
B. Goals and Objectives	
8. Curriculum offerings are based on:	
(b) employment opportunities in home economics	"Keep focus on the occupation of homemaking." "Applies to occupational."
C. Content	
4. The FHA method of developing leadership and expanding classroom experiences is promoted in all classes.	"The only youth leadership technique which ties the class to actual community needs." "Not necessary for all classes."
6. The following concepts are integrated into each area of instruction:	"Could be explored in semester courses." "Training for a career not only an occupation." "May not be possible in all areas."
(b) career education	
7. Extended learning experiences or projects are included to provide for effective carryover of instruction beyond the classroom.	"This is application and a necessary step in learning." "Extension of learning into the real world." "This is what makes a program vocational."
8. Each student has a planned home experience project during each semester.	"Burdensome." "Prefer incorporating home/community experiences as appropriate." "May not apply to all areas."

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
10. There is evidence that the curriculum is planned in cooperation with the students.	"Objectives teacher planned, activities involve student planning." "More learning will take place if students help with the planning."
14. The program includes opportunity for students and teachers to be involved in working with outreach programs in the community (i.e., elderly, homebound, and disadvantaged).	"Important aspect of FHA which should be co-curricular." "Vast, unique opportunity to learn and contribute." "Through FHA and other activities, youth can apply their skill to the community and their needs."
III. ADMINISTRATION AND SUPERVISION	
8. Extended contracts are provided for home economics teachers.	"Time may be provided during the day to co-ordinate the school-home relationships."
IV. FACILITIES AND EQUIPMENT	
1. Space and equipment are adequate to carry out a comprehensive homemaking program:	
(a) equipment and space to conduct a play school in child development	"Visits to nursery schools could serve this purpose."
(b) space for a home nursing unit	"Not a part of home economics curriculum."
(c) grooming laboratory	"Could improvise this."
fitting area	

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
(d) demonstration table with overhead mirror	"Helpful but not essential." "It's not always feasible."
(e) one sewing machine for each 2-3 students in the largest class	"Concerned about how large a share of our resources are sunk into this area." "Special courses require the facilities." "Clothing construction is not an essential task of the homemaker."
(f) table space for each student close to the sewing machines	"Need table space but doesn't have to be close in all cases."
(i) laundry area with storage space and folding area	"Some departments are not equipped with washers and dryers."
(j) one unit kitchen with adequate small equipment for preparation and serving of meals for each 4 students in the largest class	"No more than 4 unit kitchens necessary." "Can plan labs two or three days if more students are in the class."
(k) family living area with furniture and accessories	"Not used enough to justify."
(l) dining area with furniture and accessories	"For interior design, community activities, and entertaining."
(m) bathroom facilities for students	"Can't justify in H.E. department if not in other departments." "Located near department."

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
5. Adequate display space is provided for student projects in:	
(a) the department	
(b) the school	"Get outside." "Impossible for all programs."
6. The home economics department is conveniently located for ease of use by those served and for deliveries.	"Makes work easier but one can operate under adverse conditions."
15. The home economics department reflects current developments in types of equipment and furnishings for promoting maximum learning in all areas of instruction by providing:	
(a) a variety of up-to-date equipment	"Must keep up-to-date in offerings." "May not have latest equipment, but may use films, etc." "We are teaching for future as well as present. Use caution in creating unrealistic wants regarding equipment--more how-to-do things without so much specialized equipment."
17. Current and long range plans are on file in the department for:	
(c) use of space	"Need to plan for program growth." "If we aren't using space well, someone else will find a need for it."

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
VI. INSTRUCTIONAL STAFF	
B. Professional Growth and Development	
5. The teacher has actively pursued graduate work beyond minimum requirements of keeping the teaching certificate renewed.	"Must continue to update--takes more than meeting basic requirements." "Education, yes--graduate work?"
VII. INSTRUCTIONAL PROCESS	
B. Instructional Materials and Supplies	
2. Audio-visual equipment is located within the classroom.	"Should be readily available if not in the classroom." "Necessary for efficient use."
6. Films and filmstrips are available for all areas of the program.	"Essential to a varied and interesting program." "Maintain balance if available in each area."
7. A variety of current magazines is available as instructional aids.	"Need to keep up-to-date--student appeal."
VIII. MANAGEMENT AND HOUSEKEEPING	
2. A file is maintained for each student in the program.	"Competency based, you must have individual files." "What about Privacy Act?"
3. Departmental files are up-to-date and in order.	

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
IX. STUDENTS	
2. Students are tested on aptitude, interest, and ability prior to entering the program.	"Function of guidance department." "All students need homemaking."
3. The teacher has input into the selection of students enrolled in the program.	"Should not be selected." "Post-secondary, yes--secondary, no."
5. The teacher obtains and files students' occupational objectives.	"Function of the guidance department." "Must have for competency-based and follow-up."
6. Information is maintained on the occupational status and residence of former students.	"Must have follow-up."
7. Students enrolled in the vocational homemaking program have as their objective preparation for the occupation of homemaking.	"Might want skills in related home economics occupations." "Not fulltime homemaker, but able to combine dual role." "No matter what one does professionally, they will be a homemaker to a certain degree!"
8. The teacher interviews students prior to entering the program.	"Function of guidance." "Why?" "Smacks of selection."
13. An individual educational plan is on file for each handicapped student.	"Not a department responsibility." "We are going to be forced to do this, but it is usually done by a resource teacher; however, mainstreaming will require it."

