

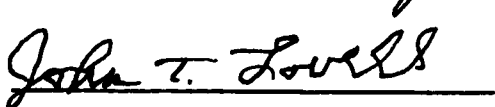
To the Graduate Council:

I am submitting herewith a dissertation written by Joyce S. Harrison entitled "Criteria for Evaluating Consumer and Homemaking Programs as Perceived by Directors of Secondary Vocational Programs, State Supervisors of Home Economics, and Selected Teacher Educators." 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.

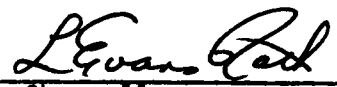

John J. Stallard, Major Professor

We have read this dissertation
and recommend its acceptance:





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Vice Chancellor
Graduate Studies and Research

Thesis

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no. 2

CRITERIA FOR EVALUATING CONSUMER AND HOME MAKING PROGRAMS AS
PERCEIVED BY DIRECTORS OF SECONDARY VOCATIONAL PROGRAMS,
STATE SUPERVISORS OF HOME ECONOMICS, AND
SELECTED TEACHER EDUCATORS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Joyce S. Harrison
March 1979

1379295

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ACKNOWLEDGMENTS

The writer wishes to acknowledge the many individuals who aided in this study. Special thanks are expressed to the committee chairman, Dr. John J. Stallard, for his endless support and encouragement during the planning and conducting of the study. Sincere thanks are given to the other committee members, Dr. Jacquelyn McInnis, Dr. John Lovell, and Dr. Ken McCullough, for their suggestions and support. Acknowledgment is made to The University of Tennessee Computer Center, Knoxville, Tennessee, for the assistance in obtaining the results presented in the study.

Appreciation is extended to the panel members and participants in the study, without whom the effort would have been fruitless. It is hoped that the results of the study will aid them in their work with home economics education.

The writer is most indebted and grateful to Sherrel Buero for her collaboration during the study. Without her time, effort, home, and friendship the study would not have progressed as rapidly as it did.

Sincere appreciation is expressed to the writer's family who provided understanding and support, and especially to the writer's husband, Ben, who provided the encouragement and love necessary to carry out the endeavor.

ABSTRACT

One purpose of the study was to identify, validate, and verify evaluative criteria for consumer and homemaking programs at the secondary level. A second purpose was to examine the congruence among selected teacher educators, state directors of secondary vocational programs, and state supervisors of home economics in regard to the criteria validated by a panel of experts. A third purpose was to determine if the three groups differed in their perceptions of the validated criteria.

The study was conducted in collaboration with Sherrel Buero, graduate student in Vocational-Technical Education at The University of Tennessee, Knoxville.

The modified Delphi technique was used to validate the criteria by a national panel of experts comprised of 10 members. One hundred eighty-one 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. Panel members rated each statement as "Essential," "Desirable But Not Essential," or "Unimportant" for evaluating consumer and homemaking programs. Statements rated "Essential" by 80 percent of the panel at the conclusion of the third Delphi probe were included on a survey

instrument used in the second phase of the study.

The 50 state directors of secondary vocational programs, 59 home economics teacher educators in land-grant institutions, and 50 state supervisors of home economics comprised the three reference groups for the second phase of the study. Respondents were asked to indicate their perceptions of the importance of the criterion statements on the following scale: (6) strongly agree, (5) moderately agree, (4) mildly agree, (3) mildly disagree, (2) moderately disagree, and (1) strongly disagree.

Major findings of the study were:

1. From an initial listing of 181 criterion statements and their subparts, the panel rated 147 statements and subparts "Essential" for evaluating consumer and homemaking programs.

2. The mean scores of the state directors of secondary vocational programs, selected teacher educators, and state supervisors of home economics indicated a high level of agreement with the panel of experts regarding the importance of the criteria for evaluating consumer and homemaking programs.

3. The one-way analysis of variance revealed that the three reference groups significantly differed in their perceptions of the importance of three criterion statements.

Conclusions of the study were:

1. National experts in home economics education agree as to what constitutes criteria for evaluating consumer and homemaking programs at the secondary level.

2. The evaluation of consumer and homemaking programs is a complex process which includes a multitude of components.

3. Significant differences in the knowledge base of the groups as to what constitutes a quality consumer and homemaking program are very minute.

4. The high level of agreement among the reference groups indicates that the three groups could work together to implement the criteria in evaluating consumer and homemaking programs.

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CHAPTER I

INTRODUCTION

Evaluation of vocational-technical education has become a prime concern for the development of quality programs since the passage of the Vocational Education Act of 1963 and the subsequent amendments of 1968 and 1976. Concerning the importance of program evaluation in vocational-technical education, Moss stated:

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.¹

A search of the literature concerning the evaluation of vocational-technical education programs reveals that very little research has been done regarding the evaluation of consumer and homemaking programs, one area of vocational education. Minot stated that, although the National Institute of Education is presently conducting a fact finding study, we still do not have identified

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

criteria for evaluating consumer and homemaking programs.²

Elson pointed out that the starting point for evaluation is with program standards or guidelines on which the effectiveness of the program can be rated.³ In the review of literature concerning the evaluation of vocational-technical education, no studies were found that identified standards for quality consumer and homemaking programs. The review of literature indicated that much of the evaluation of vocational programs has been job oriented and most of the evaluation forms contain criteria that relate to world of work situations. The same forms are usually used for evaluating all types of vocational programs regardless of the appropriateness of the criteria for determining the effectiveness of specific programs. Consequently, consumer and homemaking programs have not generally been evaluated comprehensively due to the lack of appropriate criteria and methodology for evaluating the programs.

The present study was done in collaboration with Sherrel Buero, doctoral student in Vocational-Technical Education at The University of Tennessee, Knoxville, in order to gather information from persons at several levels of involvement with consumer and homemaking education.

²Marion 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 6, 1977.

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

⁴Ibid.

The purpose of the Buero study was to determine the perceptions of consumer and homemaking teachers and local vocational directors concerning the use of the identified criteria as a basis for evaluating consumer and homemaking programs in the state of Tennessee. Information from the top state officials responsible for planning and implementing programs according to P.L. 94-482 and the perceptions of home economics teacher educators are also important to consider in determining the criteria for evaluating consumer and homemaking programs. The present study complements the Buero study by adding a further dimension to the literature regarding the evaluation of vocational-technical education. The two studies combined provide insight into the perceptions of several groups in regard to the evaluation of consumer and homemaking programs.

I. STATEMENT OF THE PROBLEM

The problem of this study was the lack of valid criteria to ascertain quality consumer and homemaking programs. 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. One purpose of the study was to identify, validate, and verify evaluative criteria for consumer and homemaking programs. A second purpose was to examine the congruence among selected teacher educators, state directors of secondary vocational programs, and state supervisors of home economics in regard to the criteria validated by a panel of experts.

A third purpose was to determine if the three reference groups differ in their perceptions of the validated criteria. In order to delineate the problem, answers were sought 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 state directors of secondary vocational programs perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?
3. How do selected teacher educators perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?
4. How do state supervisors of home economics perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?
5. How do the three groups differ in their perceptions of the importance of the criteria for evaluating consumer and home-making programs validated by a panel of experts?

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 preparation for the occupation of homemaking, and legislators have recognized the importance of homemaking since

1917.⁵ With the passage of the Vocational Education Act of 1963, home economics also assumed the responsibility of preparing students for gainful employment, thus, giving two thrusts to home economics programs: consumer and homemaking education and occupational education.⁶ The Vocational Education Amendments of 1968 reaffirmed the traditional purposes of home economics of improving home environments and the quality of family life as provisions in the Amendments placed stress on social and cultural conditions and emphasized preparations for the dual role of homemaker and wage earner.⁷ 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.⁸ 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 homemaker and wage earner. Instructional programs including, but not limited to, consumer education, family living and parenthood education, child development and guidance, food and nutrition, housing and home management (including resource

⁵Vocational Education Act (Smith-Hughes Act), U.S. Code, vol. 20, secs. 11-15, 16-28 (1917).

⁶Vocational Education Act of 1963, U.S. Code, vol. 20, sec. 1241 (1963).

⁷Vocational Education Amendments, U.S. Code, vol. 20, sec. 1341 (1968).

⁸Education Amendments of 1976, U.S. Code, vol. 20, sec. 2380 (1976).

management), and clothing and textiles are identified as "contributing to the improvement of home environments and the quality of family life."⁹

Enrollment in vocational consumer and homemaking classes has grown from 48,938 in fiscal year 1920 to 3,516,683 in fiscal year 1973. One-fourth of the enrollment in grades seven through twelve is served by home economics. The Office of Education reported a federal expenditure of \$20,419,000 for consumer and homemaking education in fiscal year 1975.¹⁰ The enrollment and expenditure figures illustrate the need for assuring quality in the programs.

With the legislative emphasis on programs that contribute to the improvement of family life, evaluation is a vital process for determining whether programs are meeting this goal. A conference report on consumer and homemaking education listed the identification of the relative effectiveness of consumer and homemaking education at various levels of education as one of the priorities for research areas.¹¹ The 1976 Amendments place priority on the evaluation of consumer and homemaking programs as one of the "means

⁹Ibid.

¹⁰W. Vance Grant and Gerald Lind, Digest of Educational Statistics (Washington, D.C.: National Center for Education Statistics, U.S. Government Printing Office, 1974), pp. 43, 68.

¹¹Anna 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.

of assuring quality in all homemaking education programs."¹²

Nelson conducted a review and synthesis of research on home economics education for the period between 1965 and 1969. Nelson's review found little done in the area of evaluation of state programs. A suggestion for future research that will help fill the gap in home economics education included more emphasis on program evaluation.¹³

In order to ascertain the state of the art regarding what criteria are being used for evaluating consumer and homemaking programs, a letter (Appendix A) requesting information about the evaluation of 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 responses indicated that there is a concern for defining the criteria for evaluating consumer and homemaking programs. Of the 36 supervisors who responded, 18 supervisors included evaluation instruments for consumer and homemaking programs. The instruments varied from open-ended questions to checklists with very little commonality of quality program indicators. Twelve supervisors indicated the use of a general vocational education evaluation instrument, and 12 supervisors stated the need to define criteria to

¹²Education Amendments of 1976, U.S. Code, vol. 20, sec. 2380 (1976).

¹³Helen Y. Nelson, Review and Synthesis of Research on Home Economics Education, 2nd ed. (Columbus: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1970), pp. 50, 52.

update the evaluation instrument currently being used for 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 in order to ascertain what these organizations were doing in the area of evaluation of consumer and homemaking programs. The responses indicated that only institutional evaluation instruments were being used.

The 1976 Education Amendments mandate the evaluation of each program within a state being assisted with funds available under this Act.¹⁴ Evaluation of all vocational programs necessitates the development of efficient evaluation procedures that will assess the effectiveness of the programs. The emphasis on job placement and preparation for the world of work has enhanced the evaluation of occupational programs by providing criteria related to work situations and entry-level skills. Lacking the job placement aspect, consumer and homemaking programs have not been as easily assessed.

A review of the literature by the researcher revealed that the emphasis since 1970 was still on occupational program evaluation. No studies were found that defined quality program indicators for consumer and homemaking education.

The constant upgrading of consumer and homemaking programs

¹⁴Education Amendments of 1976, U.S. Code, vol. 20, sec. 2312 (1976).

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

III. ASSUMPTIONS

The following assumptions were made for this study:

1. The criteria of quality consumer and homemaking programs are identifiable and can be agreed upon by professionals in home economics education.
2. The panel members are knowledgeable about what comprises a quality consumer and homemaking program and their opinion is accepted as valid.
3. State personnel in charge of secondary vocational programs assume responsibility for assuring quality vocational education as mandated by federal legislation and are qualified to ascertain what constitutes quality programs.
4. State supervisors of home economics and teacher educators possess an understanding of the two aspects of vocational home economics. They recognize the uniqueness of consumer and homemaking

education as a vocational subject and can identify indicators of quality programs.

