

DOCUMENT RESUME

ED 361 037

JC 930 417

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 TITLE Shared Vision Implementation Project, 1988-1991.
 Final Report of FIPSE Project.
 INSTITUTION Butler County Community Coll., El Dorado, KS.;
 National Council for Occupational Education, Inc.,
 Wausau, WI.
 SPONS AGENCY Fund for the Improvement of Postsecondary Education
 (ED), Washington, DC.
 PUB DATE 1 Dec 88
 CONTRACT P116B80493; P116B84000
 NOTE 78p.; For a related implementation manual, see ED 330
 405.
 PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation
 Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Community Colleges; *Curriculum Design; *Curriculum
 Development; General Education; *Humanities;
 *Interdisciplinary Approach; Models; Outcomes of
 Education; Program Effectiveness; *Program
 Evaluation; Program Implementation; Relevance
 (Education); Summative Evaluation; Two Year Colleges;
 *Vocational Education
 IDENTIFIERS Fund for Improvement of Postsecondary Education

ABSTRACT

The National Council for Occupational Education (NCOE) and the Community College Humanities Association established the Shared Vision Task Force to examine the potential contributions of the humanities to occupational degree programs. In an effort to implement Task Force findings, NCOE selected the following five institutions to plan and implement model integrated humanities and occupational curricula: Clackamas Community College, in Oregon; Eastern Iowa Community College; El Paso Community College, in Texas; Seminole Community College, in Florida; and Southern Maine Technical College. The first year of the two-year project focused on planning and revising curricula for both humanities and occupational courses, while the second year focused on implementing and evaluating the curricula. Each site determined which occupational program it would revise and received funds for two semesters of release time for two faculty members, one from the humanities and one from a technical program. Evaluations were conducted of both project implementations through site visits and student outcomes via skills assessment instruments. Findings indicated that Southern Maine and Eastern Iowa were the most successful at integrating technical and humanities curricula, and that institutions with successful integration had increases in student performance. A handbook for Task Force consultants, a report of the contributions of the humanities to education, Task Force recommendations, a model site evaluation checklist, and a student awareness and skill assessment instrument are appended. (MAB)

FIPSE

SHARED VISION IMPLEMENTATION PROJECT, 1988 -1991.

Dr. Rodney Cox
Project Director
Butler County Community College

Project ending date: December 1, 1988

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COVER SHEET

**National Council for Occupational Education
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Grant No. P116B80493, before December 1, 1988
P116B84000, after December 1, 1988
P116B84000-89, after October 1, 1989

Project Dates: Starting Date: October 1, 1988
Ending Date: December 1, 1988

Project Director: Dr. Rodney Cox, President
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Grant Award: Year 1, \$52,840
Year 2, \$57,000

FINAL REPORT
FIPSE SHARED VISION IMPLEMENTATION PROJECT
1988-1991

Project Summary

This project, conducted by the National Council for Occupational Education (NCOE), was designed to strengthen career preparation programs in two year colleges by identifying five two year institutions to serve as models in planning for the implementation of an integrated humanities and occupational curriculum based on the concepts outlined in the Report, *Shared Vision: Integrating the Humanities into Associate Degree Occupational Programs* and a special report developed for business and industry representatives entitled *Integrating the Humanities into Associate Degree Occupational Programs*, both developed through an earlier FIPSE grant.

At these model sites, integrated curriculum building strategies were developed that focus on student learning outcomes resulting from a study of the Humanities that will contribute to more effective occupational career preparation. The strategies developed during this project were published in a document entitled *Successfully Integrating the Humanities into Associate Degree Occupational Programs: An Implementation Manual* produced jointly by the National Council for Occupational Education and the Community College Humanities Association.

Executive Summary

Overview. This Executive Summary describes a project designed to improve associate degree occupational programs by strengthening one aspect of the general education component of occupational degree programs--the Humanities. The project was designed to extend the work of the Shared Vision Task Force, a jointly sponsored effort of the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA)¹, conducted under a prior FIPSE grant.

Background. This project stems from a recognition that occupational degree programs have become the overwhelming choice of two year college students. The project is an outgrowth of earlier work first conducted by a special task force of NCOE, and then jointly conducted by NCOE and CCHA through a FIPSE funded Shared Vision project grant.

Project Objectives and Methods. This project identified five community colleges to serve as model sites to implement the concepts and recommendations contained in the document Shared Vision: Integrating the Humanities into Associate Degree Occupational Programs. Specifically, the colleges were challenged to bring about curricular change linking all of the unique and significant contributions to the student learning outcomes of working with others, problem solving, decision making, and adapting to change.

The community colleges selected for participation as model sites were as follows:

Clackamas Community College (Portland, Oregon)
Eastern Iowa Community College (Muscatine, Iowa)
El Paso Community College (El Paso, Texas)
Seminole Community College (Sanford, Florida)
Southern Maine Technical College (Portland, Maine)

The model sites were selected by geographic location, size, mission, and structure. Each site was allowed to determine its own occupational program for implementation. Fortunately, each site selected a different occupational specialty. Each site received funds to provide two faculty members release time for two semesters--one semester for preparation and one for implementation. The only requirement was that one instructor from the Occupational program and one from the Humanities field be involved in this release time situation.

The Shared Vision Task Force assigned a consultant to each site to assist with implementation. Consultants visited the sites early in the planning phase and met with administrators and faculty involved in the implementation. At several of the sites, they met with the entire faculty and administration to build support for the project. The consultant then kept in contact with the college, offering help and advice where necessary.

The Shared Vision Task Force supplied the participating colleges with written recommendations, funds, and support from consultants but offered no detailed formulas. They encouraged each college to design its own program by making maximum use of its special talents and opportunities. Each college agreed to make periodic reports and, later in the project, presented its progress, successes, and problems to AACJC, NCOE and CCHA conventions. The Task Force also designed and implemented both a process and an impact evaluation of the programs initiated in the model sites.

The first project year centered on identifying programs and courses to be involved in the project and revising curricula for both Humanities and Occupational courses to reflect the ten unique and significant contributions of

¹Affiliated Councils of the American Association of Community and Junior Colleges

the Humanities outlined in the document *Shared Vision: Integrating the Humanities into Associate Degree Occupational Programs*, preparing student outcome syllabi and revising degree requirements where necessary. The first project year also focused on developing the design for the process and impact evaluations; constructing and validating the instruments to be used for the process and impact evaluations; and identifying groups of students to serve as control comparisons with students participating in the model site revised classes.