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
14. Day care services are provided for children of vocational students.	"Accessibility to program and demonstration."
X. FUTURE HOMEMAKERS OF AMERICA	
3. The chapter members are active participants in:	
(c) state activities	"Sometimes not feasible for financial reasons." "Students should be involved above local level."
(d) national activities	"Local activities most important."
4. Members have utilized IMPACT procedures in planning student centered activities.	"These are the tools for a youth leadership organization."
5. Members have utilized ENCOUNTER in planning personal growth activities.	"Leadership development concepts in these publications."
7. Chapter meetings are held regularly during class time with students conducting the proceedings.	"Schedules do not allow." "Regularly?"
10. Opportunity for all members to serve on committees is provided.	"May provide the opportunity, but may not be possible for all to serve on committees."
11. The teacher strives to acquire 100 percent membership in the FHA chapter.	"An unrealistic goal and a heavy burden for the teacher." "In the class-chapter organization all students are members. Not all may pay dues but the group works that out."

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
IX. ADVISORY COMMITTEES	
6. A program of work for the year is developed and used by the advisory committee.	
7. There is evidence that the advisory committee:	
(e) recommends facility improvement for the program	"Part of the role of an advisory committee."
10. A close liaison exists between the advisory committee and the:	
(a) superintendent	"Impossible for every school in urban districts." "The superintendent will influence all decisions affecting our programs--his cooperation is essential."
(c) principal	
(d) guidance counselor	"Necessary for recruitment."
XII. PUBLIC RELATIONS	
3. Classes visit businesses and industries to explore home economics related occupations.	

Deleted criterion statements, continued

Deleted Criteria	Selected Reasons
5. The teacher becomes familiar with the community through:	
(a) home visits	"Many people do not want teachers to visit, but it gives valuable information."
(d) visits to business and industry	
XIII. EVALUATION	
6. Evaluation is made of student progress and placement according to the goals and objectives of the school.	"Of the school?"
9. Follow-up of students is conducted as an element of program evaluation.	"Must start doing in order to fair well in future vocational legislation and in funding."

APPENDIX D

LETTER TO CHAIRPERSONS OF NATIONAL HOME ECONOMICS PROFESSIONAL ORGANIZATIONS AND FORM FOR IDENTIFYING PANEL MEMBERS

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

April 11, 1978

As part of our doctoral work at The University of Tennessee, we are conducting studies under the direction of Dr. John J. Stallard to verify and validate criteria for evaluating consumer and homemaking programs. We will utilize a questionnaire which will be mailed to state personnel responsible for secondary programs, state supervisors of home economics, selected teacher educators, home economics teachers, and local directors of vocational education.

We need your help in identifying persons with expertise in home economics education to serve on a "panel of experts" to validate criteria to be used for a questionnaire. We invite you to be a member of our panel and request that you identify five other persons who are knowledgeable in consumer and homemaking education. Would you please send us the names and addresses of any state supervisors of home economics, local supervisors, classroom teachers, teacher educators, or others you believe would be equalified to serve on our panel. Please provide the names and addresses on the enclosed form and return in the addressed, stamped envelope by April 24.

Thank you very much for your cooperation in this very important part of the studies. A copy of the results will be available to panel members upon completion of the studies, if you so desire.

Sincerely,

C. Sherrel Buero
Graduate Student

John J. Stallard
Associate Professor

Joyce S. Harrison
Graduate Student

Enclosures: Form for names and addresses
Addressed, stamped envelope

IDENTIFICATION OF PANEL MEMBERS

1. Name_____

   Position_____

   Address_____

   _____

2. Name_____

   Position_____

   Address_____

   _____

3. Name_____

   Position_____

   Address_____

   _____

4. Name_____

   Position_____

   Address_____

   _____

5. Name_____

   Position_____

   Address_____

   _____

I consent to serve as a member of the panel of experts for these studies. I understand that I will be asked to respond to several Delphi probes pertaining to the importance of stated criteria for evaluating consumer and homemaking programs.

Signature_____ Position_____

Address_____

APPENDIX E

LETTER TO PROSPECTIVE PANEL MEMBERS AND LIST OF TEN PANEL MEMBERS FOR DELPHI TECHNIQUE

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

May 16, 1978

As a part of our doctoral work at The University of Tennessee, we are conducting studies under the direction of Dr. John J. Stallard to validate and verify criteria for evaluating consumer and homemaking programs. We will utilize a questionnaire which will be mailed to state personnel responsible for secondary programs, state supervisors of home economics, selected teacher educators, home economics teachers, and local directors of vocational education.

Your name has been suggested as a person with expertise in home economics education to serve on a "panel of experts" to validate the criteria to be used for the questionnaire. We invite you to be a member of our panel and request that you indicate your willingness to participate in our studies by signing and returning the enclosed postcard today.

Thank you very much for your cooperation in this very important part of the studies. A copy of the results will be available to panel members upon completion of the studies, if you so desire.