IV. LIMITATIONS AND DELIMITATIONS

The limitations for the present study were as follows: The study was limited by the length of the survey instrument and the degree of cooperation of the respondents in providing objective perceptions regarding the importance of the identified criteria for evaluating consumer and homemaking programs. A second limitation was the percentage of returns from the three reference groups.

The delimitations for the present study were as follows:

1. The 50 State Directors of Secondary Vocational Programs comprised one group of respondents.

2. The 50 State Supervisors of Home Economics were a second group of respondents.

3. The department head of Home Economics Education in each of the 59 land grant institutions comprised a third group of respondents.

4. The study was delimited to those criteria for evaluating consumer and homemaking education elicited from the literature by the researcher. The study was further delimited to those criteria for evaluating consumer and homemaking education programs rated "Essential" by 80 percent of the panel of experts.

5. The criteria for evaluation established in the study were constructed to measure the quality of vocational consumer and home-making programs at the secondary level only.

6. A mean of 5.000 was established 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. The study in no way attempted to rank the criterion statements into any sort of hierarchy.

V. DEFINITION OF TERMS

The following are definition of important terms used in this study:

1. Consumer and homemaking education refers to educational programs in vocational home economics whose primary consideration is the preparation of youths and adults for the dual role of homemaker and wage earner.¹⁵

2. State supervisor of home economics (SSHE) refers to a member of the state department of education whose responsibilities include the supervision of programs in home economics for homemaking and for gainful employment in state supported junior and senior high schools as well as post high school technical programs and adult programs in home economics.¹⁶

3. State director of secondary vocational programs (DSVP) refers to the person who reports to the State Director of Vocational Education and assumes responsibility for the implementation of

¹⁵Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1973), p. 132.

¹⁶Ibid., p. 575.

vocational programs at the secondary level according to federal guidelines.

4. Teacher educator (TE), for this study, refers to a department chairperson of home economics education in a land grant institution.

5. Criterion refers to a standard on which an evaluative judgment or decision may be based.¹⁷

VI. ORGANIZATION OF THE STUDY

The study is presented in the following sequence:

The introduction, the problem, importance of the study, assumptions underlying the study, definition of terms, and limitations and delimitations are presented in Chapter I.

Pertinent related research is presented in Chapter II.

Methods and procedures of the study are explained in Chapter III.

An analysis of the data is presented in Chapter IV.

The findings, conclusions, and recommendations are presented in Chapter V.

The Appendices contain a copy of the initial survey letter, the questionnaires and cover letters used in the Delphi probes, a listing of the panel members, and the survey instrument.

¹⁷Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. & C. Merriam Company, 1977), p. 270.

CHAPTER II

REVIEW OF LITERATURE

Education requires considerable investment in facilities and staff. Accountability has become the byword for determining whether or not education is meeting the needs of society and effectively utilizing resources applied to the effort. Legislative bodies at both national and state levels have authorized funds to be used expressly for evaluating educational programs to determine their effectiveness. Worthen and Sanders stated that "despite these trends toward accountability, only a tiny fraction of the educational programs at any level have been evaluated in any but the most cursory fashion, if indeed at all."¹ More specifically, the evaluation of vocational programs has been accepted on principle; but the programs have been difficult to evaluate because of the divergent nature of the programs and the inadequacy of the methodology of evaluation as a basis for determining program effectiveness.²

The purpose of this chapter is to give an overview of evaluation in education. The chapter is divided into three sections as follows: general evaluation, evaluation of vocational programs, and related studies.

¹Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), p. 1.

²Calfrey C. Calhoun and Alton V. Finch, Vocational and Career Education: Concepts and Operations (Belmont, California: Wadsworth Publishing Co., 1976), p. 402.

I. GENERAL EVALUATION

Formal evaluation of individuals and programs dates back to 2000 B.C. when the Chinese conducted civil service examinations. Socrates used verbally mediated evaluations as part of the learning process. In the early 1900s, Robert Thorndike was instrumental in convincing educators to evaluate changes in learner behavior. Tyler's Eight Year Study, conducted in the 1930s, emphasized the evaluation of student outcomes. This study has had a continuing impact on evaluation practices since that time. After the passage of the Elementary and Secondary Education Act in 1965, evaluation became a prime concern of educators at the state and local levels. The Act required that each project under Titles I and III be evaluated and the report of that evaluation be submitted to the federal government.³

A primary purpose of evaluation is to provide feedback. Wilhelms⁴ stated that people have always operated on feedback. They reflect upon their basic purposes and values, ponder over how a situation has worked out to achieve a goal, and make up their minds as to what is the best thing to do next. Schools utilize feedback and call it evaluation whether it is formal or informal.

³Worthen and Sanders, pp. 2-5; Tim L. Wentling and Tom E. Lawson, Evaluating Occupational Education and Training Programs (Boston: Allyn and Bacon, Inc., 1975), pp. 6-7.

⁴Fred T. Wilhelms, Evaluation as Feedback and Guide (Washington: Association for Supervision and Curriculum Development, NEA, 1967), pp. 2-3.

When blended with a system of purposes, values, and policies, feedback controls the next step. Decisions are conditioned by perceptions of how well we are doing in terms of what we are hoping to do.

Evaluation provides feedback to various levels of data needed to improve perceptions, and consequently, to improve educational decisions.

Evaluation is complex. A thorough evaluation of a program is tempered by how one defines evaluation and uses that definition to define the role of the evaluator. Three different schools of thought about how evaluation should be defined have coexisted for a number of years. With the growth of the measurement movement, evaluation became equated with measurement. Measurement-oriented writers view good measurement techniques as the foundation of sound evaluation with test scores often the main focus of the evaluation effort.⁵

A second definition of evaluation is that it is synonymous with professional judgment. The judgment view has continued and is prevalent in practices where judgments are based on the opinion of experts. Scriven's position is that there is no evaluation until judgment has been passed.⁶ The main emphasis of the judgmental approach to evaluation is that of application of presumed expertise to yield judgments about quality or effectiveness.

A third definition emerged during Ralph Tyler's Eight Year

⁵Worthen and Sanders, p. 20.

⁶Michael 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 Co., 1973), pp. 60-104.

Study. Evaluation came to be defined as the process of comparing performance with clearly specified objectives. More recently, Hammond's position is that evaluation focuses on the definition and measurement of behavioral objectives.⁷

New definitions of evaluation have emerged during the last decade. Stake defined evaluation as describing and judging an educational program.⁸ According to Stake, in order to evaluate, one 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).⁹

A second recent definition of evaluation describes it as a decision-management tool. The Stufflebeam approach is associated with this category and is most widely known as the CIPP (Context, Input, Process, Product) evaluation model. In conjunction with the Phi Delta Kappa Study Committee on Evaluation, Stufflebeam defined evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives."¹⁰

⁷Robert L. Hammond, "Evaluation at the Local Level," reprinted in Educational Evaluation: Theory and Practice by Blaine R. Worthen and James R. Sanders (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), pp. 157-169.

⁸Robert E. Stake, "The Countenance of Educational Evaluation," Teachers College Record 68 (1967): 523-40.

⁹Ibid.

¹⁰D. L. Stufflebeam, Educational Evaluation and Decision-Making (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971), p. 40.

Stufflebeams' approach to the evaluation process included the four types of evaluation presented in his CIPP model. Context evaluation defines the relevant environment, what is and what should be pertaining to that environment, identifies needs not being met, and diagnoses the problems that prevent needs from being met. The context evaluation provides information for making decisions in regard to goals to be sought and the specific objectives to be achieved.¹¹

Input evaluation provides information for determining how to utilize resources to achieve the objectives of the program. The purpose of input evaluation is to identify and assess the capabilities of the responsible organization, the strategies for achieving the objectives, and procedural plans for implementing a selected strategy.¹²

Process evaluation provides information back to persons responsible for implementing plans and procedures once a program has been implemented. The objectives of process evaluation are 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 procedure as it occurs in order to interpret program outcomes.¹³

Product evaluation has as its purpose to measure and interpret what has been attained at the end of the program cycle as well as

¹¹Ibid., pp. 218-22.

¹²Ibid., pp. 222-29

¹³Ibid., pp. 229-32.

often as necessary during the cycle. Product evaluation provides information for deciding to continue, terminate, modify, or refocus a program.¹⁴

Alkin defined evaluation as:

. . . the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives.¹⁵

Alkin differentiated between the evaluation of educational programs and systems. Evaluation of educational systems determines the range and specificity of objectives for a particular situation; whereas, evaluation of a program assumes the prior assessment of the larger system and focuses primarily on program implementation, improvement, and certification. A program is evaluated to determine the degree to which planning descriptions of the program are implemented, to provide information about the success of the program, and to provide the decision-maker with information that will enhance decisions about the program as a whole and its generalizability to other situations.¹⁶

Malcolm Provus developed an evaluation model based on the Tylerian tradition of the evaluation of behavioral performance with stated objectives. His model also contained elements of a

¹⁴Ibid., pp. 232-35.

¹⁵Marvin C. Alkin, "Evaluation Theory Development," Evaluation Comment (University of California at Los Angeles: Center for Study of Evaluation, 1969) 2: 2.

¹⁶Ibid., pp. 2-7.

decision-management strategy. Provus stated:

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 standard governing that aspect of the program, and (c) using discrepancy information to identify the weaknesses of the program.¹⁷

Provus suggested focusing evaluation on four stages of program development: definition, installation, process, and product. The process of evaluation consists of moving through the stages in such a way as to be able to compare program performance with standards while concurrently identifying standards to be used for future comparisons.¹⁸

Provus was specific about explicating standards in order to help the evaluation staff manage the feedback loop necessary for decision-making. He 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.¹⁹

II. EVALUATION OF VOCATIONAL PROGRAMS

With the passage of the Vocational Education Act of 1963 and its subsequent amendments of 1968, the Elementary and Secondary

¹⁷Malcolm Provus, "Evaluation of Ongoing Programs in the Public School System," NSSE 68th Yearbook, Part II (Chicago: The National Society for the Study of Education, 1969), p. 245.

¹⁸Ibid., p. 247.

¹⁹Ibid., p. 264.

Education Act of 1965, and more recent legislation, evaluation of public educational programs has been stressed. The taxpaying public and students of vocational programs have sometimes questioned the relevance and worth of the programs. The need for evaluation to answer the questions and to provide programs to meet the needs of students and society is evident. Evaluation is necessary to aid in planning and decision-making, to upgrade program personnel, to improve programs for students, and to insure the accountability of expenditures.

McCaslin described six desirable characteristics that an evaluation plan in vocational education should possess if it 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.²⁰

Evaluation is an integral part of any decision-making process.

²⁰N. 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.

No single evaluation procedure can be followed in all cases. Wentling and Lawson stated that for evaluating vocational programs, evaluation is most useful when it is treated and applied as a process--a way of decision-making.²¹ Using the decision-making approach, decision areas must be identified, sources of data specified, methods of analysis indicated, and evaluative decisions made. Calhoun and Finch also discussed evaluation of vocational programs as a process. "Evaluation in vocational education is a systematic process of obtaining information for judging the effectiveness of programs in relation to acceptable criteria or objectives."²²

Program evaluation is broad in scope. Not only is the achievement of objectives examined, but the assessment of objectives as they relate to the needs of all those involved is of primary importance. "We are starting to look beyond the accomplishment of stated program objectives to the worthiness of the objectives themselves."²³ Program evaluation also goes beyond instructional evaluation to determine the degree to which instruction promotes the goals of the educational institution and whether or not adequate resources are channeled to the program. 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

²¹Wentling and Lawson, p. 9.