The second project year centered on implementing the revised courses and the respective curricula, monitoring student performance through pre- and post-testing of both participating and control group students, conducting the impact evaluation, and preparing an implementation manual using the collective experiences of the model sites.

Project Results, Endorsements, and Dissemination Activities. This project resulted in the publication of a document, *Successfully Integrating the Humanities into Associate Degree Occupational Programs, An Implementation Manual* that was published in January 1991. In February 1991, this manual was disseminated nationally to community colleges and accrediting associations. Specifically, the manual was disseminated to approximately 1200 presidents of AACJC member institutions, approximately 800 members of the National Council for Occupational Education, and approximately 1,000 members of the Community College Humanities Association. In total, 3,148 copies of the manual were distributed.

The manual also was distributed to the various regional accrediting associations. Specifically, two (2) copies of the document were mailed to the those accrediting associations located in the following regions: Middle States, North Central, New England, Northwest, Southern, and Western. Also, the manual was distributed to the Council of Postsecondary Accreditation (COPA) and the various specialized accrediting associations affiliated with COPA, i.e., the National League of Nurses, the American Board of Engineering Technology, the Accrediting Review Commission on Education for Physician Assistants, the Joint Review Commission on Radiologic Technology, and the Joint Review Commission for Respiratory Therapy. The manual also was distributed to the Southern Association of Schools, specifically their Commission on Occupational Education Institutions.

Presentations surrounding the manual have been delivered at NCOE, CCHA, and AACJC national meetings. Most recently, a presentation was made to the State Community College Directors Meeting held in Austin, Texas on August 12, 1991.

A. Project Overview

This project was designed to improve associate degree occupational programs by strengthening one aspect of the general education component of occupational degree programs--the Humanities. It extends the work of the Shared Vision Task Force, a jointly sponsored effort of the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA)², conducted under a prior FIPSE grant. It was implemented through the efforts of a Shared Vision Project Team comprised of representatives from the Humanities and Occupational program components within two year colleges. It extends the work of the earlier project by identifying model sites to implement the recommendations contained within the Shared Vision guide and by evaluating the effectiveness of the implementation on student learning outcomes related to workplace preparation.

B. Project Purpose

The specific purposes of this project were as follows:

To identify five community colleges to serve as model sites to develop integrated curriculum building strategies based upon the recommendations stemming from the earlier FIPSE report, *Shared Vision: Integrating the Humanities into Associate Degree Occupational Programs*,

To develop case studies on the basis of the model site experiences that could be incorporated within an implementation manual for use by other community colleges desirous of integrating Humanities courses into their occupational education programming,

To conduct both process and impact evaluations of the Shared Vision implementation project using data gathered at each of the implementation sites, and

To disseminate results of the project through the national networks of both NCOE and CCHA and AACJC.

²Affiliated Councils of the American Association of Community and Junior Colleges

C. Background and Origins

This project is an outgrowth of earlier work conducted first by a special task force of the National Council for Occupational Education (NCOE), and then through a joint Shared Vision Task Force comprised of NCOE and CCHA members with funds provided by a FIPSE grant. Specifically, this project is a continuation of the work of the Shared Vision Task Force which, through its FIPSE grant, conducted a systematic examination of the potential contributions which study of the Humanities can make to student learning goals in two year occupational degree programs.

The original FIPSE grant stemmed from a recognition that occupational degree programs have become the overwhelming choice of two year college students. By Fall 1984, approximately 65% of the associate degrees awarded nationwide were occupational in nature.

In response to the increased interest in occupational degree programs, the National Council for Occupational Education created a special task force to develop criteria for excellence in the Associate in Applied Science (AAS) degree--that degree which serves primarily to lead an individual directly to employment in a specific career without foregoing the opportunity for further education. The work of this task force, which spanned two years and involved input from a range of educational groups, accrediting agencies, and corporate leaders, resulted in the publication of *Criteria for Excellence in Associate in Applied Science Degree Programs: A Policy Statement of the National Council for Occupational Education* prepared by the Task Force on the Associate in Applied Science Degree.

The special NCOE task force was established to develop criteria for excellence in the Associate in Applied Science (AAS) degree--that degree which serves primarily to lead an individual directly to employment in a specific career without foregoing the opportunity for further education. The work of this task force, which spanned two years and involved input from a range of educational groups, accrediting agencies, and corporate leaders, resulted in the publication of *Criteria for Excellence in Associate in Applied Science Degree Programs: A Policy Statement of the National Council for Occupational Education* prepared by the Task Force on the Associate in Applied Science Degree.

Several of the criteria resulting from the work of the task force form the basis for this project. Specifically, the task force emphasized that:

"there is an increased recognition of the importance of general education...as an integral component of occupational education. Increasingly, the ability to think, reason...communicate, and adapt to change are essential if workers at all levels are to remain employable and cope with the expanding knowledge base." Additionally, the task force emphasized that "all components of the AAS degree requirements should become outcome oriented defining the knowledge, skills, and attitudes that students are expected to attain." In this context, the task force emphasized that "general education...outcomes should be identified, implemented, and measured by the institution."³

³Criteria for Excellence in Associate in Applied Science Degree Programs: A Policy Statement of the National Council for Occupational Education prepared by the Task Force on the Applied Science Degree, National Council for Occupational Education, 1985.

At the center of the general education component of the AAS degree are the humanities, a set of disciplines embracing "history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages and linguistics, anthropology, and some of the inquiries of the social sciences."⁴ Throughout the deliberations of the task force emphasis upon the potential contribution of the humanities to effective occupational preparation surfaced. These deliberations focused on the contribution of the humanities to the development of verbal, analytical and problem solving skills--skills considered critical in today's technologically based economy. These deliberations also centered on the critical need for two year students not only to become economically self-supporting, but also to broaden their horizons so that they may participate willingly and wisely in a fuller range of human activity.