Sincerely,

C. Sherrel Buero
Graduate Student

John J. Stallard
Associate Professor

Joyce S. Harrison
Graduate Student

Enclosure

PANEL OF HOME ECONOMICS EDUCATION LEADERS

USED FOR THE DELPHI TECHNIQUE

Dr. Martha Lee Blankenship
Home Economics Department
Marshall University
Huntington, West Virginia 25701

Dr. Colleen C. Caputo
Assistant Professor
Department of Family & Consumer Studies
University of Utah
Salt Lake City, Utah 84112

Ms. Glenda Cramer
Home Economics Teacher
1425 Vincent Avenue, North
Minneapolis, Minnesota 55411

Ms. Nancy L. Johnson, Director
Home and Family Life Education
Old Capitol Building, FG-11
Olympia, Washington 98504

Ms. Mavis Kelley, President-Elect
National Association of State Supervisors of Vocational Home Economics
Grimes State Office Building
Des Moines, Iowa 50319

Ms. Jane King, President
National Association of Vocational Home Economics Teachers
2043 Riley Road, N.E.
Newark, Ohio 43055

Mrs. Roberta Looper
Vocational Home Economics Teacher
Route 2
Monterey, Tennessee 38574

Ms. Virginia B. Schiferl
Supervisor-Adult Home Economics
5350 54th Street, North
St. Petersburg, Florida 33709

Ms. Joanna B. Smith
Vocational Home Economics Teacher
R. R. #3
Rochester, Indiana 46975

Ms. Barbara Ann Ware
Vocational Supervisor-Homemaking Education
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

APPENDIX F

ACCOMPANYING LETTERS TO QUESTIONNAIRES I, II, AND III TO PANEL MEMBERS FOR DELPHI TECHNIQUE

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

May 25, 1978

We want to express our gratitude for your consent to serve on our panel of experts for this very important part of our studies.

Through the modified Delphi technique, the panel will validate criteria for evaluating consumer and homemaking programs. Those criterion statements rated "Essential" by 80 percent of the panel members at the completion of the probes will be utilized for an instrument in the second phase of the studies.

Enclosed is the first questionnaire. Would you please read each statement and check whether you consider it "Essential," "Desirable but not Essential," or "Unimportant" for evaluating consumer and homemaking programs only. In the space beneath "Other Points to Consider," please make any comments relating to the statements or add other criterion statements you feel have been left out. We are striving to determine all the criteria of quality programs.

For your convenience in returning the form promptly, we have enclosed a stamped, addressed envelope. It is extremely important that the form be returned as soon as possible in order to proceed with the studies.

Thank you again for your cooperation. A copy of the results will be available to you at the completion of the study.

Sincerely,

C. Sherrel Buero
Graduate Student

John J. Stallard
Associate Professor

Joyce S. Harrison
Graduate Student

Enclosures: Questionnaire I
Reply Envelope

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

July 10, 1978

Thank you for completing the first questionnaire in this phase of our studies. Questionnaire II has in the first set of columns the modal responses of the 10 panel members to Questionnaire I. Please consider any suggestions for changes (suggested by panel members on Questionnaire I) and indicate only your preference in the "Current Rating" column. Suggested additions and changes are typed in italics under "Other Points to Consider."

In the second set of columns, will you please indicate your current ranking for each criterion statement. Your first response is marked on the questionnaire with a red dot. For each criterion statement on which there was complete agreement in the first questionnaire, no further marks are needed.

In the Delphi Technique, an expert who does not agree with the majority of the panel members is to indicate the reason for marking the criterion differently. Therefore, if you do not agree with the majority of the panel members as to whether the criterion statement is "essential," "desirable," or "unimportant," please give your reason for not agreeing in the space provided.

The final list of criterion statements for the second phase of our studies will include only those criterion statements that the panel members consider as essential criteria to be used in the evaluation of consumer and homemaking programs.

In order for us to meet deadlines on our studies, please return Questionnaire II in the enclosed envelope by July 17. We appreciate your effort in assisting us with our studies and wish to thank you for your interest and cooperation.

Sincerely,

Sherrel Buero
Graduate Student

John J. Stallard
Associate Professor

Joyce Harrison
Graduate Student

Enclosures: Reply Envelope
Questionnaire II

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

August 9, 1978

Dear Panel Member,

Thank you for responding to the second questionnaire for our doctoral studies on the criteria for evaluating consumer and homemaking programs. You will no doubt be pleased to learn that this is the final questionnaire. The results will be used in the second phase of our studies to develop a survey instrument which will be mailed to state supervisors of home economics, teacher educators in home economics, and state directors of vocational education. The survey instrument will also be mailed to the local directors of vocational education and a random sampling of consumer and homemaking teachers in vocational programs in the State of Tennessee. We are interested in determining if these reference groups agree with the panel of experts regarding the criteria for evaluating consumer and homemaking programs.

The modal responses to Questionnaire II have been compiled into Questionnaire III. On several items all panel members were in unanimous agreement; no additional response is called for on these criterion statements. Your responses to Questionnaire II are marked with a red dot. We have enclosed a copy of Questionnaire II for your reference. For the criterion statements on which there was not consensus of opinion, please review the reasons of the other panel members and indicate your current ranking under the heading "Your Current Ranking." You need indicate a reason only if you do not agree with the majority of the panel. Please bear in mind as you respond to the criterion statements that we are interested in identifying the criteria for a quality program in consumer and homemaking only.

We greatly appreciate your help in this phase of our studies. If you could return the final questionnaire by August 21, we would be most grateful. A stamped envelope is enclosed for your convenience. We will compile the results of Questionnaire III and send to you for your information. The results of our studies will be available to you at the completion of our dissertations, if you so desire.