²²Calhoun and Finch, p. 441.

²³Wentling and Lawson, p. 10.

for a viable program assessment.²⁴

Nerden stated that in measuring the quality of the vocational program, evaluation must include measures of teaching effectiveness, coordination between manipulative and mental skills, the availability of facilities, and equipment, the currency and relevancy of equipment and materials, and the qualifications of the personnel who conduct the program. Nerden only identified the major areas that should be subject to evaluation but made the statement that every phase of the program should receive attention.²⁵

Stake and Denny wrote that a complete evaluation report should contain a statement of what experts contend should be provided by every school in the way of instructional materials, classroom settings, and laboratory facilities. "No matter how brief or simple, the polling device should be subjected to professional review and trial runs before being used in the evaluation study."²⁶

Nerden emphasized the importance of including all persons involved in or concerned with the vocational program in the evaluation process. A consulting committee for the state could work with persons at the local level in the development of guidelines, standards and/or

²⁴Ibid., p. 12.

²⁵Joseph Nerden, "Statewide Evaluation of Vocational Education," in Gordon F. Law (ed.), Contemporary Concepts in Vocational Education, 1st Yearbook of the American Vocational Association (Washington: American Vocational Association, 1971), pp. 402-03.

²⁶Robert E. Stake and Terry Denny, "Needed Concepts and Techniques for Utilizing More Fully the Potential of Evaluation," in Educational Evaluation: New Roles, New Means, 68th Yearbook of the National Society for the Study of Education, pt. 2 (Chicago: The National Society for the Study of Education, 1969), p. 389.

criteria. "Assuming that every individual involved in vocational education has had ample opportunity to participate in the development, preparation and/or modification of guidelines, criteria, and procedures to be used in evaluation, . . . the next step is to reach a consensus as nearly as possible in order to eliminate duplication of effort across the state."²⁷ After a pilot run, the guidelines and criteria are used in evaluating state vocational programs.

Vocational education has been a significant part of the program of instruction in American public schools for more than 50 years. It has grown in the number of people it serves and occupations for which it prepares, and span of ages for which it is available. Swanson wrote: "It appears timely to develop a set of criteria which might be used as guidelines for the development of evaluation of vocational-technical education services."²⁸ Swanson listed the criteria of quality vocational education that relate to secondary programs as follows:

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;

²⁷Nerden, p. 406.

²⁸J. Chester Swanson, "Criteria for Effective Vocational Education," in Contemporary Concepts in Vocational Education, 1st Yearbook of the American Vocational Association (Washington: American Vocational Association, 1971), p. 22.

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
7. vocational education must involve business, labor, industry, and government as well as schools.²⁹

Larson stated that "programs in vocational education must be quality programs at the identified level of need."³⁰ Some of the characteristics of a quality program, according to 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 performance goals;
6. competent teachers with knowledge of subject matter, personal experiences in the occupation they teach, and competency to teach are brought in;
7. appropriate facilities are used;
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;

²⁹Ibid., pp. 22-26.

³⁰Milton E. Larson, "Attitude, Money, and Program," in Contemporary Concepts in Vocational Education, 1st Yearbook of the American Vocational Association (Washington: American Vocational Association, 1971), p. 56.

10. adequate time is allowed to meet goals;
11. the administration must be sympathetic towards vocational education; and
12. guidance personnel must understand the proper role of vocational education.³¹

The components of a vocational program which can contribute to its effectiveness have been identified as: administrative or management organization, personnel, objectives, evaluation system, content, learners being served, utilization of resources, and ancillary services. Applied to an individual program such as consumer and homemaking, the components can be modified to students served, goals and objectives, organization, personnel, content, teaching methods, learning assessment, and supplies, equipment, and facilities.³²

The writers reviewed in this section have pointed out the importance of providing quality programs which meet the needs of students and society. The review indicated that the writers agreed that defining standards or criteria should be one of the steps in the evaluation process. Although general standards for evaluating vocational programs were identified by several authors, there is still a concern for indicators of quality for specific programs.

In the Education Amendments of 1976, Congress mandated the evaluation of consumer and homemaking programs by the National

³¹Ibid., pp. 56-57.

³²Wentling and Lawson, pp. 29-30.

Institute of Education. The Congressional concern was to determine the quality of the programs that exist and if their function is best served under the provisions of this Act. Datta and Minot, in the study plan, "The Office of the Homemaker: A Plan for Evaluating Consumer and Homemaking Education," pointed out 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 of the Vocational Education Act (P.L. 90-576), available since 1968.³³

III. RELATED STUDIES

A review of the literature for the past 10 years indicated no studies dealing with the identification of quality consumer and homemaking programs. Six studies pertaining to methodology as they apply to the present research are reviewed in this section.

Ray Study

The basic purpose of the Ray study was to establish a model for evaluation of the quality of vocational-technical education programs in the state of Tennessee.³⁴ In developing an instrument

³³Lois-ellin Datta and Marion E. Minot, "The Office of the Homemaker: A Plan for Evaluating Consumer and Homemaking Education," Washington, 1977 (Mimeographed), p. 7.

³⁴John R. Ray, "Development of the Evaluation Model for Tennessee Secondary Vocational-Technical Education Programs" (Knoxville: Research Coordinating Unit, The University of Tennessee, 1975).

to evaluate vocational programs, Ray made the clarification that the materials constructed applied to all vocational-technical programs except consumer and homemaking. The two objectives of the study were to determine an acceptable definition of "quality" in vocational-technical education and to test the workability of this definition in selected secondary vocational-technical programs across the state.

Ray summarized the relevant points dealing with quality in education. A draft definition of a "quality" secondary vocational-technical education program was developed. Concurrently, 20 of the most important components of a quality vocational-technical secondary program were summarized from the literature. The definition and components were presented to vocational teacher educators at The University of Tennessee, Knoxville, and regional vocational-technical supervisory personnel for reactions and review. The comments were synthesized by the researcher to produce the tentative definition of "quality" vocational-technical programs and components for quality programs. The components were verified in secondary schools with above average programs as identified by regional supervisors. The regional supervisors of Agricultural Education, Distributive Education, Health Occupations, Home Economics-Occupational, Office Occupations, and Trade and Industrial Education were asked to identify four programs viewed as containing the elements of quality programs. From the four programs submitted, the researcher drew at random three programs from each area. The sample included 18 programs in each region of

the state. Principals, guidance counselors associated with the vocational-technical programs, and teachers of the programs were asked to react to the consensus definition and to respond to the components by indicating the importance he/she placed on each component. Regional supervisors of vocational-technical education and State Advisory Council members were asked to respond in a like manner. 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 consensus definition and components proposed for use in Tennessee.

The revised consensus definition of a "quality" vocational-technical program 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 successfully 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.³⁵

The components for "quality" vocational-technical programs were:

³⁵ Ibid., p. 8.

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 programs 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.³⁶

When an analysis of the responses from all principals, teachers, and guidance counselors used in the study was made, components 1, 2, 6, 14, and 15 were defined to be "Essential" in importance as components of quality vocational-technical programs. Those components judged as "Highly Desirable" were 3, 5, 7, 8, 10, 11, 12, 16, 17, 19, and 20. Those components which the entire group ranked as "Desirable" were 4, 9, 13, and 18. No components were given values low enough to be ranked "Of Some Importance," "Of No Importance," or "No Opinion." The highest single rank given a component was 4.86 given to component 15 by home economics respondents, while the lowest mean was the 2.83 assigned by Distributive Education personnel responses to component 18.

The Ray study had several implications for the present study. Ray excluded consumer and homemaking education because the

³⁶Ibid., pp. 8-9.

objectives of the program differ from those of other vocational programs. The present study was made to identify and validate the components of quality consumer and homemaking programs only. The present study, in conjunction with the Buero study, also included persons at several levels of involvement with consumer and home-making programs in order to obtain input from persons with varied experiences pertaining to consumer and homemaking programs. The present study and the Buero study included homemaking teachers, local directors, state supervisors, and teacher educators.

Kienast Study

The purpose of the Kienast study was to identify the types of information needed for evaluating occupational programs as viewed by community/junior college technical-occupational deans and/or directors and secondary vocational directors.³⁷ The study also attempted to determine differences in the types of information needed for evaluating secondary programs and community/junior college programs. The 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 48 secondary vocational directors within a 100 mile radius of Dallas responded to a two-iteration Delphi

³⁷Kay Earlene Kienast, "The Identification of Evaluation Information for Technical-Occupational Programs" (Ed.D. dissertation, East Texas State University, 1976), Dissertation Abstracts, p. 4318-A.

questionnaire. Questionnaire I consisted of 109 evaluation statements 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 groups' 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 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-iteration 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 Kienast study was conducted to identify the types of information needed for evaluating technical-occupational programs. The purpose of the present study was to identify the criteria for evaluating consumer and homemaking education programs. The present study also utilized the Delphi technique for validating the criteria.

Brown Study

The primary purpose of the Brown study was to determine the relationship between student and supervisor evaluations of the teaching effectiveness of general business teachers.³⁸ Secondary purposes were to identify the qualities of effective general business teachers and to describe background factors of teachers judged as effective.

Eight business education leaders were selected as the panel of experts for the study. A supervisor's rating scale was developed through the Delphi technique. Panel members were asked to complete a series of questionnaires asking 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 had been rated by a majority of the panel members as "Essential." The 30 characteristics were included on the supervisor's rating scale.

³⁸Betty 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).

Brown concluded that the supervisor's rating scale, used in its entirety, was an appropriate instrument for measuring teacher effectiveness as judged by immediate supervisors of general business teachers.

The techniques used in the Brown study gave direction to the present study. Brown used a panel of experts to determine the importance of characteristics of good general business teachers. The present study used a panel of experts to determine the importance of criteria for evaluating consumer and homemaking programs. Both studies utilized the Delphi technique and three levels of importance: "Essential," "Desirable But Not Essential," and "Unimportant." Items rated "Essential" by a majority of the panel members were used to develop instruments for use in the studies.

Porreca and Stallard Study

Porreca and Stallard conducted a study to verify and validate common affective domain competencies of students among vocational areas.³⁹ Competencies were elicited from the literature. The elicited competencies were verified by employees, employers, and agriculture, business and office, distributive, home economics, and industrial education teachers. The competencies were validated by state level directors of vocational education through the Delphi technique using two probes.

³⁹Anthony G. Porreca and John J. Stallard, Common Affective Domain Competencies among Vocational Students (Knoxville: Research Coordinating Unit, The University of Tennessee, 1975).

A conclusion of the Porreca and Stallard study was that the state level directors appear to agree that there are common affective domain competencies of students among the vocational service areas. The finding that 95 percent of the 111 competency statements were considered important by 80 percent of the respondents led to the conclusion that employees, employers, and secondary and area school vocational teachers appear to have similar perceptions concerning what are important affective domain competencies for employment career success. The perceptions of employers, employees, and vocational teachers were similar to the perceptions of state level directors of vocational education as to what constituted affective domain competencies. Further conclusions of the study were that affective domain competencies appear to provide a commonality of learning which link the various service areas and that affective domain competencies appear to be as important as cognitive and psychomotor domain competencies in vocational education.

The techniques utilized in the Porreca and Stallard study provided some insight for the present study. Similar procedures were used to conduct the study. Criteria for evaluating consumer and homemaking education were elicited from the literature. Verification and validation of the criteria were determined by using two groups. Group I included a panel with expertise in consumer and homemaking education. The panel was asked to indicate the importance of the identified criteria through the Delphi technique using three probes. Group II was comprised of

state level directors of secondary vocational programs, supervisors of home economics at the state level, and teacher educators who were asked to respond to the importance of the criteria for evaluating consumer and homemaking programs.