The work of this task force led to the submission to FIPSE of a grant proposal to conduct a systematic examination of the potential contributions which study of the Humanities can make to student learning goals in two year occupational degree programs and to develop on the basis of this examination a program guide on the AAS degree. This proposal, which was jointly submitted by NCOE and CCHA and funded during the years 1986-1988, resulted in the publication of a guidebook entitled *Shared Vision: Integrating the Humanities into Associate Degree Occupational Programs*. In this guide, ten unique and significant contributions of the Humanities to workplace preparation were identified along with a series of recommendations regarding ways of effectively integrating the Humanities into occupational education programs in order to ensure inclusion of these unique and significant contributions. This guide was disseminated widely to two year colleges throughout the country as well as accrediting agencies and business and industry.

D. Project Description

The work for this project spanned two years. The first year was devoted to developmental activities related to the model courses and curricula and the evaluation. The second year was devoted to implementation and evaluation of site activities as well as preparation of an implementation manual incorporating the model site experiences as case studies.

Project Year 1

The first project year was comprised of a very full agenda and a very tight schedule. Specifically, the first year was devoted entirely to organizational activities, both on the part of the Shared Vision Task Force as well as the model sites selected for participation. In this context, the following activities were engaged in:

- identifying a team of two Shared Vision Task Force consultants to monitor and provide technical assistance to each of the participating institutions in start-activities related to the project and preparation of a Shared Vision Consultant Handbook;
- finalizing selection of the five model sites;
- appointing a Joint Committee within each of the model sites to be responsible for project implementation;

⁴American Association of Community and Junior Colleges, Humanities Policy Statement. Washington, D.C., April 1986.

- holding a three day workshop at each of the five sites involving members of the Shared Vision consulting team and the joint curriculum development committee;
- developing an Action Plan governing project implementation;
- identifying courses and programs to be involved in the project;
- revising curricula for both Humanities and Occupational Courses;
- developing student outcome syllabi/revising degree requirement; and
- developing the assessment instruments to be used in the both the process and the impact evaluation.

A first administrative step in this project was appointing a two person team comprised of Shared Vision Task Force members to serve as consultants to each of the identified model sites with responsibility for monitoring implementation of the project and providing technical assistance where necessary.

To provide consistency across the monitoring and technical assistance process, a Consultant Handbook was prepared and disseminated. A copy of this Handbook along with the listing of the consultant teams for each of the model sites are contained in Appendix A.

The five model sites were purposively selected for the project. The criteria by which the sites were selected included: geographic representation, size, demographic mix, structure, and institutional commitment. Two of the sites selected are located in the area accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) which has instituted a Humanities requirement in all associate degree programs. Administrators from these sites indicated that implementation of this program would be an opportunity to create successful integration of the Humanities in occupational degree programs and meeting the accreditation requirements. Administrators from two other schools indicated their interest because of the input received from potential employers regarding the importance of the humanities to employability. Also, one of these schools was interested in both broadening its vocational and occupational program outcomes and the image of the college.

Immediately after site selection was finalized, a Joint Committee within each site comprised of one faculty member from the Humanities and one from an occupational program serving as co-chairs was identified. This Joint Committee, the co-chairs of which were paid release time to work on the project, functioned to develop the Action Plan governing project implementation within their institution, to identify courses and programs to be involved in the project, to revise curricula for both Humanities and Occupational courses, and to develop student outcome syllabi and to revise degree requirements.

The model sites chosen to participate in the project, the Shared Vision Contacts, including Co-Chairs of the Joint Committee, and the occupational programs chosen for integration with the Humanities are provided in Table 1 below. It should be emphasized that one of the model sites, El Paso Community College, was dropped from the project during the first Project Year due to lack of administrative support. As such, only four model sites were finalized for involvement in this project.

Table 1.

**NAMES AND ADDRESSES OF MODEL SITES, SHARED VISION CONTACTS
AND CHOSEN OCCUPATIONAL PROGRAMS**

MODEL SITE	SHARED VISION CONTACTS	OCCUPATIONAL PROGRAM
Clackamas Community College 19600 South Molalla Ave. Oregon City, Oregon 97045	President: John Keyser Project Contact: John Hooley Faculty Representatives: Gary Nelson, Music & Humanities John Bohan, Graphic Art	Graphics Arts
Eastern Iowa Community College District c/o Charlotte Lee Muscatine Community College Muscatine, Iowa 52761	Chancellor: John Blong Project Contact: Charlotte Lee Faculty Representatives: Martha Bont*, Humanities Carol Casebolt, Office Technology	Office Technology
Seminole Community College Highways 17 & 92 Sanford, Florida 32771	President: Earl Welden Project Contact: Keith Samuels Faculty Representatives: Jan Allen, Humanities Mike Griffin, Occupational Ed.	Automotive Technology
Southern Maine Technical College Fort Road South Portland, Maine 04106	President: Wayne H. Ross Project Contact: William C. Warren Faculty Representatives: Judy Sullivan, English William McCluran, English	Law Enforcement and Radiology Technology

The second half of year one was devoted to organizational activities. After an initial telephone contact during early December, 1988, each of the lead consultants of the two person team conducted a site visit during January 1989. The purpose of these site visits was to outline Shared Vision Task Force expectations regarding implementation and to address any problems/concerns of the appointed joint representatives.

After meeting with the lead consultant, the joint representatives at each of the five model sites developed an Action Plan to govern their design and implementation activities and began developing course syllabi which contained statements of student outcomes for the courses in the program in order to assure that the desired outcomes identified in the Shared Vision report were covered. They also began revising degree requirements, where necessary, in order for the occupational program to realize the recommendations of the the Shared Vision report. These tasks were accomplished by June 30, 1989 and results reported to the site consultants by September 1989. In turn, the site lead consultant provided an Interim Report to the Project Director during the same month.

It should be emphasized that each site devised its own approach to implement the unique and significant humanities contributions (See Appendix B) and the task force recommendations (see Appendix C). The sites were provided with written recommendations, funds, support from the consultants, but no detailed formula. The Project co-chairs and their committees met with the task force consultants in determining which occupational programs and humanities courses to include. The task force consultants maintained regular contact with the co-chairpersons and monitored the establishment of goals and the progress towards them.