Sincerely,

Joyce S. Harrison	John J. Stallard	C. Sherrel Buero
Graduate Student	Associate Professor	Graduate Student

Enclosures: Questionnaire II (for reference only)
Questionnaire III
Reply Envelope

APPENDIX G

FINALIZED SURVEY INSTRUMENT

CRITERIA FOR EVALUATING CONSUMER AND HOMEMAKING PROGRAMS

Based on your knowledge of and experiences with consumer and homemaking programs, please indicate the importance you place on each criterion statement by circling your level of agreement on the six-point scale following each criterion statement.

RESPONSE SCALE:

Strongly Disagree = 1
Moderately Disagree = 2
Mildly Disagree = 3
Mildly Agree = 4
Moderately Agree = 5
Strongly Agree = 6

EXAMPLE:

1. All persons involved with consumer and homemaking programs should have input into the evaluation process. 1 2 3 4 5 (6)

I. PROGRAM ORGANIZATION AND PLANNING

1. A written philosophy serves as a frame of reference for program planning. 1 2 3 4 5 6
2. The home economics philosophy conforms with the general philosophy and objectives of the school and is an integral part of the total school curriculum. 1 2 3 4 5 6
3. The program is designed to strengthen family living and human relations based upon an assessment of social and cultural conditions and needs of the community. 1 2 3 4 5 6
4. The program is designed to help youth and adults in developing a better understanding of the individual's role as a consumer by improving consumer competence. 1 2 3 4 5 6
5. The program is designed to develop managerial ability and homemaking skills necessary for the dual role of homemaker and wage earner. 1 2 3 4 5 6
6. In the school system, there is close coordination and cooperation between the homemaking program and the academic staff, guidance staff, and community. 1 2 3 4 5 6
7. All aspects of the program are free of sex bias and stereotyping. 1 2 3 4 5 6
8. There is evidence of effort to recruit males into the homemaking program. 1 2 3 4 5 6
9. There is a planned program which is followed for the periodic revision of the course to allow for community, socio-economic, mechanical, and technical changes. 1 2 3 4 5 6

II. CURRICULUM

A. Scope and Sequence

1. A scope and sequence has been developed at the local level for home economics courses in grades 7 through 12 as identified in state guidelines. 1 2 3 4 5 6
2. Courses are developed using an analysis of:
   (a) student needs and interests 1 2 3 4 5 6
   (b) community needs and interests 1 2 3 4 5 6
3. The curriculum of the feeder schools is coordinated with that of the high school. 1 2 3 4 5 6
4. Introductory and advanced courses in the program are closely articulated. 1 2 3 4 5 6
5. The curriculum provides for individual differences among students. 1 2 3 4 5 6

B. Goals and Objectives

1. The curriculum provides for:
   (a) flexibility 1 2 3 4 5 6
   (b) innovation 1 2 3 4 5 6
2. Parental desires are considered in formulating policies and procedures for the guidance of the student. 1 2 3 4 5 6
3. Parental concerns are considered in the development of program goals and objectives. 1 2 3 4 5 6

Goals and Objectives, continued

4. Written objectives are used to design programs and are on file in the home economics department and administrative office. 1 2 3 4 5 6

5. The objectives of the program are reviewed annually and changed when needed. 1 2 3 4 5 6

6. The objectives focus on the shared needs and interests of male and female students as homemakers. 1 2 3 4 5 6

7. An outline of each course is on file. 1 2 3 4 5 6

8. Curriculum offerings are based on:
   (a) interest and potential of students 1 2 3 4 5 6
   (b) evidence of needs as determined by advisory groups, surveys, and statistics 1 2 3 4 5 6

9. The objectives are realistic and obtainable within the school system and the community. 1 2 3 4 5 6

10. The objectives of the program provide for individual differences among students. 1 2 3 4 5 6

11. The objectives give direction to:
   (a) program evaluation 1 2 3 4 5 6
   (b) student evaluation 1 2 3 4 5 6

C. Content

1. Sex bias implications are eliminated in course titles and descriptions. 1 2 3 4 5 6

2. The curricular experiences in comprehensive courses emphasize daily life problems related to the major areas of home and family living through units in the following areas:
   (a) housing and home management 1 2 3 4 5 6
   (b) consumer education and resource management 1 2 3 4 5 6
   (c) child development and guidance 1 2 3 4 5 6
   (d) family living and parenthood education 1 2 3 4 5 6
   (e) foods and nutrition 1 2 3 4 5 6
   (f) textiles and clothing 1 2 3 4 5 6

3. Instruction in human relationships and citizenship is a part of the curriculum. 1 2 3 4 5 6

4. The curriculum provides for portrayal of a variety of cultural groups in positive and non-stereotyped ways. 1 2 3 4 5 6

5. The following concepts are integrated into each area of instruction:
   (a) management of time and resources 1 2 3 4 5 6
   (b) consumer education 1 2 3 4 5 6

6. There is evidence that the following are incorporated into the content of the program:
   (a) creativity 1 2 3 4 5 6
   (b) flexibility 1 2 3 4 5 6
   (c) respect for human values 1 2 3 4 5 6

7. The program content has been revised within the past three years to reflect the changes created by society. 1 2 3 4 5 6

8. The program includes instruction in:
   (a) sex education 1 2 3 4 5 6
   (b) parenting 1 2 3 4 5 6
   (c) energy conservation 1 2 3 4 5 6

9. Home economics courses offer experiences and activities which contribute to the employability of youth and adults. 1 2 3 4 5 6