Iowa State University Study

A project completed in 1977 at Iowa State University "marks the third stage of a model being used to develop, validate, and disseminate, and, hopefully, implement standards for agricultural education throughout the United States."⁴⁰ The project validated 11 categories of standards for quality agricultural/agribusiness education. Approximately 230 persons associated with agriculture education met in small group sessions in 1976 to establish standards for seven occupational areas in agriculture, as well as teacher education, administration and supervision, and adult education in agriculture/agribusiness. For the purpose of the work groups, a standard was defined as "that which is set up and established by authority as a way to measure quantity, values, or quality of an agriculture/agribusiness program."⁴¹ The standards in each category were identified and listed under these subheadings: administration and supervision, finance, staffing, facilities and equipment, enrollment and counseling, leadership development, occupational experience, placement, evaluation, and public relations.

⁴⁰Harold R. Crawford, "Standards Set for Quality Programs in Vocational Agriculture," American Vocational Journal 52 (October 1977): 31.

⁴¹Ibid., p. 32.

All 50 states participated in the validation process. Of a total of 938 validation instruments mailed out, 542 were returned. Participants were asked to rate each standard on a scale from 0 ("no importance") to 9 ("utmost importance"). An analysis of the importance of each standard was calculated by mean scores. One category of standards, identified as common to all programs, was rated by all respondents. Other categories were rated by persons directly involved with the category.

The data have been disseminated to all states through instructional packages to be used to promote awareness and to begin implementing the standards. The ultimate goal of the project was to have the standards implemented in each state.

The Iowa State study provided insight into the present study. The technique of categorizing the standards was followed in the present study by listing criterion statements into 13 categories. The Iowa State study utilized a nine point scale for respondents to rate the importance of the standards. The present study validated the criterion statements by a panel of experts and asked the respondents to rate their level of agreement with the importance of each statement on a six point scale. Although the Iowa State study asked respondents to rate only the category of standards with which they were most closely involved, the present study asked respondents to rate all statements.

Starr and Dieffenderfer Study

Starr and Dieffenderfer, at The Center for Vocational and Technical Education at The Ohio State University, have developed a

system for statewide evaluation of vocational education in cooperation with a number of state vocational agencies.⁴² The system was initiated in an attempt to meet a need on the part of state divisions of vocational education for an evaluation system which could be used as a management tool to assist in program planning. At the inception of the project, a review of existing methodologies indicated that a variety of purposes were served, but the methodologies were not useful for providing evidences of vocational system effectiveness in achieving specified outcomes. Evaluations were generally not concerned about the relationships between evaluative information and management decisions. Starr and Dieffenderfer stated:

In response to these needs, this project has produced an evaluation system for vocational education which responds to three requisites. First, the evaluation system is designed to provide management data for program planning purposes. It relates a vocational system's program outcomes to specific program goals as a logical input in planning and replanning vocational system activities and programs. Second, the evaluation system is designed as a continually operative monitoring mechanism in order that program plans may be adjusted whenever required by changes in the field situation. Third, the evaluation system is designed to be sufficiently flexible so that it can be modified to meet changing evaluative requirements in the operational situations of its users.⁴³

Five system elements were developed for providing the data required for evaluative decisions about programmatic outcomes.

⁴²Harold Starr and Richard A. Dieffenderfer, A System for Statewide Evaluation of Vocational Education, rev. 1972, Research and Development Series, no. 69 (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1972).

⁴³Ibid., p. 4.

These elements included a set of program objectives and goal statements; a data set; a set of six instruments used to collect evaluative information; information flow procedures; and data processing routines and computer programs to produce data in a variety of formats useful to system users.⁴⁴ No claim was made that all units have equal validity for all system users.

The system was field tested for validity in Alabama, the District of Columbia, and Colorado. The general consensus of the test sites was that the information flow procedures functioned adequately, and that the processed data were useful for program planning and reporting purposes. As other states implement the system, the Center will continue to obtain further evidence for validating the system.

The importance of developing a system to aid in program planning provided impetus for the present study. Starr and Dieffenderfer developed a system to aid state divisions of vocational education manage data for program planning purposes. The present study was conducted in response to the need to identify and validate quality consumer and homemaking program indicators. Once identified, the quality indicators will aid in the development of quality consumer and homemaking programs.

IV. SUMMARY

A review of the literature concerning the evaluation of educational programs and the evaluation of vocational education

⁴⁴Ibid., p. 13.

programs was presented in this chapter. Selected related studies were reviewed for their methodology pertaining to this study.

National and state legislators have provided impetus for evaluating programs by their demand for the accountability of use of funds for providing quality education. The definitions of evaluation are varied with the role of evaluation tempered by how one defines the term.

The methodology of evaluation in vocational education is varied and a complex process. Several writers have stated the importance of having standards or criteria upon which to base an evaluation. Criteria for occupational programs have been rather easy to define, but no studies were found that identified criteria for evaluating consumer and homemaking programs.

CHAPTER III

METHODS AND PROCEDURES

The design of this study was a descriptive type of 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 treating the data are described in the following sections. The chapter is organized in the following manner: developing the criterion statements, use of the modified Delphi technique to validate the criteria, selection of the respondents, collection of the data, and treatment of the data.

I. DEVELOPING THE CRITERION STATEMENTS

A review of the literature was made to determine what previous studies had been conducted regarding the assessment of quality consumer and homemaking programs. The limited research completed in the consumer and homemaking area necessitated a review of studies in occupational home economics and other vocational areas as well. A search of the literature for the past 10 years was made. The major sources utilized for the literature review were the Dissertation Abstracts, the Education Index, and the Educational Resources Information Center (ERIC).

A tentative list of criteria for evaluating consumer and homemaking programs was developed by using criteria found in state evaluation forms, legislation, the Evaluative Criteria from the

National Study of Secondary School Evaluation, the Journal of Home Economics, Forecast for Home Economics, and the American Vocational Journal. Contained in the list were 181 criterion statements in the following 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 (Appendix B). The listing of criterion statements was reviewed and refined by the researcher's doctoral committee members. The research proposal was submitted to the Human Subjects Committee, The University of Tennessee, Knoxville and was granted approval.

II. USE OF THE MODIFIED DELPHI TECHNIQUE TO VALIDATE THE CRITERIA

The modified Delphi technique was used to validate the criteria for evaluating consumer and homemaking programs. The Delphi technique requires a panel of experts who contribute their opinions to the solution of a problem without face-to-face confrontation. 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 professional home economics organizations asking their consent to serve on the panel. 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 Teacher Educators; the National Association of State Supervisors of Home Economics; the National Association of Local Supervisors of Home Economics; and the National Association of Vocational Home Economics Teachers. The chairperson of 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 of home economics. The intent was to select persons named more than once to serve on the panel; however, only one person was named twice and she declined to serve on the panel. Other persons were selected from the names submitted to the researchers 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 for the study were eliminated from the list. A letter briefly describing the study was sent to the prospective members asking their consent to serve on the panel. A total of 10 persons complied with the request and comprised the panel. The letter and list of panel members are included in Appendix E.

The panel was asked to respond to the tentative listing of criteria (Appendix B) as to whether each criterion was "Essential," "Desirable But Not Essential," or "Unimportant" for evaluating consumer and homemaking programs. The panel was also asked to make changes in the statements and to add other points to consider.

The cover letters for the Delphi probes are in Appendix F. A stamped, addressed envelope was enclosed for ease in returning the questionnaire to the researchers.

The responses from the first questionnaire were tabulated to formulate a second questionnaire. The second questionnaire gave the panel members the modal responses for each criterion and showed suggested changes and additions in italics. The former responses of the panel members were marked with a red dot. The panel was instructed to consider their former responses and the modal response before rating the criteria a second time. The panel was also instructed to provide a reason for their second response if it differed from the majority response.

The responses to Questionnaire II were tabulated by frequency count and modal responses obtained for each criterion statement. The reasons given for not agreeing with the majority response were stated on the third questionnaire. Questionnaire III was mailed to the panel members with an accompanying letter. The panel members were again asked to consider their former responses, the modal response, and the reasons given before rating each criterion statement a third time. Responses from the third questionnaire were tabulated to finalize the instrument, and results were mailed to the panel members.

The criterion statements rated "Essential" by 80 percent of the panel members after the third probe were included on a survey instrument (Appendix G). One hundred and forty-seven criterion statements 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 are also included in Appendix C.

The validated criterion statements were used by the researcher to develop a survey instrument to be mailed to state supervisors of home economics, directors of secondary vocational programs, and selected teacher educators to determine their perceptions regarding the importance of the criteria for evaluating consumer and homemaking programs.

III. NATURE OF THE POPULATION

The study involved a population of 159 individuals composed of three reference groups from each of the 50 states. Each state was represented by the state supervisor of home economics, the director of secondary vocational programs, and at least one teacher educator of home economics in a land grant institution. The three reference groups were comprised of 50 state supervisors of home economics, 50 directors of secondary vocational programs, and 59 teacher educators.

IV. COLLECTION OF 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. A letter, informed consent form, and survey instrument were mailed to the 50 state

supervisors of home economics, the 50 state directors of secondary vocational programs, and 59 teacher educators in land grant institutions. Each respondent was asked to react to the importance he/she placed on the evaluative criteria by rating each criterion statement on a six-point Likert-type scale. The scale established was: strongly agree (6), moderately agree (5), mildly agree (4), mildly disagree (3), moderately disagree (2), and strongly disagree (1). The six-point scale was designed to encourage participants to respond in a more definite manner to each statement and the degree of agreement. The survey instrument and cover letter are included in Appendices G and H. A stamped, addressed envelope was enclosed for returning the instrument to the researcher. A telephone call was made to those who had not responded by the due date. A total of 52 percent usable returns were received by the researcher. Responses from early and late respondents were compared by the t test to determine if there was a significant difference in their mean scores. "The rationale for this procedure is that the responses of nonrespondents are usually more similar to the responses of late respondents than they are to the responses of early respondents."¹ No significant differences were found between the mean scores of early and late respondents.

V. TREATMENT OF THE DATA

Data gathered from the panel through the modified Delphi technique were tabulated by a frequency count for each criterion

¹J. Robert Warmbrod, "The Critical Elements of Survey

statement. Modal responses were included in subsequent Delphi probes. The data from the survey instrument 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 criterion statements were subjected to the Cronbach alpha procedure to determine the homogeneity of items within each category. Reliability coefficients ranging from .846 to .982 indicated a high internal consistency for items within each category.

The criterion statements on the survey instrument were analyzed by means relative to the reference groups. The Likert-type scale was treated as interval level data which is common in the social sciences. The researcher established a mean of 5.000 for each of the reference groups as indicating agreement with the panel of experts. The 5.000 mean was accepted by the researcher as indicating that the reference groups were in congruence with the panel of experts in regard to the criterion statements for evaluating consumer and homemaking programs. The rationale for establishing the mean was because no attempt was made to rank the criterion statements as perceived by the reference groups. An analysis of variance was completed on each criterion statement to

Research," paper presented to the faculty and graduate students, Department of Vocational-Technical Education, The University of Tennessee, Knoxville, 3 August 1978.

determine significant differences existing between the perceptions of the three reference groups. The level of significance was set at .05. The criterion statements where an analysis of variance indicated significant differences existed between the individual reference groups were compared by the Duncan multiple range test to determine where those differences existed.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of the data is presented in this chapter as follows: Criteria validated by a national panel of experts, perceptions of selected teacher educators, perceptions of state supervisors of home economics, and differences in perceptions of reference groups.