Year 1 also was devoted to the design of the evaluation, specifically the construction of the assessment instruments to be used for the evaluation.

Project Year 2

Year 2 of the project focused on implementing the Action Plan developed during Year 1 and conducting a variety of evaluation related activities. Specifically, the model sites initiated their newly revised courses/curricula. Table 2 below provides the Humanities course descriptions that were designed during Year 1 and implemented during Year 2 at each of the four model sites.

Table 2.

HUMANITIES COURSE DESCRIPTIONS IMPLEMENTED AT FOUR CONTROL SITES

MODEL SITE	COURSE DESCRIPTION
Clackamas	<u>Humanities 101-01: Humanities Experiences</u> & <u>Humanities 102-01: Humanities Connection</u> . These newly developed courses examined artists and museums. The classes met once a week for a class session or a field trip. The student presented 3 out-of-class activities, and presented speeches and writings.
Eastern Iowa	<u>HUM 180: Changes & Choices</u> . This newly developed class was team taught by a Humanities instructor and an Office Technology instructor. Students were provided with handouts, articles, audiovisual material, and speakers. Because the school has three campuses, two-way interactive television was used in which one class was taught in the classroom while the other two classes used the system.
Seminole	<u>Humanities 2250: Technology & Humanities for the 21st Century</u> . This revised course integrated the arts with technology. "Hands-on" activities included discussions, debates, oral presentations, field trips, and journal writings.
Southern Maine	<u>ENG 112: American Literature</u> & <u>Humanities 100: Ethical Dilemmas in Modern Society</u> . The literature course was a revised English Course. Novels and short stories covering race, gender, class and ethnicity were used. Because this course was not seen as fully meeting the contributions, HUM 100 was developed which was a survey of major philosophical thought of western civilization focusing on ethics derived from metaphysical, social, and political philosophy.

Year 2 also witnessed a number of evaluation-related activities including the following:

- validating the evaluation instruments developed during Year 1
- identifying classes of students who could serve as controls against which to compare results of students participating in the specially designed courses
- pre- and post-testing of students in revised courses as well as their controls, and
- performing the final impact evaluation, including conducting final site interviews and analyzing student assessment data.

In short, the second year of the project involved a) completing all requirements for the impact evaluation including validation of evaluation instruments and identification of subject controls; b) implementing the programs developed during the previous year; and c) conducting both the process and impact evaluations. The nature of the validation process; the programs implemented; and the impact and process evaluation results are described in the Evaluation section which follows.

E. Project Results

Overview. This project resulted in the publication of a document, *Successfully Integrating the Humanities into Associate Degree Occupational Programs, An Implementation Manual* that was published in January 1991. In February 1991, this manual was disseminated nationally to community colleges and accrediting associations. Specifically, the manual was disseminated to approximately 1,200 presidents of AACJC member institutions, approximately 800 members of the National Council for Occupational Education, and approximately 1,000 members of the Community College Humanities Association. In total, 3,148 copies of the manual were distributed.

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Presentations surrounding the manual have been delivered at NCOE, CCHA, and AACJC national meetings. Most recently, a presentation was made to the State Community College Directors Meeting held in Austin, Texas on August 12, 1991.

F. Project Evaluation

Evaluation Design. Both a process and an impact evaluation of this project were conducted. The process evaluation was designed to determine the extent to which the five model sites achieved their goals as related to implementation of the project and to monitor the implementation strategies employed by each of the sites, particularly in terms of the extent to which the Task Force recommendations were being carried out. The impact evaluation was designed to examine the effect the Humanities courses had on the student, faculty and administrator populations.

Given these objectives, the research questions governing both the process and impact evaluations are linked directly to curricular and program implementation recommendations outlined by the Shared Vision Task Force during the earlier FIPSE funded study.⁵ (See Appendix C for Task Force Recommendations). The research questions for the process evaluation and their linkage to the recommendations are outlined in Table 3, those for the impact evaluation are outlined in Table 4.

⁵Recommendations 16, 17, and 18 address the issue of the involvement of and proposed steps for outside agencies, and are thus, beyond the scope of these evaluation research questions.

Table 3.

**LINKAGE OF THE PROCESS EVALUATION RESEARCH QUESTIONS
TO THE SHARED VISION TASK FORCE RECOMMENDATIONS**

PROCESS EVALUATION RESEARCH QUESTIONS	TASK FORCE RECOMMENDATION
Which methods were used to involve faculty, administrators, and students in the program?	10 and 11
To what extent are faculty, administrators, and students involved in the program?	10
How was cooperation with faculty and administrative staff achieved in order to complete the program?	10
How was the course designed or revised in order to meet the ten contributions of the Humanities?	3
How were the concepts in the Humanities integrated into occupational programs?	7
How were the learning outcomes integrated into the program?	2 and 3
Was a sequencing of all courses in each Occupational program developed?	4
How was the work setting referenced in Humanities instruction?	6
To what extent did advising and counseling strategies focus on achieving student understanding of the merits of both technical and Humanities components of the programs?	5
Was the final responsibility for the design , development and instruction of the Humanities course or component given to those who have been trained in the Humanities and who hold an advanced degree in at least one of the traditional Humanities disciplines?	8
What assessment and evaluation processes were utilized?	12, 13, and 14
What plans are in order with regard to a longitudinal evaluation?	15

Table 4.

**LINKAGE OF THE IMPACT EVALUATION RESEARCH QUESTIONS
TO THE SHARED VISION TASK FORCE RECOMMENDATIONS**

IMPACT EVALUATION RESEARCH QUESTIONS	TASK FORCE RECOMMENDATION
<p>To what extent do <u>students</u> demonstrate the ability to integrate and employ the desired learning outcomes⁶ related to:</p> <p style="padding-left: 40px;">Working With Others Problem Solving Decision Making Adapting to Change</p>	3
<p>To what extent do <u>students</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of occupational education in terms of:</p> <p style="padding-left: 40px;">Working With Others? Problem Solving? Decision Making? Adapting to Change? In General?</p>	1
<p>To what extent do <u>faculty and administrators</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of occupational education?</p>	1

⁶Central to these learning outcomes is the concept of communication skills identified by the Task Force as an outcome of the study of Humanities.