10. The curriculum is sufficiently flexible so that individualized instruction is available to students. 1 2 3 4 5 6

11. Instruction is provided in safety practices in the use of facilities and equipment. 1 2 3 4 5 6

D. Program Outcomes

1. Program outcomes reflect the student's ability to be self-directing. 1 2 3 4 5 6

2. The program contributes to the employability of youth and adults in the dual role of homemaker and wage earner. 1 2 3 4 5 6

3. There is evidence that students develop skills, attitudes, and values in the program for working cooperatively with family members and employers. 1 2 3 4 5 6

III. ADMINISTRATION AND SUPERVISION

1. Administrative personnel utilize advisory committees in program evaluation and improvement. 1 2 3 4 5 6

2. Administrative personnel work with the vocational teacher in development of the total program. 1 2 3 4 5 6

3. Administrative personnel encourage and support inservice training for teachers. 1 2 3 4 5 6

4. Faculty meetings are attended regularly by the home economics staff. 1 2 3 4 5 6

5. Teaching assignments are based on qualification, experiences, and interests of the teachers. 1 2 3 4 5 6

6. The home economics staff is considered in discussions related to general operational procedures of the department. 1 2 3 4 5 6

7. The lines of authority, communication, and responsibility are defined and utilized. 1 2 3 4 5 6

8. A home economics educator coordinates the total district program. 1 2 3 4 5 6

9. Supervisory classroom visitations with follow-up conferences are scheduled. 1 2 3 4 5 6

10. Supervision is adequate to assist teachers and students to progress jointly toward relevant goals. 1 2 3 4 5 6

11. The teachers' lesson plans, materials, and performance are observed regularly by supervisory personnel to validate a quality instructional program. 1 2 3 4 5 6

12. Teachers demonstrate responsiveness to supervision by implementing recommended modifications to improve programs. 1 2 3 4 5 6

13. A department chairperson coordinates activities of the multiple teacher department. 1 2 3 4 5 6

IV. FACILITIES AND EQUIPMENT

1. Space and equipment are adequate to carry out a comprehensive homemaking program:
   (a) equipment for clothing construction is arranged for convenience, safety, and efficiency 1 2 3 4 5 6
   (b) closet space and storage drawers for students 1 2 3 4 5 6
   (c) conference area 1 2 3 4 5 6

2. Facilities and furnishings in the department are selected and arranged:
   (a) to illustrate a variety of choices within a range of costs and family situations 1 2 3 4 5 6
   (b) to illustrate a variety of energy sources 1 2 3 4 5 6
   (c) to provide maximum convenience and safety to students 1 2 3 4 5 6
   (d) to accomodate both male and female students 1 2 3 4 5 6

3. A stimulating learning environment is provided through facilities that are:
   (a) attractive 1 2 3 4 5 6
   (b) clean 1 2 3 4 5 6
   (c) organized 1 2 3 4 5 6

4. Designated classroom space is available for large group instruction. 1 2 3 4 5 6

5. Equipment is provided to promote maximum learning in all areas of instruction. 1 2 3 4 5 6

Facilities and Equipment, continued

6. The following provisions in the department are satisfactory:
   (a) electrical outlets 1 2 3 4 5 6
   (b) lighting 1 2 3 4 5 6
   (c) heating 1 2 3 4 5 6
   (d) ventilation 1 2 3 4 5 6
   (e) accoustical factors 1 2 3 4 5 6
7. Materials and supplies are stored in a systematic way. 1 2 3 4 5 6
8. Sufficient storage is provided for:
   (a) equipment 1 2 3 4 5 6
   (b) teaching supplies 1 2 3 4 5 6
   (c) instructional materials and aids 1 2 3 4 5 6
9. Storage allows for easy accessibility by both the teacher and the students. 1 2 3 4 5 6
10. The equipment and furnishings in the department are arranged to provide for flexibility and efficiency of working conditions for pupils and teacher. 1 2 3 4 5 6
11. The appearance and arrangement of the department enhances the image of home economics. 1 2 3 4 5 6
12. To supplement instruction for students with special needs, the following are available:
   (a) appropriate specialized facilities 1 2 3 4 5 6
   (b) appropriate movable equipment 1 2 3 4 5 6
   (c) appropriate instructional materials 1 2 3 4 5 6
13. The home economics department reflects current developments in types of equipment and furnishings for promoting maximum learning in all areas of instruction by providing:
   (a) equipment that is in good working order 1 2 3 4 5 6
   (b) equipment and furnishings which approximate those used in the home 1 2 3 4 5 6
14. Major equipment has been purchased within the last five years. 1 2 3 4 5 6
15. Current and long range plans are on file in the department for:
   (a) maintenance of equipment 1 2 3 4 5 6
   (b) replacement of equipment 1 2 3 4 5 6
16. Fire extinguishers are:
   (a) located in the department 1 2 3 4 5 6
   (b) inspected as required 1 2 3 4 5 6
   (c) usuable by students and teachers 1 2 3 4 5 6
17. First aid supplies are conveniently located in the department. 1 2 3 4 5 6

V. FINANCIAL RESOURCES

1. A formal budget for the homemaking department has been established in compliance with state program standards. 1 2 3 4 5 6
2. Funds allotted for the home economics program are used with maximum efficiency to meet instructional needs. 1 2 3 4 5 6
3. Financial resources are adequate to provide experimental activities in selected areas. 1 2 3 4 5 6
4. The budget indicates a 3-5 year projection. 1 2 3 4 5 6
5. Adequate reimbursement is available for homemaking teachers to attend professional meetings. 1 2 3 4 5 6
6. Each teacher has money available for:
   (a) consumable supplies adequate for the course or grade level taught 1 2 3 4 5 6
   (b) the replacement of out-of-date equipment and materials 1 2 3 4 5 6
   (c) immediate repairs of equipment 1 2 3 4 5 6
   (d) purchase of new equipment 1 2 3 4 5 6