I. CRITERIA VALIDATED BY A NATIONAL PANEL OF EXPERTS

One purpose of the study was to validate criteria for evaluating consumer and homemaking programs by answering the question "What criteria for evaluating consumer and homemaking programs are agreed upon by a panel of experts who represent this area of education?" The modified Delphi technique was used to determine which criteria were agreed upon by the national panel. From the literature an initial listing of 181 criterion statements and their subparts were organized into 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. The initial listing of criterion statements is included in Appendix B.

Panel members were asked to rate each statement "Essential," "Desirable But Not Essential," or "Unimportant" for evaluating

consumer and homemaking programs. Frequencies for each statement were tabulated by the researchers. At the conclusion of the first probe, the panel was in unanimous agreement on 47 statements and subparts of statements. The responses of the 10 panel members were varied for the remaining statements. Suggestions for revisions and additions are shown in Appendix C. The panel suggested no changes in the category titles.

The modal responses from the first questionnaire were included on the second questionnaire to the panel members. The panel members were asked to consider the modal response and their own responses (marked with a red dot) in rating the statements a second time. The panel was also instructed to provide a reason if their second response differed from the modal response. At the conclusion of the second probe, the panel was in unanimous agreement on 157 criterion statements and/or subparts of statements. There was less than an 80 percent agreement on 32 statements or subparts of statements. Selected reasons for not agreeing with the modal responses are shown in Appendix C.

The third questionnaire to the panel included the modal responses to the statements and the reasons given for differing from the modal response. The panel was given the same instructions as in the second probe. The panel reached an 80 percent or higher consensus of "Essential" for 147 criterion statements and their subparts. The modal responses at the conclusion of the third probe are included in Appendix B.

Table 1 reflects the nine criterion statements validated for

Table 1. Essential Criterion Statements for Evaluating PROGRAM ORGANIZATION AND PLANNING as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVPA		TEb		SSHEC		F Ratio
	Means		Means		Means		
1. A written philosophy serves as a frame of reference for program planning.	5.678		5.821		5.758		0.547
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.	5.785		5.714		5.821		0.328
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.	5.679		5.857		5.893		1.234
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.	5.821		5.643		5.655		0.915
5. The program is designed to develop managerial ability and home-making skills necessary for the dual role of homemaker and wage earner.	5.786		5.714		5.750		0.122
6. In the school system, there is close coordination and cooperation between the homemaking program and the academic staff, guidance staff, and community.	5.571		5.679		5.552		0.224
7. All aspects of the program are free of sex bias and stereotyping.	5.500		5.571		5.552		0.044

Table 1 (Continued)

Criterion Statements	DSVpa Means	TEb Means	SSHEC Means	F Ratio
8. There is evidence of effort to recruit males into the homemaking program.	5.643	5.429	5.586	0.428
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.	5.464	5.500	5.656	0.413

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

the category of PROGRAM ORGANIZATION AND PLANNING. Statements pertaining to the philosophy and purposes of consumer and homemaking programs were contained in this category.

Table 2 contains the 30 criterion statements and their subparts validated by the panel for evaluating CURRICULUM. Statements pertaining to scope and sequence, goals and objectives, content, and program outcomes were included in this category.

Table 3 reflects the 13 criterion statements validated for evaluating ADMINISTRATION AND SUPERVISION. Statements pertaining to administrative and supervisory personnel and policy were included in this category.

Table 4 shows the 17 criterion statements and their subparts validated for the category of FACILITIES AND EQUIPMENT. Statements pertaining to space, furnishings and storage were included in this category.

Table 5 shows the six criterion statements and their subparts validated by the panel for the category of FINANCIAL RESOURCES. Statements pertaining to the budget were included in this category.

Table 6 reflects the 17 criterion statements and their subparts validated for evaluating the category of INSTRUCTIONAL STAFF. Statements pertaining to personal qualities and professional growth and development were included in this category.

Table 7 shows the 13 criterion statements validated for evaluating the category of INSTRUCTIONAL PROCESS. Statements pertaining to instructional methods, materials, and supplies were included in this category.

Table 2. Essential Criterion Statements for Evaluating CURRICULUM as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements		DSVpa Means	TEb Means	SSHEC Means	F Ratio
<u>A. Scope and Sequence</u>					
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.	5.428	5.642	5.620	0.342
2.	Courses are developed using an analysis of: (a) student needs and interests (b) community needs and interests	5.428 5.428	5.678 5.464	5.689 5.428	1.286 0.117
3.	The curriculum of the feeder schools is coordinated with that of the high school.	5.571	5.535	5.602	0.091
4.	Introductory and advanced courses in the program are closely articulated.	5.428	5.592	5.758	1.193
5.	The curriculum provides for individual differences among students.	5.607	5.571	5.655	0.086
<u>B. Goals and Objectives</u>					
6.	The curriculum provides for: (a) flexibility (b) innovation	5.607 5.642	5.714 5.607	5.689 5.689	0.198 0.113
7.	Parental desires are considered in formulating policies and procedures for the guidance of the student.	5.071	5.148	5.379	0.742

Table 2 (Continued)

Criterion Statements	DSVpa		TEb		SSHEc		F Ratio
	Means		Means		Means		
8. Parental concerns are considered in the development of program goals and objectives.	4.964		5.333		5.241		0.984
9. Written objectives are used to design programs and are on file in the home economics department and administrative office.	5.285		5.678		5.689		2.264
10. The objectives of the program are reviewed annually and changed when needed.	5.464		5.713		5.655		0.783
11. The objectives focus on the shared needs and interests of male and female students as homemakers.	5.607		5.642		5.724		0.197
12. An outline of each course is on file.	5.035		5.821		5.586		3.972*
13. Curriculum offerings are based on: (a) interest and potential of students (b) evidence of needs as determined by advisory groups, surveys, and statistics	5.714		5.321		5.517		1.882
	5.679		5.250		5.517		1.776
14. The objectives are realistic and obtainable within the school system and the community.	5.607		5.750		5.724		0.395
15. The objectives of the program provide for individual differences among students.	5.500		5.571		5.690		0.429
16. The objectives give direction to: (a) program evaluation (b) student evaluation	5.535		5.714		5.724		0.676
	5.643		5.643		5.724		0.169

Table 2 (Continued)

C. Content	Criterion Statements	DSVpa		TEb		SSHEC		F
		Means		Means		Means		Ratio
17.	Sex bias implications are eliminated in course titles and descriptions.	5.821		5.536		5.690		0.993
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 (b) consumer education and resource management (c) child development and guidance (d) family living and parenthood education (e) foods and nutrition (f) textiles and clothing	5.571 5.679 5.536 5.607 5.607 5.536		5.571 5.571 5.704 5.704 5.667 5.519		5.828 5.862 5.931 5.897 5.828 5.586		1.074 1.004 2.143 1.168 0.672 0.048
19.	Instruction in human relationships and citizenship is part of the curriculum.	5.607		5.667		5.587		0.073
20.	The curriculum provides for portrayal of a variety of cultural groups in positive and non-stereotyped ways.	5.643		5.111		5.483		1.959
21.	The following concepts are integrated into each area of instruction: (a) management of time and resources (b) consumer education	5.786 5.714		5.482 5.679		5.607 5.714		1.509 0.020

Table 2 (Continued)

Criterion Statements	DSVpa			TEb		SSHEC		F Ratio
	Means			Means		Means		
22. There is evidence that the following are incorporated into the content of the program: (a) creativity (b) flexibility (c) respect for human values	5.429 5.714 5.857			5.607 5.607 5.750		5.069 5.414 5.759		2.112 1.378 0.315
23. The program content has been revised within the past three years to reflect the changes created by society.	5.607			5.704		5.379		0.745
24. The program includes instruction in: (a) sex education (b) parenting (c) energy conservation	5.250 5.643 5.679			5.704 5.786 5.571		5.210 5.897 5.655		3.036 1.583 0.232
25. Home economics courses offer experiences and activities which contribute to the employability of youth and adults.	5.750			5.714		5.310		3.102
26. The curriculum is sufficiently flexible so that individualized instruction is available to students.	5.643			5.214		5.315		1.596
27. Instruction is provided in safety practices in the use of facilities and equipment.	5.571			5.571		5.621		0.039
D. <u>Program Outcomes</u>								
28. Program outcomes reflect the student's ability to be self-directing.	5.464			5.634		5.414		0.912

Table 2 (Continued)

Criterion Statements	DSVpa		TEb		SSHEc		F Ratio
	Means		Means		Means		
29. The program contributes to the employability of youth and adults in the dual role of homemaker and wage earner.	5.714		5.607		5.483		0.881
30. There is evidence that students develop skills, attitudes, and values in the program for working cooperatively with family members and employers.	5.786		5.536		5.828		1.611

*Significant at the .05 level.

aN = 28, State Directors of Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 3. Essential Criterion Statements for Evaluating ADMINISTRATION AND SUPERVISION as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVpa		TEb		SSHEC		F Ratio
	Means		Means		Means		
1. Administrative personnel utilize advisory committees in program evaluation and improvement.	5.678		5.500		5.482		0.674
2. Administrative personnel work with the vocational teacher in development of the total program.	5.785		5.321		5.551		2.578
3. Administrative personnel encourage and support inservice training for teachers.	5.607		5.678		5.793		0.416
4. Faculty meetings are attended regularly by the home economics staff.	5.428		5.607		5.620		0.508
5. Teaching assignments are based on qualification, experiences, and interests of the teachers.	5.750		5.703		5.793		0.164
6. The home economics staff is considered in discussions related to general operational procedures of the department.	5.642		5.714		5.896		1.302
7. The lines of authority, communication, and responsibility are defined and utilized.	5.678		5.571		5.827		1.103
8. A home economics educator coordinates the total district program.	5.259		5.346		5.275		0.067
9. Supervisory classroom visitations with follow-up conferences are scheduled.	5.464		5.481		5.310		0.394

Table 3 (Continued)

Criterion Statements	DSVpa		TEb		SSHEC		F
	Means		Means		Means		Ratio
10. Supervision is adequate to assist teachers and students to progress jointly toward relevant goals.	5.500		5.571		5.517		0.058
11. The teachers' lesson plans, materials, and performance are observed regularly by supervisory personnel to validate a quality instructional program.	5.500		5.250		4.965		2.348
12. Teachers demonstrate responsiveness to supervision by implementing recommended modifications to improve programs.	5.678		5.464		5.448		0.864
13. A department chairperson coordinates activities of the multiple teacher department.	5.571		5.714		5.551		0.398

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 4. Essential Criterion Statements for Evaluating FACILITIES AND EQUIPMENT as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements		DSVpa Means	TEb Means	SSHEC Means	F Ratio
1.	Space and equipment are adequate to carry out a comprehensive home-making program: (a) equipment for clothing construction is arranged for convenience, safety, and efficiency (b) closet space and storage drawers for students (c) conference area	5.571 5.518 5.392	5.571 5.178 5.321	5.793 5.655 5.379	0.506 1.739 0.043
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 (c) to provide maximum convenience and safety to students (d) to accommodate both male and female students	5.285 5.357 5.666 5.571	5.214 5.428 5.607 5.678	5.655 5.448 5.758 5.827	1.853 0.088 0.355 0.991
3.	A stimulating learning environment is provided through facilities that are: (a) attractive (b) clean (c) organized	5.785 5.785 5.740	5.642 5.714 5.740	5.793 5.724 5.793	0.520 0.114 0.082
4.	Designated classroom space is available for large group instruction.	5.600	5.740	5.724	0.477
5.	Equipment is provided to promote maximum learning in all areas of instruction.	5.678	5.500	5.785	0.949

Table 4 (Continued)