In order to answer these questions, a multi-faceted design was employed. At each step of development, the project evaluation took place with the consultants appointed by the Task Force. Each of the model sites was visited several times while they developed their programs and after completion of the implementation of integrating the humanities into at least one occupational degree program. During this final visit, administrators, teachers, and students were interviewed, classes visited and a written report was rendered. Also, each of the sites was asked to provide a final report on their implementation. In addition to the subjective information garnered through the on-sight interviews and the model sites' final reports, a quasi-experimental design was employed as part of the impact evaluation in order to ascertain whether any changes in the outcomes related to working with others, problem solving, etc. observed among the student population exposed to the integrated curriculum might, indeed, have resulted from exposure as opposed to a mere chance occurrence. In this design, control and experimental groups were pre- and post-tested using a specially constructed instrument in order to provide objective information. The design is illustrated below:

E:	X_1	O	X_2
C:	X_1		X_2

The design was quasi-experimental because student subjects were neither randomly selected for participation nor randomly assigned to either experimental or control groups. Failure to randomize potentially has consequences in the inequality of groups at the beginning of treatment, this was to be provided for by monitoring groups to ensure equality and where evidence of inequality was present, adjusting for differences statistically. The failure to randomize suggests caution in attempting to generalize the results of this research beyond the immediacies of the classrooms and demonstration sites involved.

Methodology. The following section describes the three major stages of the evaluation: instrument development, validation, and pilot testing; data collection; and analysis.

Instrument Development, Validation, and Testing. Two basic instruments were developed, validated, and tested for this evaluation. The two instruments were: the final model site evaluation interview instrument used for both the process and impact evaluations and the Student Awareness and Skill Instrument used for the impact evaluation.

1. Final Model Site Evaluation Interview Instrument. The model site evaluation instrument was devised by Dr. Phillip Pecorino, co-chair Shared Vision Task Force. The evaluation checklist for the model sites was developed by drawing from the outcomes, derived from the curriculum recommendations of the Task Force, expected from the Project Report (See Appendix D for a copy of the Checklist). Once the instrument was developed, a group of Humanities and Occupational Educators met in Washington, D.C. to review the instrument and validate that, indeed, it did reflect the outcomes contained within the curriculum recommendations. The panel consisted of the following experts:

Dr. Rodney V. Cox
President
Butler County Community College, Kansas

Professor Phillip A. Pecorino
Social Science Department
Queensborough Community College (CUNY), New York

Dr. Dale Edmonds
English Instructor
Portland Community College, Oregon

Dr. Charlotte Lee
Dean of Academic Affairs
Muscatine Community College, Iowa

Dr. H. James Owen
President
Piedmont Community College, North Carolina

Dr. William B. Biddle
Walters State Community College, Tennessee

Dr. Carole L. Edmonds
Kellogg Community College, Michigan

Dr. Ann Rassweiler
Community College Humanities Association

The linkage of the model site evaluation checklist to the evaluation research questions, which in turn, are linked to the Task Force recommendations as described earlier, are outlined in Table 5 on the following pages.

Table 5.

**LINKAGE OF THE MODEL SITE EVALUATION CHECKLIST
TO EVALUATION RESEARCH QUESTIONS**

EVALUATION RESEARCH QUESTIONS	FINAL EVALUATION INSTRUMENT QUESTIONS
<p>2. To what extent do <u>students</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of Occupational Education? (Impact)</p> <p>3. To what extent do <u>faculty and administrators</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of Occupational Education? (Impact)</p> <p>1. Which methods were used to involve faculty, administrators, and students in the program? (Process)</p> <p>3. How was cooperation with faculty and administrative staff achieved in order to complete the program? (Process)</p> <p>3. To what extent do <u>faculty and administrators</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of Occupational Education? (Impact)</p> <p>2. To what extent do <u>students</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of Occupational Education? (Impact)</p> <p>4. How was the course designed or revised in order to meet the ten contributions of the Humanities? (Process)</p> <p>1. Which methods were used to involve faculty, administrators, and students in the program? (Process)</p> <p>5. How were the concepts in the Humanities integrated into Occupational programs? (Process)</p> <p>6. How were the learning outcomes integrated into the program? (Process)</p> <p>7. Was a sequencing of all courses in each Occupational program developed? (Process)</p> <p>8. How was the work setting referenced in Humanities instruction? (Process)</p>	<p>2. Do you believe Humanities has a role in Occupational programs?</p> <p>3. Did those involved in the project make an attempt to involve or inform other members of the staff and faculty about the project?</p> <p>a. What means did those involved use to inform the rest of the faculty and staff?</p> <p>b. How could those involved have better communicated the goals and outcomes of the project?</p> <p>c. Do you believe faculty/staff awareness of the importance of Humanities in Occupational programs was raised by this project?</p> <p>d. Do you believe student body awareness of the importance of Humanities in Occupational degree programs was raised?</p> <p>4. Can Humanities teach skills that transfer to the work place? a. Working with Others? B. Problem Solving?; C. Decision-making? D. Adapting to Change?</p> <p>FACULTY/ADMINISTRATORS INVOLVED IN THE PROJECT:</p> <p>1. How did you revise courses to meet the 10 contributions listed in the task force report?</p> <p>2. How did you involve faculty, staff and students inside and outside the program?</p> <p>3. How did you include the Humanities in Occupational programs?</p> <p>3a. How did you base the Humanities upon learning outcomes?</p> <p>3b. Were you able to include learning outcomes for all of the following: Working with Others; Problem Solving; Adapting to Change; Decision-making?</p> <p>3c. Did you develop a sequencing of the course to ensure prerequisites, degree requirements and advising were achieved?</p> <p>3d. How did technical and Humanities personnel cooperate in the development of Humanities outcomes in occupational courses?</p> <p>3e. Were you able to include all 10 unique and significant contributions of the Humanities?</p> <p>4. How did you include the work setting in the Humanities instruction?</p>

Table 5.
(continued)