VI. INSTRUCTIONAL STAFF

A. Personal Qualities

1. The teacher holds a bachelor's degree in home economics education and a valid vocational homemaking education certificate. 1 2 3 4 5 6

2. Teachers are knowledgeable and have all available materials about the scope of the total district and state home economics education program. 1 2 3 4 5 6

3. The teacher has the leadership qualities to be an effective teacher. 1 2 3 4 5 6

4. The home economics teacher is skilled in the organization of subject matter and the teaching-learning process. 1 2 3 4 5 6

5. The teacher utilizes daily lesson plans developed from the objectives. 1 2 3 4 5 6

6. The homemaking teacher has an instructional plan based on state and local curriculum guides. 1 2 3 4 5 6

7. The teacher has knowledge and understanding of differences among families and in homes of varying social, economic, and cultural backgrounds and applies these directly in planning and carrying out the instructional program. 1 2 3 4 5 6

8. The teacher demonstrates sensitivity to student needs and the ability to adapt materials and methods to stimulate individual students to learn and achieve. 1 2 3 4 5 6

9. The teacher's organizational ability is demonstrated by effective classroom management. 1 2 3 4 5 6

10. The teacher works with the students in such a way that they reflect a respect for her as a person and an interest in homemaking activities. 1 2 3 4 5 6

11. The staff members in the department are able to work together productively, cooperatively, and professionally. 1 2 3 4 5 6

B. Professional Growth and Development

1. Meetings of the total school district home economics staff are scheduled regularly and utilized for program improvement 1 2 3 4 5 6

2. School policy allows teachers to attend professional meetings. 1 2 3 4 5 6

3. The teacher participates in available inservice and training programs to up-grade knowledge and skills. 1 2 3 4 5 6

4. The teacher continuously reviews professional materials. 1 2 3 4 5 6

5. The teacher demonstrates professionalism by being an active member of:

(a) American Home Economics Association 1 2 3 4 5 6

(b) American Vocational Association 1 2 3 4 5 6

(c) State home economics association 1 2 3 4 5 6

(d) State vocational association 1 2 3 4 5 6

(e) Local professional and educational groups 1 2 3 4 5 6

6. The teacher's schedule provides at least one period for planning. 1 2 3 4 5 6

VII. INSTRUCTIONAL PROCESS

A. Instructional Methods

1. The instructional situation replicates the occupations of the home. 1 2 3 4 5 6

2. A variety of teaching methods and instructional activities are used daily. 1 2 3 4 5 6

3. Instructional procedures show that the teacher used igenuity and initiative in the development and use of methods, teaching aids, and techniques. 1 2 3 4 5 6

4. Learning experiences conform to the maturity level of the students. 1 2 3 4 5 6

5. Learning experiences are planned for varying abilities of the students. 1 2 3 4 5 6

6. Learning experiences are selected in relation to behavioral outcomes desired. 1 2 3 4 5 6

7. Instruction is individualized using various methods to meet specific needs and interests of students. 1 2 3 4 5 6

8. The instructional procedures provide opportunities for individual and group participation in discussion and other activities. 1 2 3 4 5 6

B. Instructional Materials and Supplies

1. A sufficient quantity of materials and supplies for the teaching of consumer and homemaking are available to meet the educational needs of the students. 1 2 3 4 5 6

2. Chalkboards and bulletin boards are easily accessible within the classroom. 1 2 3 4 5 6

3. Instructional materials are readily accessible to the students and the instructor. 1 2 3 4 5 6

4. A sufficient quantity of up-to-date textbooks and reference materials in each of the major areas of home economics is available. 1 2 3 4 5 6

5. Multi-media materials are available for all program areas. 1 2 3 4 5 6

VIII. MANAGEMENT AND HOUSEKEEPING

1. The following managerial records are available:
   (a) itemized budget 1 2 3 4 5 6
   (b) record of expenditures 1 2 3 4 5 6
   (c) inventory of equipment and materials 1 2 3 4 5 6
   (d) proposed budget for the next school year 1 2 3 4 5 6
   (e) inventory of instructional media 1 2 3 4 5 6
   (f) current and long range plans for the purchase of teaching aids and supplies 1 2 3 4 5 6
   (g) financial report for FHA 1 2 3 4 5 6

2. Supplies and equipment in the laboratory are conveniently organized to provide an example of good housekeeping. 1 2 3 4 5 6

3. Adequate provisions are made for care and maintenance of facilities by the custodial staff. 1 2 3 4 5 6

4. Students assume managerial responsibility for housekeeping chores in the department. 1 2 3 4 5 6

5. The department reflects an attractive, homelike atmosphere in which students show pride and which reflects desirable home living standards. 1 2 3 4 5 6

IX. STUDENTS

1. A system of recruitment exists through exploration programs and visits to elementary and junior high schools by counselors, students, and teachers. 1 2 3 4 5 6

2. All classes are open to both sexes. 1 2 3 4 5 6

3. Students are made aware of occupational opportunities in home economics. 1 2 3 4 5 6

4. Disadvantaged and handicapped students within the program are identified, and offerings are provided that will help them to become useful citizens in the community. 1 2 3 4 5 6