Criterion Statements	DSVpa		TEb		SSHEC		F Ratio
	Means		Means		Means		
6. The following provisions in the department are satisfactory: (a) electrical outlets (b) lighting (c) heating (d) ventilation (e) acoustical factors	5.678 5.678 5.714 5.678 5.642		5.392 5.428 5.571 5.500 5.592		5.620 5.689 5.689 5.689 5.517		0.825 1.068 0.329 0.605 0.219
7. Materials and supplies are stored in a systematic way.	5.678		5.464		5.620		0.566
8. Sufficient storage is provided for: (a) equipment (b) teaching supplies (c) instructional materials and aids	5.607 5.607 5.607		5.357 5.392 5.535		5.655 5.689 5.586		0.932 0.981 0.073
9. Storage allows for easy accessibility by both the teacher and the students.	5.642		5.500		5.642		0.387
10. The equipment and furnishings in the department are arranged to provide for flexibility and efficiency of working conditions for pupils and teacher.	5.666		5.500		5.517		0.404
11. The appearance and arrangement of the department enhances the image of home economics.	5.500		5.678		5.413		0.846

Table 4 (Continued)

Criterion Statements	DSVpa		TEb		SSHEC		F Ratio
	Means		Means		Means		
12. To supplement instruction for students with special needs, the following are available: (a) appropriate specialized facilities (b) appropriate movable equipment (c) appropriate instructional materials	5.392 5.407 5.642		5.285 5.407 5.428		5.034 5.275 5.551		0.713 0.179 0.470
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 (b) equipment and furnishings which approximate those used in the home	5.642 5.607		5.535 5.321		5.620 5.586		0.159 1.547
14. Major equipment has been purchased within the last five years.	5.178		5.535		5.413		0.969
15. Current and long range plans are on file in the department for: (a) maintenance of equipment (b) replacement of equipment	5.464 5.333		5.428 5.464		5.413 5.448		0.017 0.183
16. Fire extinguishers are: (a) located in the department (b) inspected as required (c) usable by students as required	5.785 5.607 5.678		5.785 5.642 5.678		5.580 5.793 5.827		0.023 0.499 0.753

Table 4 (Continued)

Criterion Statements	DSVpa		TEb		SSHEC		F
	Means		Means		Means		
17. First aid supplies are conveniently located in the department.	5.714		5.464		5.758		0.972

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 5. Essential Criterion Statements for Evaluating FINANCIAL RESOURCES as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVpa		TEb		SSHEC		F
	Means		Means		Means		Ratio
1. A formal budget for the homemaking department has been established in compliance with state program standards.	5.714		5.750		5.551		0.485
2. Funds allotted for the home economics program are used with maximum efficiency to meet instructional needs.	5.607		5.678		5.655		0.067
3. Financial resources are adequate to provide experimental activities in selected areas.	5.148		5.357		5.241		0.274
4. The budget indicates a 3-5 year projection.	5.321		5.535		5.379		0.404
5. Adequate reimbursement is available for homemaking teachers to attend professional meetings.	5.464		5.321		5.620		0.709
6. Each teacher has money available for:							
(a) consumable supplies adequate for the course or grade level taught	5.607		5.666		5.620		0.039
(b) the replacement of out-of-date equipment and materials	5.392		5.518		5.551		0.163
(c) immediate repairs of equipment	5.571		5.444		5.482		0.080
(d) purchase of new equipment	5.392		5.518		5.517		0.136

^aN = 28, State Directors of Secondary Vocational Programs.

^bN = 29, Teacher Educators.

CN = 28, State Supervisors of Home Economics.

Table 6. Essential Criterion Statements for Evaluating INSTRUCTIONAL STAFF as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements		DSVpa Means	TEb Means	SSHEC Means	F Ratio
<u>A. Personal Qualities</u>					
1.	The teacher holds a bachelor's degree in home economics education and a valid vocational homemaking education certificate.	5.821	5.821	5.724	0.371
2.	Teachers are knowledgeable and have all available materials about the scope of the total district and state home economics education program.	5.666	5.535	5.689	0.364
3.	The teacher has the leadership qualities to be an effective teacher.	5.814	5.857	5.724	0.553
4.	The home economics teacher is skilled in the organization of subject matter and the teaching-learning process.	5.750	5.892	5.655	1.484
5.	The teacher utilizes daily lesson plans developed from the objectives.	5.642	5.785	5.714	0.332
6.	The homemaking teacher has an instructional plan based on state and local curriculum guides.	5.678	5.714	5.827	0.548
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.	5.785	5.642	5.724	0.337

Table 6 (Continued)

Criterion Statements	DSVpa		TEb		SSHEC		F
	Means		Means		Means		Ratio
8. The teacher demonstrates sensitivity to student needs and the ability to adapt materials and methods to stimulate individual students to learn and achieve.	5.750		5.750		5.655		0.213
9. The teacher's organizational ability is demonstrated by effective classroom management.	5.821		5.750		5.689		0.368
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.	5.750		5.928		5.758		1.147
11. The staff members in the department are able to work together productively, cooperatively, and professionally.	5.714		5.821		5.793		0.381
<u>B. Professional Growth and Development</u>							
12. Meetings of the total school district home economics staff are scheduled regularly and utilized for program development.	5.357		5.607		5.379		0.614
13. School policy allows teachers to attend professional meetings.	5.642		5.750		5.586		0.306
14. The teacher participates in available inservice and training programs to up-grade knowledge and skills.	5.678		5.821		5.724		0.360

Table 6 (Continued)

Criterion Statements	DSVPa		TE ^b		SSHEC		F
	Means		Means		Means		Ratio
15. The teacher continuously reviews professional materials.	5.607		5.714		5.571		0.356
16. The teacher demonstrates professionalism by being an active member of:							
(a) American Home Economics Association	5.250		5.642		5.206		2.285
(b) American Vocational Association	5.214		5.678		5.344		1.900
(c) State home economics association	5.464		5.740		5.379		1.778
(d) State vocational association	5.392		5.703		5.413		1.131
(e) Local professional and educational groups	5.357		5.555		5.517		0.443
17. The teacher's schedule provides at least one period for planning.	5.535		5.642		5.724		0.532

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 7. Essential Criterion Statements for Evaluating INSTRUCTIONAL PROCESS as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements		DSVPA Means	TEb Means	SSHEC Means	F Ratio
<u>A. Instructional Methods</u>					
1.	The instructional situation replicates the occupations of the home.	5.678	5.074	5.551	4.287*
2.	A variety of teaching methods and instructional activities are used daily.	5.607	5.785	5.620	0.597
3.	Instructional procedures show that the teacher used ingenuity and initiative in the development and use of methods, teaching aids, and techniques.	5.678	5.678	5.448	0.877
4.	Learning experiences conform to the maturity level of the students.	5.714	5.714	5.655	0.080
5.	Learning experiences are planned for varying abilities of the students.	5.750	5.714	5.655	0.136
6.	Learning experiences are selected in relation to behavioral outcomes desired.	5.607	5.750	5.724	0.336
7.	Instruction is individualized using various methods to meet specific needs and interests of students.	5.607	5.464	5.448	0.311
8.	The instructional procedures provide opportunities for individual and group participation in discussion and other activities.	5.857	5.607	5.689	1.027

Table 7 (Continued)

Criterion Statements		DSVpa Means	TEb Means	SSHEC Means	F Ratio
<u>B. Instructional Materials and Supplies</u>					
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.	5.678	5.607	5.482	0.411
10.	Chalkboards and bulletin boards are easily accessible within the classroom.	5.607	5.500	5.535	0.151
11.	Instructional materials are readily accessible to the students and the instructor.	5.714	5.607	5.689	0.222
12.	A sufficient quantity of up-to-date textbooks and reference materials in each of the major areas of home economics is available.	5.571	5.535	5.551	0.012
13.	Multi-media materials are available for all program areas.	5.500	5.571	5.655	0.259

*Significant at the .05 level.

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

CN = 28, State Supervisors of Home Economics.

Table 8 reflects the five criterion statements validated for evaluating the category of MANAGEMENT AND HOUSEKEEPING. Statements pertaining to records, supplies, and responsibilities were included in this category.

Table 9 shows the eight criterion statements validated for evaluating the category of STUDENTS. Statements pertaining to recruitment, guidance, and handicapped students were included in this category.

Table 10 shows the eight criterion statements and their subparts validated by the panel for evaluating the category of FUTURE HOMEMAKERS OF AMERICA. Statements pertaining to affiliation, membership, and activities were included in this category.

Table 11 reflects the nine criterion statements and their subparts validated for evaluating the category of ADVISORY COMMITTEES. Statements pertaining to advisory committee members and duties were included in this category.

Table 12 reflects the five criterion statements validated by the panel for evaluating the category of PUBLIC RELATIONS. Statements pertaining to publicizing and promoting the program were included in this category.

Table 13 shows the seven criterion statements validated for evaluating the category pertaining to EVALUATION. Statements pertaining to persons involved in the evaluation process and utilization of evaluation information were included in this category.

Table 8. Essential Criterion Statements for Evaluating MANAGEMENT AND HOUSEKEEPING as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVP ^a		TEB		SSHE ^c		F Ratio
	Means		Means		Means		
1. The following managerial records are available:							
(a) itemized budget	5.571		5.703		5.482		0.539
(b) record of expenditures	5.607		5.678		5.586		0.144
(c) inventory of equipment and materials	5.714		5.678		5.655		0.060
(d) proposed budget for the next school year	5.571		5.678		5.517		0.355
(e) inventory of instructional media	5.642		5.500		5.724		0.635
(f) current and long range plans for the purchase of teaching aids and supplies							
(g) financial report for FHA	5.535		5.357		5.551		0.431
	5.571		5.321		5.551		0.717
2. Supplies and equipment in the laboratory are conveniently organized to provide an example of good housekeeping.	5.607		5.500		5.413		0.373
3. Adequate provisions are made for care and maintenance of facilities by the custodial staff.	5.678		5.642		5.413		0.978
4. Students assume managerial responsibility for housekeeping chores in the department.	5.714		4.964		5.310		3.207*
5. The department reflects an attractive, homelike atmosphere in which students show pride and which reflects desirable home living standards.	5.642		5.333		5.620		1.403

Table 8 (Continued)

*Significant at the .05 level.

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 9. Essential Criterion Statements for Evaluating STUDENTS as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVpa		TEb		SSHEC		F
	Means		Means		Means		Ratio
1. A system of recruitment exists through exploration programs and visits to elementary and junior high schools by counselors, students and teachers.	5.321		5.407		5.448		0.146
2. All classes are open to both sexes.	5.642		5.892		5.793		1.663
3. Students are made aware of occupational opportunities in home economics.	5.750		5.511		5.655		0.500
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.	5.678		5.392		5.655		1.226
5. Handicapped students are mainstreamed when it is mutually beneficial to students in a class.	5.571		5.535		5.586		0.063
6. Facilities and supplies are adequate for disadvantaged and handicapped students.	5.518		5.464		5.551		0.071
7. An individual educational plan is on file for each handicapped student.	5.642		5.259		5.689		2.401
8. Vocational guidance is provided for all students by a qualified counselor.	5.607		5.500		5.620		0.250

Table 9 (Continued)

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 10. Essential Criterion Statements for Evaluating FUTURE HOMEMAKERS OF AMERICA as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVPA		TEb		SSHEC		F Ratio
	Means		Means		Means		
1. The home economics teacher sponsors a FHA chapter.	5.535		5.285		5.689		1.366
2. The local chapter is affiliated with the state and national organization.	5.607		5.535		5.750		0.602
3. The chapter members are active participants in: (a) local activities (b) district activities	5.678 5.535		5.511 5.571		5.931 5.724		2.171 0.474
4. FHA chapter experiences are included in the home economics program at all levels.	5.535		5.392		5.793		1.992
5. The chapter has a program of work which contributes to the home economics instructional program.	5.642		5.535		5.689		0.332
6. Student committees are formed and make contributions to the improvement of the student organization, school and community.	5.571		5.535		5.620		0.095
7. The chapter has male and female members.	5.464		5.464		5.620		0.315
8. The teacher/advisor helps chapter members plan (through ENCOUNTER and IMPACI processes) activities which contribute to home economics instructional program.	5.607		5.357		5.551		0.705