LINKAGE OF MODEL SITE EVALUATION CHECKLIST
TO EVALUATION RESEARCH QUESTIONS

EVALUATION RESEARCH QUESTIONS	FINAL EVALUATION INSTRUMENT QUESTIONS
<p>3. How was cooperation with faculty and administrative staff achieved in order to complete the program? (Process)</p> <p>9. To what extent did advising and counseling strategies focus on achieving student understanding of the merits of both technical and humanities components of the programs? (Process)</p> <p>10. Was the final responsibility for the design, development and instruction of the humanities course or component given to those who have been trained in the humanities and who hold an advanced degree in at least one of the traditional humanities disciplines? (Process)</p> <p>11. What assessment and evaluation processes were utilized? (Process)</p> <p>12. What plans are in order with regard to a longitudinal evaluation? (Process)</p> <p>2. To what extent are faculty, administrators, and students involved in the program? (Process)</p> <p>1. To what extent do <u>students</u> achieve the desired learning outcomes? (Impact)</p> <p>3. To what extent do <u>faculty and administrators</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of Occupational Education? (Impact)</p>	<p>4a. Did Humanities faculty work with Occupational faculty? How?</p> <p>4b. Did the Occupational staff cooperate?</p> <p>5. What were the problems and success you had in getting administrative, Occupational and Humanities cooperations?</p> <p>6. Do you believe there is a high institutional priority in building curriculum emphasizing learning outcomes? a. In Humanities? b. In Occupational courses?</p> <p>7. Have there been any assessment/evaluation processes put in place? a. In Humanities? b. In Occupational courses?</p> <p>8. What success and problems did you have in evaluating student achievement of Humanities competencies?</p> <p>9. Do you plan on continuing, expanding or dropping the project?</p> <p>10. Do you plan any longitudinal assessments?</p> <p>11. Did you have any problems with : a. Administrative support; b. State agencies? c. Accrediting agencies?; d. Support from other departments?</p> <p>12. What is your overall evaluation of the project?</p> <p>13. Do you believe Occupational students will have improved skills for the work force?</p>

2. Student Awareness and Skills Instrument. After an extensive search of standardized tests, it was determined that a test to measure humanities outcomes was not available. The development of an instrument to examine both the student's awareness of the importance or value of having certain skills or abilities in the workplace and the student's demonstration of actually possessing such skills was led by Dr. Phillip Pecorino. The instrument was designed to link to the evaluation research questions relating to the student population (the instrument is contained in Appendix E). The final test, the Student Awareness and Skills Instrument, consists of five occupational scenarios presenting a dispute or problem followed by a series of multiple-choice questions. One question for each scenario was used to test the student's own beliefs on positions and the way in which they would handle the situation. In this context, the choices of five scenarios was considered to enhance the reliability of the instrument, particularly as related to questions on student belief, yet still contribute to efficiency as related to time required to administer and complete. There were also nine questions for each of the five scenarios to test the student's perception towards the importance of having skills obtained from the study of the humanities and of having courses that teach those skills. Table 6 on the following page is illustrative of the way in which the instrument links to the evaluation research questions by examining the first scenario in the instrument regarding the theft of evidence and the possible use of drugs by officers in a Police Station.

Table 6.

**LINKAGE OF STUDENT AWARENESS AND SKILLS
ASSESSMENT INSTRUMENT
TO EVALUATION RESEARCH QUESTIONS:
SCENARIO 1, CRIME IN THE POLICE STATION**

EVALUATION RESEARCH QUESTIONS	STUDENT AWARENESS AND SKILLS ASSESSMENT QUESTIONS
<p>1. To what extent do <u>students</u> demonstrate the ability to integrate and employ the desired learning outcomea of:</p> <p>a. Working With Others? b. Problem Solving? c. Decision-making? d. Adapting to Change?</p> <p>To what extent do <u>students</u> regard the unique and significant contributions made by the Humanities as an integral and essential component of Occupational Education in terms of:</p> <p>2.</p> <p>a. Working With Others?</p> <p>c. Decision-making?</p> <p>b. Problem Solving? & c. Decision-making?</p> <p>a. Working with Others?</p> <p>a. Working With Others?</p> <p>d. Adapting to Change?</p> <p>f. In General?</p> <p>f. In General?</p> <p>f. In General?</p>	<p>1. As deputy sheriff what do you do next? a. report the young officer's communication to you to the sheriff and await further instructions from him? b. call in the officer suspected of theft and question him c. consider a number of alternative courses of action and evaluate them in terms of what they would do for the department and for the individual officer involved d. gather more information concerning the suspected officer's likely involvement in the incidents and build a case against him without his being aware of it. e. discuss with the sheriff the general policies and procedures to be followed in incidents where members of the department may be involved in wrongdoing or may have a drug abuse problem.</p> <p>How important do you consider the following in this situation? Response choices are: a) not at all b) somewhat c) considerably d) very e) essential</p> <p>2. Ensuring that you understand how the situation is seen by the police officers, sheriff and the community being served?</p> <p>3. Being able to make a decision for yourself without having to check with the sheriff on every matter?</p> <p>4. Thinking about alternative ways of handling the situation before you set out on any particular course of action?</p> <p>5. Ensuring that you have communicated your understanding of the situation and your plan of action to the sheriff and to the officers in a general manner?</p> <p>6. Being sensitive to the personal situations and backgrounds of the officer involved: his family, race, religion, culture, language?</p> <p>7. Being able to adjust to changing circumstances, i.e. changes in the customs of society, changes in personnel, changes in rules, laws, worker's rights and procedurea?</p> <p>8. Having courses in college that prepare you for dealing with people in troubling situations and circumstancea?</p> <p>9. Having coursea in college that teach you about people and their problema and how they handle them?</p> <p>10. Having courses in college in the Humanities?</p>

Once the instrument was developed, a two stage validation process was initiated. First, the instrument was validated by the same panel of experts listed previously. The scenarios and stem responses were examined in terms of the reality of the scenarios, the accuracy of the questions, and reading comprehension. As a next step in this process, the Evaluation team would have liked to have obtained the insights of other experts in the community through a mail survey, thus further contributing to the establishment of content validity on the part of professionals in the field. Lack of resources, however, would not permit this additional validation effort, however.

The second stage of the validation process involved pilot testing the instrument in two community colleges, a Philosophy class at Butler Community College, Kansas and an Ethics class at Queensborough Community College, New York. Twenty-five students from Butler and twenty-three students from Queensborough provided answers required by the instrument. They provided input with regard to comprehension and clarity.