5. Handicapped students are mainstreamed when it is mutually beneficial to students in a class. 1 2 3 4 5 6

6. Facilities and supplies are adequate for disadvantaged and handicapped students. 1 2 3 4 5 6

7. An individual educational plan is on file for each handicapped student. 1 2 3 4 5 6

8. Vocational guidance is provided for all students by a qualified counselor. 1 2 3 4 5 6

X. FUTURE HOMEMAKERS OF AMERICA

1. The home economics teacher sponsors a FHA chapter. 1 2 3 4 5 6

2. The local chapter is affiliated with the state and national organization. 1 2 3 4 5 6

3. The chapter members are active participants in:
   (a) local activities 1 2 3 4 5 6
   (b) district activities 1 2 3 4 5 6

4. FHA chapter experiences are included in the home economics program at all levels. 1 2 3 4 5 6

5. The chapter has a program of work which contributes to the home economics instructional program. 1 2 3 4 5 6

Future Homemakers of America, continued

6. Student committees are formed and make contributions to the improvement of the student organization, school, and community. 1 2 3 4 5 6

7. The chapter has male and female members. 1 2 3 4 5 6

8. The teacher/advisor helps chapter members plan (through ENCOUNTER and IMPACT processes) activities which contribute to home economics instructional program. 1 2 3 4 5 6

XI. ADVISORY COMMITTEES

1. The teacher has organized a formal advisory committee to assist in improving and expanding the home economics program. 1 2 3 4 5 6

2. The advisory committee for the consumer and homemaking program is composed of:
   (a) a student 1 2 3 4 5 6
   (b) parent(s) 1 2 3 4 5 6
   (c) administrator 1 2 3 4 5 6
   (d) community members with consumer and homemaking interests 1 2 3 4 5 6

3. The advisory committee has met at least twice within the last year. 1 2 3 4 5 6

4. There is evidence of a planned agenda for each meeting of the advisory committee. 1 2 3 4 5 6

5. Minutes of the advisory committee's meetings are recorded and kept on file by the teacher. 1 2 3 4 5 6

6. There is evidence that the advisory committee:
   (a) makes recommendations and suggestions to school authorities empowered to act upon advice 1 2 3 4 5 6
   (b) assists in the development of the home economics program 1 2 3 4 5 6
   (c) helps evaluate the home economics program 1 2 3 4 5 6
   (d) assists in interpreting the homemaking program to the community 1 2 3 4 5 6

7. Advisory committee membership appointments are staggered so that continuity is maintained. 1 2 3 4 5 6

8. The advisory committee members have visited the program during the school day. 1 2 3 4 5 6

9. A close liaison exists between the advisory committee and the:
   (a) vocational director 1 2 3 4 5 6
   (b) homemaking teacher 1 2 3 4 5 6

XII. PUBLIC RELATIONS

1. A favorable image of home economics is created through information dissemination on a regular basis through the media. 1 2 3 4 5 6

2. Well-planned activities provide program visibility to administrators, students, teachers, parents, and community. 1 2 3 4 5 6

3. The teacher enriches the curriculum with guest speakers and related resources. 1 2 3 4 5 6

4. The teacher becomes familiar with the community through:
   (a) personal contacts 1 2 3 4 5 6
   (b) community involvement 1 2 3 4 5 6

5. The teacher involves parents in the program. 1 2 3 4 5 6

XIII. EVALUATION

1. Evidence of program strengths and weaknesses are used to make current and long range plans for program development. 1 2 3 4 5 6

2. The evaluating process is utilized to modify and improve the home economics program. 1 2 3 4 5 6

Evaluation, continued

3. There is evidence that the following are involved in evaluating the homemaking program:	
(a) state staff	1 2 3 4 5 6
(b) local administrators	1 2 3 4 5 6
(c) home economics teachers	1 2 3 4 5 6
(d) students	1 2 3 4 5 6
(e) parents	1 2 3 4 5 6
(f) community members	1 2 3 4 5 6
4. Evidence of teacher self-evaluation is utilized in the program.	1 2 3 4 5 6
5. Qualified personnel and committees are designated for the purpose of evaluation of the program.	1 2 3 4 5 6
6. Evaluation is conducted on a continuing basis to provide courses relevant to student needs.	1 2 3 4 5 6
7. The program has evidence of student evaluation based on objectives.	1 2 3 4 5 6

NOTE: PLEASE BE SURE THAT YOU HAVE RESPONDED TO ALL ITEMS ON THE INSTRUMENT

WE SINCERELY APPRECIATE YOUR COOPERATION IN RETURNING THE INSTRUMENT IMMEDIATELY

APPENDIX H

LETTERS TO VOCATIONAL DIRECTORS AND CONSUMER AND HOMEMAKING TEACHERS AND INFORMED CONSENT FORM

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

September 25, 1978

As a vocational director in the State of Tennessee, you have been selected to participate in a research study at The University of Tennessee. The purpose of the study is to verify and validate basic criteria for the evaluation of consumer and homemaking programs. Your input is needed in identifying the standards or criteria that are essential for a quality home economics program.

Please review the criterion statements for evaluating consumer and homemaking programs included on the enclosed survey instrument. Indicate the importance you place on each criterion statement by circling your level of agreement on the six-point scale following each criterion statement. Please bear in mind as you respond to the criterion statements that the criteria should relate to a quality program in consumer and homemaking only.