Table 10 (Continued)

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 11. Essential Criterion Statements for Evaluating ADVISORY COMMITTEES as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVpa		TEb		SSHEC		F Ratio
	Means		Means		Means		
1. The teacher has organized a formal advisory committee to assist in improving and expanding the home economics program.	5.570		5.666		5.586		0.011
2. The advisory committee for the consumer and homemaking program is composed of:							
(a) student	5.714		5.678		5.689		0.021
(b) parent(s)	5.785		5.750		5.758		0.029
(c) administrator	5.642		5.607		5.620		0.018
(d) community members with consumer and homemaking interests	5.678		5.750		5.689		0.108
3. The advisory committee has met at least twice within the last year.	5.571		5.571		5.620		0.034
4. There is evidence of a planned agenda for each meeting of the advisory committee.	5.571		5.678		5.655		0.168
5. Minutes of the advisory committee's meetings are recorded and kept on file by the teacher.	5.607		5.464		5.517		0.245
6. There is evidence that the advisory committee:							
(a) makes recommendations and suggestions to school authorities empowered to act upon advice	5.607		5.464		5.586		0.271
(b) assists in the development of the home economics program	5.642		5.285		5.275		1.532
(c) helps evaluate the home economics program	5.607		5.357		5.310		1.247
(d) assists in interpreting the homemaking program to the community	5.607		5.481		5.586		0.249

Table 11 (Continued)

Criterion Statements	DSVpa		TEb		SSHEC		F
	Means		Means		Means		Ratio
7. Advisory committee membership appointments are staggered so that continuity is maintained.	5.535		5.571		5.551		0.016
8. The advisory committee members have visited the program during the school day.	5.500		5.428		5.448		0.048
9. A close liaison exists between the advisory committee and the: (a) vocational director (b) homemaking teacher	5.464 5.500		5.392 5.678		5.586 5.689		0.369 0.578

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 12. Essential Criterion Statements for Evaluating PUBLIC RELATIONS as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVpa		TEb		SSHEC		F Ratio
	Means		Means		Means		
1. A favorable image of home economics is rated through information dissemination on a regular basis through the media.	5.607		5.571		5.655		0.083
2. Well-planned activities provide program visibility to administrators, students, teachers, parents and community.	5.714		5.714		5.793		0.832
3. The teacher enriches the curriculum with guest speakers and related resources.	5.678		5.714		5.785		0.275
4. The teacher becomes familiar with the community through: (a) personal contacts (b) community involvement	5.678 5.678		5.750 5.642		5.862 5.827		0.808 0.786
5. The teacher involves parents in the program.	5.750		5.500		5.724		1.209

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

Table 13. Essential Criterion Statements for Evaluating EVALUATION as Perceived by a National Panel of Experts and Level of Agreement by Reference Groups

Criterion Statements	DSVPA			TEb		SSHEC		F Ratio
	Means			Means		Means		
1. Evidence of program strengths and weaknesses are used to make current and long range plans for program development.	5.642			5.607		5.862		1.375
2. The evaluating process is utilized to notify and improve the home economics program.	5.750			5.607		5.751		0.345
3. There is evidence that the following are involved in evaluating the homemaking program: (a) state staff (b) local administrators (c) home economics teachers (d) students (e) parents (f) community members	5.750 5.714 5.892 5.821 5.642 5.678			5.357 5.500 5.607 5.535 5.282 5.321		5.655 5.689 5.689 5.724 5.655 5.448		2.403 0.814 1.681 1.475 2.179 1.268
4. Evidence of teacher self-evaluation is utilized in the program.	5.750			5.370		5.655		1.311
5. Qualified personnel and committees are designated for the purpose of evaluation of the program.	5.714			5.357		5.586		1.470
6. Evaluation is conducted on a continuing basis to provide courses relevant to student needs.	5.750			5.642		5.827		0.594
7. The program has evidence of student evaluation based on objectives.	5.750			5.555		5.689		0.548

Table 13 (Continued)

aN = 28, State Directors of Secondary Vocational Programs.

bN = 29, Teacher Educators.

cN = 28, State Supervisors of Home Economics.

II. PERCEPTIONS OF STATE DIRECTORS OF SECONDARY VOCATIONAL PROGRAMS

A second question of the study was "How do state directors of secondary vocational programs perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?" Twenty-eight (56 percent) of the 50 state directors of secondary vocational programs responded to the survey instrument. Mean values for the group were calculated on the following scale: (6) strongly agree, (5) moderately agree, (4) mildly agree, (3) mildly disagree, (2) moderately disagree, and (1) strongly disagree.

Mean scores for each of the criterion statements and their subparts within categories are shown in Tables 1-13 (pages 51, 54, 59, 61, 65, 66, 69, 72, 74, 76, 78, 80, and 81, respectively). The state directors of secondary vocational programs agreed with the panel of experts that all the validated criteria were important quality indicators of consumer and homemaking programs. The mean scores of 146 of the 147 criterion statements and their subparts were above the established 5.000 mean indicating that the state directors moderately to strongly agreed with the panel. The mean score for Category II statement "An outline of each course is on file" was 4.964, indicating that the state directors of secondary vocational programs mildly to moderately agreed as to the importance of this statement for evaluating consumer and homemaking programs.

III. PERCEPTIONS OF SELECTED TEACHER EDUCATORS

A third question of the study was "How do selected teacher educators perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?" Twenty-nine of the 59 home economics teacher educators (49 percent) in land-grant institutions responded to the survey instrument. Mean scores for the group were calculated on the following scale: (6) strongly agree, (5) moderately agree, (4) mildly agree, (3) mildly disagree, (2) moderately disagree, and (1) strongly disagree.

Mean scores for each of the criterion statements and their subparts within categories are shown in Tables 1-13 (pages 51, 54, 59, 61, 65, 66, 69, 72, 74, 76, 78, 80, and 81, respectively). The selected teacher educators agreed with the panel of experts that all the validated criteria were important quality indicators of consumer and homemaking programs. The mean scores of 146 of the 147 criterion statements and their subparts were above the established 5.000 mean indicating that the teacher educators moderately to strongly agreed with the panel regarding the importance of the validated criteria. A mean score of 4.964 for Category VIII statement "Students assume managerial responsibility for housekeeping chores in the department" indicated that the teacher educators mildly to moderately agreed with the importance of this statement.

IV. PERCEPTIONS OF STATE SUPERVISORS OF HOME ECONOMICS

A fourth question of the study was "How do state supervisors of home economics perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?" Twenty-eight (56 percent) of the 50 state supervisors of home economics responded to the survey instrument. Mean values for the group were calculated on the following scale: (6) strongly agree, (5) moderately agree, (4) mildly agree, (3) mildly disagree, (2) moderately disagree, and (1) strongly disagree.

Mean scores for each of the criterion statements and their subparts within categories are shown in Tables 1-13 (pages 51, 54, 59, 61, 65, 66, 69, 72, 74, 76, 78, 80, and 81, respectively). The state supervisors of home economics agreed with the panel of experts that all the validated criteria were important as quality indicators of consumer and homemaking programs. The mean scores of all but one of the 147 criterion statements and their subparts were above the established 5.000 mean indicating that the state supervisors of home economics moderately to strongly agreed with the panel of experts. The mean of 4.965 for Category III statement "The teachers' lesson plans, materials, and performance are observed regularly by supervisory personnel to validate a quality instructional program" indicated that the teacher educators mildly to moderately agreed with the panel concerning the importance of this statement for evaluating consumer and homemaking programs.

V. DIFFERENCES IN PERCEPTIONS OF THE REFERENCE GROUPS

A fifth question of the study was "How do the three groups differ in their perceptions of the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?" Criterion statements were subjected to the one-way analysis of variance to determine significant differences in the perceptions of the three reference groups regarding the importance of the criteria for evaluating consumer and homemaking programs. The probability level of significant difference was set at .05. Criterion statements which showed a significant difference based on the analysis of variance were further analyzed by the Duncan multiple range test to determine where the significant differences occurred.

The three reference groups showed a significant difference in their perceptions of the importance of three of the 147 criterion statements and their subparts.

Tables 14 and 15 show the analysis of variance test and multiple range test for statement 12 in the category concerning CURRICULUM: "An outline of each course is on file." The multiple range test in Table 15 shows that the teacher educators and state supervisors of home economics did not differ significantly nor did the state supervisors of home economics and the directors of secondary vocational programs. The significant difference occurred between the teacher educators and the directors of secondary programs. The teacher educators perceived the criterion statement

Table 14. Analysis of Variance of Group Perceptions for Category II
Statement: An Outline of Each Course Is on File

Source of Variation	SS	df	MS	F Ratio
Between Groups	9.1178	2	4.5589	3.972*
Within Groups	94.1058	82	1.1476	
Total	103.2235	84		

*Significant at the .05 level.

Table 15. Multiple Range Test for Category II Statement

Groups	DSVP	SSHE	TE
Mean	5.6786	5.5517	5.0741

significantly less important than the directors of secondary vocational programs.

Tables 16 and 17 show the analysis of variance test and multiple range test for the Category VII statement: "The instructional situation replicates the occupations of the home." The multiple range test in Table 17 shows that statement as significantly more important for evaluating consumer and homemaking programs as perceived by directors of secondary vocational programs and state supervisors of home economics than by teacher educators.

The analysis of variance test revealed a significant difference for criterion statement 4 of Category VIII: "Students assume managerial responsibility for housekeeping chores in the department" (Table 18). The multiple range test in Table 19 shows that the directors of secondary vocational programs and state supervisors of home economics did not differ significantly. The teacher educators and state supervisors of home economics did not differ significantly. The significant difference occurred between the teacher educators and directors of secondary vocational programs.

The internal consistency of items within each category for both the Harrison and Buero studies is shown in Table 20. The Cronbach alpha coefficients for the Buero study were based on the perceptions of local vocational directors and consumer and homemaking teachers in Tennessee. The reliability coefficients for the Buero study ranged from .832 to .974.

Table 16. Analysis of Variance of Group Perceptions for Category VII Statement: The Instructional Situation Replicates the Occupations of the Home

Source of Variation	SS	df	MS	F Ratio
Between Groups	5.5711	2	2.7855	4.247*
Within Groups	53.1313	81	0.6599	
Total	58.7023	83		

*Significant at the .05 level.

Table 17. Multiple Range Test for Category VII Statement

Groups	DSVP	SSHE	TE
Mean	<u>5.6786</u>	<u>5.5517</u>	<u>5.0741</u>

Table 18. Analysis of Variance of Group Perceptions for Category VIII Statement: Students Assume Managerial Responsibility for Housekeeping Chores in the Department

Sources of Variations	SS	df	MS	F Ratio
Between Groups	7.8909	2	3.9454	3.207*
Within Groups	100.8852	82	1.2303	
Total	108.7761	84		

*Significant at the .05 level.

Table 19. Multiple Range Test for Category VIII Statement

Groups	DSVP	SSHE	TE
Mean	5.7143	5.3103	4.9643

Table 20. 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

^aBased on perceptions of selected teacher educators, state directors of secondary vocational programs, and state supervisors of home economics.

^bBased on perceptions of local vocational directors and consumer and homemaking teachers in Tennessee.