Data Collection: Final Model Site Evaluation Interviews. The four model sites fully initiated their programs during the Spring 1990 semester. Interviews were conducted in May 1990 at the five model sites to examine the model sites' goals, successes and shortcomings. The Evaluators for the final model site evaluations were:

Rodney V. Cox, Co-Chairman Shared Vision Task Force, and FIPSE Project Director, and	Southern Maine
Phillip Pecorino Co-Chairman Shared Vision Task-Force	Clackamas, Seminole
Charlotte J. Lee, Shared Vision Task Force Member	Iowa

The evaluators interviewed the college president, project directors, department heads, involved teachers, students involved in the program, and persons outside of the program including students and faculty in focus group sessions on campus. Specifically, Table 7 on the following page indicates the number of administrators, faculty, and students interviewed during each site visit.

Table 7.

**ADMINISTRATOR, FACULTY, AND STUDENT INTERVIEWS
AT FOUR MODEL SITES**

MODEL SITE	ADMINISTRATORS INTERVIEWED	FACULTY INTERVIEWED	STUDENTS INTERVIEWED
Clackamas	TOTAL = 4 John Keyser, President Lyle Reese, Dean John Hooley, Asst Dean Kit Youngren, Asst Dean	TOTAL = 4 Gary Nelson, Music & Humanities John Bohan, Graphics Arts Lauren Ford, Applied Psychology Tom Richards, English	TOTAL = 20
Eastern Iowa	TOTAL = 5 Bert Purga, President Charlotte Lee, Dean Carol Casebolt, Dept Chair Marlene Asad, Dept Chair Alice Nelson, Dept Chair	TOTAL = 4 Martha Bonte, Humanities Pam Reymen, Humanities Carol Casebolt, Office Technology Kay Rouf-Steffin, English	TOTAL = 25
Seminole	TOTAL = 6 Keith Samuels, Vice President Suzanne Tesinsky, Dean Jeanne Robinson, Dean Bob Levin, Dean Donna Nickel, Director Brian Satterlee, Director	TOTAL = 4 Jan Allen, Humanities Jill Smith, Humanities Mike Griffin, Occupational Ed. Pat Fitzgerald, Automotive	TOTAL = 5
Southern Maine	TOTAL = 3 Wayne Ross, Director William Warren, Dean William McClaran, Dept Head	TOTAL = 6 Kevin Sweeney, Humanities Judy Sullivan, Humanities Sally Doe, Allied Health Tony Parisc, Math Bill Files, Building Construction Bill Suttin, Social Sciences	TOTAL = 30

Data Collection: Student Awareness and Skills Assessment. The assessment instruments were sent to the classroom teachers with instructions regarding administration at the beginning of the 1990 Spring semester. Appendix F contains the letter that was sent along with the assessment instruments. The teachers were instructed to mail back the completed instruments.

The instruments were administered by local project personnel early in the semester as a pre-test for participating students and to a group of non-participants as a control group. At the end of the semester in May 1990, the same instrument was repeated as a post-test.

A problem occurred during this stage of the project evaluation which necessitated eliminating one of the sites from the resulting analysis. Specifically, Clackamas Community College, on advice of their Task Force consultant, used a local test as a post-test invalidating the use of the Task Force instrument.

The remaining three sites: Eastern Iowa, Seminole, and Southern Maine remained for the analysis. The students who were administered the instrument in the control groups came from the following classes: Eastern Iowa, Procedures and Office Course, Office of Technology, same major as experimental group; Seminole, Auto Electric Systems class; and Southern Maine, Sociology and other students outside of the law enforcement and radiology technology departments. The number of pre- and post-test students in the control and experimental groups, and the dates administered are provided in Table 8. Due to a lack of resources, the evaluation team was unable to visit each of the sites during this phase of the project. Thus, in the interim, several discrepancies occurred between the pre- and post- test groups. For example, as indicated in Table 8, the size of Eastern Iowa's post-test control group decreased by 53.6%. Conversely, the size of Seminole's post-test experimental group grew by 50%. Students responded to the test on a Scantron sheet and were not asked to identify themselves in the pre- and post-test groups.

Table 8.

TEST ADMINISTRATION DATES,
AND NUMBER OF STUDENTS IN EXPERIMENTAL AND CONTROL GROUPS
FOR BOTH PRE- AND POST-TEST ADMINISTRATIONS

MODEL SITE	TEST ADMINISTRATION DATE		NUMBER OF EXPERIMENTAL STUDENTS		NUMBER OF CONTROL STUDENTS	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
Eastern Iowa	2/26/90	5/07/90	35	25	56	26
Seminole	2/19/90	5/07/90	20	40	11	11
Southern Maine	2/08/90	5/07/90	37	25	10	17

Students from Eastern Iowa in Humanities 180: Changes and Choices were administered the instrument. Students at Seminole taking Humanities 2250: Technology and Humanities for the 21st Century were administered the test. Students in Humanities 100: Ethical Dilemmas, at Southern Maine were administered the pre and post-test. In addition, these students had all completed English 112: American Literature the previous semester.

Data Analysis: Final Model Site Process Evaluation. The Task Force consultants submitted final evaluation reports from each of the visited sites. For purposes of the process evaluation, the results of the individual evaluations were then grouped into three topic areas:

- o Involvement and Support
- o Course Design and Humanities Integration
and
- o Evaluation and Future Plans.

1. Involvement and Support. The topic area, Involvement and Support, includes the follow data elements:

- o the extent of the involvement of administrators, humanities and occupational faculty inside and outside the program as well as students inside and outside the program, and
- o the methods employed to gain awareness and solicit involvement.

The information resulting from this part of the evaluation is outlined in Table 9 on the following page. As this part of the analysis reveals, only Southern Maine was successful in obtaining a high level of involvement among the faculty and students. Obviously, this resulted because of the high level support received from the project among the top level of administration. Support from the President was bolstered, however, through the energy and commitment of the Dean who provided the necessary leadership to staff and students.

This top level support combined with a specified, targeted educational strategy to inform and involve faculty as well students were in great measure responsible for the high degree of involvement, cooperation and support achieved.

Table 9.