The study is being conducted under the direction of John J. Stallard, Associate Professor, Department of Vocational-Technical Education at The University of Tennessee. In conjunction with a companion study, the survey instrument is being sent throughout the United States to gather input from persons associated with planning, implementing, or conducting consumer and homemaking programs. In addition to the local vocational directors in Tennessee, the survey instrument is also being sent to a random sampling of consumer and homemaking teachers. The determination of the importance of the criteria by professionals closely assocaited with consumer and homemaking programs will substantiate the basis for establishing the criteria for identifying quality programs in home economics.

The data will be combined to maintain anonymity. No personal identification of any sort will appear in written reports or summaries of the project. Will you please sign the enclosed informed consent form and return with the survey instrument before October 4, 1978. A stamped envelope is enclosed for your convenience. I will be happy to answer any questions or inquiries you have concerning the research project. Your help in conducting the study is greatly appreciated.

Sincerely,

C. Sherrel Buero

Enclosures: Informed Consent Form
Survey Instrument
Reply Envelope

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

September 25, 1978

As a consumer and homemaking teacher in the State of Tennessee, you have been randomly selected to participate in a research study at The University of Tennessee. The purpose of the study is to verify and validate basic criteria for the evaluation of consumer and homemaking programs. Your input is needed in identifying the standards or criteria that are essential for a quality home economics program.

Please review the criterion statements for evaluating consumer and homemaking programs included on the enclosed survey instrument. Indicate the importance you place on each criterion statement by circling your level of agreement on the six-point scale following each criterion statement. Please bear in mind as you respond to the criterion statements that the criteria should relate to a quality program in consumer and homemaking only.

The study is being conducted under the direction of John J. Stallard, Associate Professor, Department of Vocational-Technical Education at The University of Tennessee. In conjunction with a companion study, the survey instrument is being sent throughout the United States to gather input from persons associated with planning, implementing, or conducting consumer and homemaking programs. In addition to the random sampling of consumer and homemaking teachers in Tennessee, the survey instrument is also being sent to the local directors of vocational education in Tennessee. The determination of the importance of the criteria by professionals closely associated with consumer and homemaking programs will substantiate the basis for establishing the criteria for identifying quality programs in home economics.

The data will be combined to maintain anonymity. No personal identification of any sort will appear in written reports or summaries of the project. Will you please sign the enclosed informed consent form and return with the survey instrument before October 4, 1978. A stamped envelope is enclosed for your convenience. I will be happy to answer any questions or inquiries you have concerning the research project. Your help in conducting the study is greatly appreciated.

Sincerely,

C. Sherrel Buero

Enclosures: Informed Consent Form
Survey Instrument
Reply Envelope

I N F O R M E D C O N S E N T F O R M

Research Project: "Criteria for Evaluating Secondary Consumer and Homemaking Programs in Tennessee."

Researcher: C. Sherrel Lawson Buero
The University of Tennessee

This certifies that the person signing this form has participated in the research study of his/her own free will and is free to withdraw his/her consent and to withdraw his/her participation in the study at any time without prejudice to the subject.

Signed:_____

Date:_____

APPENDIX I

FOLLOW-UP LETTER TO NONRESPONDENTS

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

October 13, 1978

On September 25, 1978, you were sent a questionnaire as part of a state-wide research study to determine basic criteria for the evaluation of consumer and homemaking programs. After checking the returned responses, I have found that your questionnaire has not been received. If you have mailed it within the last few days, please disregard this reminder. If you have not as yet completed the questionnaire, would you please do so and return it in the enclosed reply envelope before October 18.

Since it is possible that the questionnaire could have been misplaced, I am enclosing an additional copy. The questionnaire is not to be used to evaluate your program. The purpose of the questionnaire is to find out what standards you think a homemaking program should have in order to be a quality program.

Thank you very much for your cooperation in this very important part of the research project.

Sincerely,

C. Sherrel Buero

Enclosures: Informed Consent Form
Survey Instrument
Reply Envelope

VITA

C. Sherrel Lawson Buero was born in Saxton, Kentucky on August 19, 1941. She attended public schools in Alcoa, Tennessee and was graduated from Alcoa High School in June 1959. The following fall she entered The University of Tennessee, Knoxville, and in March 1963 she received a Bachelor of Science degree in Home Economics. For three years she was a secretary for Burke Dowling Adams Advertising Agency in Atlanta, Georgia. She taught Home Economics at Alcoa High School for a total of six years. While teaching, she began study toward a Master's degree. She was awarded the Master of Science degree from the College of Education at The University of Tennessee, Knoxville in August 1976.

In the fall of 1976, she accepted a graduate teaching assistantship at The University of Tennessee and began study toward the Doctor of Education degree in the Department of Vocational-Technical Education with a collateral in Educational Administration and Supervision. During her doctoral study, she supervised student teachers in home economics education. She received the Doctor of Education degree in March 1979.

The author is a member of Phi Kappa Phi, Phi Delta Kappa, American Vocational Association, Tennessee Vocational Association, American Home Economics Association, Association for Supervision and Curriculum Development, Omicron Tau Theta, and Omicron Nu Society.

She is the wife of Michael Joseph Buero of Charleston, South Carolina and the mother of Martha Maria and Matthew Bergan. After completion of the doctorate degree, the family will be living for two years in Jeddah, Saudi Arabia.