The reliability coefficients for the present (Harrison) study ranged from .846 to .982. The Cronbach alpha coefficients were based on the perceptions of directors of secondary vocational programs, selected teacher educators, and state supervisors of home economics. The reliability coefficients for both the studies indicate a high internal consistency of items within each category on the survey instrument. The degree of variability in the alpha coefficients in the Harrison and Buero studies 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, recommendations, and discussion of the study.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to identify, validate, and verify evaluative criteria for consumer and homemaking programs. A second purpose was to examine the congruence among selected teacher educators, state directors of secondary vocational programs, and state supervisors of home economics in regard to the criteria validated by a panel of experts. A third purpose was to determine if the three reference groups differ in their perceptions of the validated criteria. In order to delineate the problem, answers were sought 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 directors of secondary vocational programs perceive the importance of the criteria for evaluating consumer and homemaking programs validated by the panel of experts?
3. How do selected teacher educators perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?
4. How do state supervisors of home economics perceive the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?
5. How do the three groups differ in their perceptions of

the importance of the criteria for evaluating consumer and homemaking programs validated by a panel of experts?

I. FINDINGS

The findings of the study are presented as follows:

1. From an 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 of criterion statements were: PROGRAM PLANNING AND ORGANIZATION, CURRICULUM, ADMINISTRATION AND SUPERVISION, FACILITIES AND EQUIPMENT, FINANCIAL RESOURCES, INSTRUCTIONAL STAFF, INSTRUCTIONAL PROCESS, MANAGEMENT AND HOUSE-KEEPING, STUDENTS, FUTURE HOMEMAKERS OF AMERICA, ADVISORY COMMITTEES, PUBLIC RELATIONS, and EVALUATION. The statements are listed by category in Appendix G and in the tables presented in Chapter IV.
2. The mean scores of the state directors of secondary vocational programs indicated a high level of agreement with the panel of experts on 146 of the 147 criterion statements and their subparts as evidenced by means above 5.000.
3. The mean scores of the selected teacher educators indicated a high level of agreement with the panel of experts on 146 of the 147 criterion statements and their subparts as evidenced by means above 5.000.
4. The mean scores of the state supervisors of home economics indicated a high level of agreement with the panel of experts on 146

of the 147 criterion statements and their subparts as evidenced by means above 5.000.

5. The analysis of variance revealed that the three reference groups significantly differed in their perceptions of the importance of three criterion statements: Category II, statement 12, "An outline of each course is on file"; Category VII, statement 1, "The instructional situation replicate the occupations of the home"; and Category VIII, statement 4, "Students assume managerial responsibility for housekeeping chores in the department." Although the three groups agreed with the panel of experts that these statements were important, the teacher educators perceived these three statements as less important than the directors of secondary vocational programs and the state supervisors of home economics.

II. CONCLUSIONS

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

1. National experts in home economics education agree as to what constitutes criteria for evaluating consumer and homemaking programs at the secondary level.

2. The evaluation of consumer and homemaking programs is a complex process which includes a multitude of components.

3. Significant differences in the knowledge base of the groups as to what constitutes a quality consumer and homemaking program are very minute.

4. The high level of agreement among the reference groups indicates that the three groups could work together to implement the criteria in evaluating consumer and homemaking programs.

III. RECOMMENDATIONS

As a result of the present research study conducted in collaboration with the Buero study, the following recommendations are made:

1. Both studies indicate that the 147 criterion statements and their subparts should be used for the development of an evaluation process pertaining to consumer and homemaking programs at the secondary level.

2. The criterion statements should be used as minimum standard for upgrading or developing quality consumer and homemaking programs at the secondary level.

3. State personnel and teacher educators should utilize the criteria validated in the studies in preservice and inservice programs to assist teachers with the development of competencies for providing quality consumer and homemaking programs.

IV. DISCUSSION OF THE STUDY

Continued funding of consumer and homemaking programs will be dependent on providing quality programs. However, with the realization that federal funding is not limitless, the panel of experts did not rate some of the concepts associated with traditional homemaking programs essential for quality programs in 1978.

For example, the panel agreed that extended contracts for consumer and homemaking teachers were desirable but not essential. The consensus was that time could be provided during the day to coordinate school-home relationships.

Several items pertaining to facilities and equipment were not considered essential criteria by the panel. The consensus was that space and equipment for a play school, grooming area, and fitting area could be improvised. The panel agreed that in the food preparation and living areas a unit kitchen for each four students, demonstration table with mirror, dining area with accessories, family living area with furniture and accessories, and a separate laundry area were desirable but not essential. The rationale for that rating was that those facilities and equipment were not fully utilized.

Panel members expressed a concern about how large a share of resources are spent in clothing construction. Panel members stated that clothing construction is not an essential task of the homemaker today and that time is better spent in other tasks related to the clothing budget.

Creating unrealistic wants regarding equipment was an expressed concern by the panel. The point was brought out that we are teaching for the future as well as the present. Students must be taught to consider alternatives regarding the use of specialized equipment.

Although a guidance counselor was not considered an essential member of the advisory committee, several statements pertaining to

students were deleted from essential criteria because they were seen as a function of the guidance department. It appears that there needs to be a close coordination between the consumer and homemaking teachers and the guidance department concerning the placement of students in home economics classes. Cooperation between the two groups is needed in order for each to understand the duties and responsibilities of the other.

The majority of the panel members did not rate being active participants in the state and national Future Homemakers of America (FHA) essential. The panel felt that local and district participation was more relevant for the local chapters. The panel deleted statements pertaining to utilizing FHA procedures, indicating that, although the methods of the national organization are useful, youth leadership development activities are better left to the discretion of the teacher and the local situation.

In any implementation of the criteria for evaluating consumer and homemaking programs, the above variables must also be considered. State department personnel should assume the responsibility for disseminating information in regard to the criteria for quality programs. The fact finding study currently in progress by the National Institute of Education should be used in conjunction with the Harrison and Buero studies to provide indicators of quality consumer and homemaking programs. Workshops, inservice programs, and state vocational conferences can be the means of familiarizing supervisors, local directors, and teachers with the criteria and for assisting the local personnel in implementing the standards.

The purpose of home economics is to help improve the quality of family life. Only by providing quality programs can this be accomplished. Collaboration of all those involved with home economics will help achieve this goal.

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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. <u>Scope and Sequence</u>			
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. <u>Goals and Objectives</u>				
1. The curriculum provides for:		10		
(a) flexibility				
(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:		10		
(a) interest and potential of students				
*(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
<u>Goals and Objectives, continued</u>				
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:				
<u>C. Content</u>				
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
<u>Content, continued</u>			
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
<u>Content, continued</u>				
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:				
<u>D. Program Outcomes</u>				
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:		10	
(a) the department			
(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) acoustical 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
<u>Facilities and Equipment, continued</u>			
(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
<u>Facilities and Equipment, continued</u>				
18. Fire extinguishers are:		10		
(a) located in the department				
(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.				
6. Each teacher has money available for:		10		
(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. <u>Personal Qualities</u>				
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
<u>Personal Qualities, continued</u>				
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:				
<u>B. Professional Growth and Development</u>				
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. <u>Instructional Methods</u>				
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. <u>Instructional Materials and Supplies</u>			
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
<u>Management and Housekeeping, continued</u>			
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
<u>Students, continued</u>			
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
<u>Advisory Committees, continued</u>			
(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
<u>Advisory Committees, continued</u>				
(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:

	<u>Original Criteria</u>	<u>Revised Criteria</u>
II. CURRICULUM		
A. <u>Scope and Sequence</u>		
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. <u>Goals and Objectives</u>		
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

<u>Original Criteria</u>	<u>Revised Criteria</u>
VII. INSTRUCTIONAL PROCESS	
A. <u>Instructional Methods</u>	
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:

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
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. <u>Scope and Sequence</u>	
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

8. There is a plan for expansion of home economics programs as the student enrollment and community needs demand it.

B. Goals and Objectives

8. Curriculum offerings are based on:

(b) employment opportunities in home economics

C. Content

4. The FHA method of developing leadership and expanding classroom experiences is promoted in all classes.

6. The following concepts are integrated into each area of instruction:

(b) career education

7. Extended learning experiences or projects are included to provide for effective carryover of instruction beyond the classroom.

8. Each student has a planned home experience project during each semester.

Selected Reasons

"Most counties plan for expansion."

"Keep focus on the occupation of homemaking."
"Applies to occupational."

"The only youth leadership technique which ties the class to actual community needs."
"Not necessary for all classes."

"Could be explored in semester courses."
"Training for a career not only an occupation."
"May not be possible in all areas."

"This is application and a necessary step in learning." "Extension of learning into the real world." "This is what makes a program vocational."

"Burdensome." "Prefer incorporating home/community experiences as appropriate."
"May not apply to all areas."

Deleted criterion statements, continued

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
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 coordinate 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

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
(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

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
VI. INSTRUCTIONAL STAFF	
<u>B. Professional Growth and Development</u>	
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	
<u>B. Instructional Materials and Supplies</u>	
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

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
14. Day care services are provided for children of vocational students.	"Accessibility to program and demonstration."
X. FUTURE HOME MAKERS 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

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
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

<u>Deleted Criteria</u>	<u>Selected Reasons</u>
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 home-making 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 home-making 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 post-card 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

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

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

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

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

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 home-making 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
Graduate Student

John J. Stallard
Associate Professor

C. Sherrel Buero
Graduate Student

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

APPENDIX G

FINALIZED SURVEY INSTRUMENT

CRITERIA FOR EVALUATING CONSUMER AND HOME MAKING 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 accommodate 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) usable 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 ingenuity 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

LETTER TO RESPONDENTS AND INFORMED CONSENT FORM

THE UNIVERSITY OF TENNESSEE

Knoxville 37916
College of Education

Department of
Vocational-Technical Education

September 22, 1978

As a person directly involved with consumer and homemaking education, your input is greatly needed to verify and validate basic criteria for evaluating consumer and homemaking programs.

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 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. The survey instrument is being sent to teacher educators, state supervisors of home economics, directors of secondary programs, consumer and homemaking teachers, and local directors of vocational education.

The data will be combined to maintain anonymity. No personal identification of any sort will appear in written reports or summaries of the project. Please sign the enclosed informed consent form and return with the survey instrument before October 2. A stamped envelope is enclosed for your convenience. I will be happy to answer any inquiries you have concerning the research project. Your help in conducting the study is greatly appreciated.

Sincerely,

Joyce S. Harrison

Enclosures: Informed Consent Form
Survey Instrument
Reply Envelope

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

Research Project: "Criteria for Evaluating Consumer and Homemaking Programs as Perceived by Directors of Secondary Vocational Programs, State Supervisors of Home Economics, and Selected Teacher Educators"

Researcher: Joyce S. Harrison
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 participation and consent at any time without prejudice to the subject.

Signed: _____

Date: _____

VITA

Joyce S. Harrison was born in Knoxville, Tennessee, on August 30, 1944. She attended public schools in Knoxville and was graduated from Rapid City, South Dakota, High School in June 1962. For the next two years, she was a dental assistant to Dr. Roy Chastain in Knoxville, Tennessee.

She attended The University of Oklahoma from 1964 to 1966. She received the Bachelor of Science degree from The University of Tulsa in 1968 with a major in home economics education. The following year she entered Graduate School at The University of Tennessee, Knoxville. She received the Master of Science degree with a major in Home Economics Education in August 1974.

The writer taught home economics in Anne Arundel County, Maryland, from 1970 to 1975. She served as department chairperson for two years. She accepted a graduate teaching assistantship at The University of Tennessee, Knoxville, and pursued doctoral studies from 1976 until she was awarded the Doctor of Education with a major in Vocational-Technical Education in March 1979.

She is a member of the American Vocational Association, Tennessee Vocational Association, American Home Economics Association, Association of Teacher Educators, Omicron Tau Theta, and Phi Delta Kappa.

The writer and her husband, Ben, currently reside in Murfreesboro, Tennessee, where she is employed as Assistant Professor in the Home Economics Department at Middle Tennessee State University.