FINAL MODEL SITE PROCESS EVALUATION:
INVOLVEMENT & SUPPORT

EVALUATION COMPONENT	CLACKAMAS	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
Extent of Involvement, Cooperation, & Support	Minimal involvement; President, Dean, and directors are supportive of the idea, but because little has been requested of them it is hard to evaluate their degree of commitment; faculty is accepting of program but no involvement outside of project; Occupational staff not even asked to participate; only students in the program are involved	Moderate involvement;	Minimal involvement; the administration was supportive of the program but little was requested of them so it is hard to evaluate their degree of commitment; faculty is accepting of program but no involvement outside of project; a conscious decision was made to go slowly in order to obtain the cooperation of the occupational faculty which in the past had been difficult to obtain in similar efforts	High level of involvement: High level support and monitoring, dean took special interest with the President's backing and provided the senior staff direction and support for the project; faculty involved and supportive; the Occupational department of law enforcement was fully supportive and committed to the program; Students in the program and even students in other disciplines were enthusiastic about the project
Methods of Involvement	No effort to educate general community; Even though administration believes faculty should be more involved there are no plans for accomplishing such involvement	Discussions of project in general faculty meetings and department meetings on each campus	Mention in school newspaper; administration believes faculty should be brought into program but there were no specific plans to do so; no other specific plans	Day-long workshop for all faculty and faculty support staff; Committee formed including members not directly involved in the project, including other instructors and from other Occupational disciplines; the college committed funds for library acquisitions on the importance of the Humanities in Occupational Education; the Institute became a sponsoring member for the Community College Humanities Association; Letters were sent to the five other Maine Technical Institutes informing them of the project; an article was published in the Fall issue of <u>Springpoint</u> , a publication of the Institute distributed to students, graduates, and friends, on the efforts of the Task Force and the project.

2. Course Design and Humanities Integration. With regard to course design and humanities integration, the following elements are examined:

- o the origin of the course design--Humanities or Occupational instructors, the development of a new course or a revised course;
- o the integration of the learning outcomes into the course;
- o the reference to the work setting in the course;
- o the integration of the Humanities into the occupational program;
- o the integration of the Humanities into other occupational programs beyond the one chosen for participation; and
- o the sequencing of courses in occupational programs.

The information resulting from this part of the analysis is outlined in Table 10 on the following page. As the information in this Table reveals, only two of the model sites designed a course that was developed by collaborative efforts between both the Humanities and Occupational instructors--Eastern Iowa and Southern Maine. Both of the sites also were able through their design efforts to reference the work setting in the study of the Humanities. In addition, both of these sites provided for integration of humanities concepts into the occupational programs at issue. Only one of these sites, Southern Maine, indicated that they had plans to integrate concepts into the Humanities into several other occupational courses.

It should be noted that two of the colleges, Clackamas and Seminole revised their courses, but were unable to ensure inclusion of all of the 10 contributions. Neither of these sites was able to provide evidence that they did, indeed, reference the work setting in the courses that had been designed or revised. Finally, it should be emphasized that only one of the sites, notably Southern Maine, indicated that they had begun plans for sequencing their courses in occupational education in order to provide for Humanities integration.

Table 10.

FINAL MODEL SITE PROCESS EVALUATION:
COURSE DESIGN AND HUMANITIES INTEGRATION

EVALUATION COMPONENTS	CLACKAMAS	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
How and Who Designed Course, Including Integration of Learning Outcomes	The course, developed by Humanities instructors was not explicitly revised to ensure the inclusion of all 10 of the contributions; the occupational faculty were not involved in the revision; the learning outcomes approach was not implemented	Newly developed course, developed and team-taught by two instructors from both Humanities and Occupational disciplines offered at three campuses; the outcomes approach was implemented	Humanities instructor revised the course, however, not explicitly to insure that the 10 contributions were included; the occupational faculty did not participate in the development, teaching, or evaluation of the Humanities course; learning outcomes approach was not implemented	Two new courses; both Humanities and Occupational courses were revised by instructors from both disciplines to include the 10 contributions; the outcomes approach was implemented
Reference of Work Setting in Course	No	Yes, as evident in the title of the course: Changes and Choices: Experiencing Life in the Workplace, the Home, and the Broader Community	Very little, if any	Yes, one purpose of the course is stated as "learn to see the connection between the study of literature and the demands of the workplace"
Humanities Integration into Occupational Program	No	Changes and Choices was included in the Office Technology (OT) curriculum; references from the course were incorporated into other OT courses but there were not other major revisions	There was no reference to the Humanities contributions or even the soft skills' in the occupational component of the programs	Yes, objectives were revised in several of the occupational courses to mirror the objectives of the Literature and Ethics courses
Humanities Integration into Other Occupational Programs	No effort to integrate throughout the curriculum		No effort to integrate throughout the curriculum	Plans to bring in several other occupational courses
Sequencing of Courses in Occupational Programs	No sequencing as there was only one course		No	Yes

3. Evaluation and Future Plans. The data obtained for the Evaluation and Future Plans topic area includes the conduct or plans for current or short term assessments and evaluations; plans for longitudinal evaluations, and the future plans for continuation and/or expansion of the program. These data are provided for each of the five model sites in Table 11 below. As these data reveal, only Southern Maine appears to have specific plans both for a short-term assessment and for continuance of the program, including expansion to other occupational areas.

As illustrated by these charts, Southern Maine appears to have accomplished the most in the two-year period of the project. Of the five model sites, Southern Maine was able to gain the most progress towards meeting the project goals.

Table 11.

**FINAL MODEL SITE PROCESS EVALUATION:
EVALUATIONS & FUTURE PLANS**

EVALUATION COMPONENTS	CLACKAMAS	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
Current or Short-Term Assessment and Evaluation	No specific plans	Acknowledgement of the importance and the indication that such evaluation should be done by both Occupational and Humanities instructors, but no specific plans	No specific plans	Plans include: standard student evaluations, outside class recitations, personal reaction, papers, and interviews
Longitudinal Evaluation	No specific plans and no acknowledgement of the value of such research	Acknowledgement of the importance of such research, but no plans	No specific plans, although acknowledged the importance of such research	
Future Plans	Desire of Administrators to continue, but no specific plans		Administrators desire to continue and expand the program, but no specific plans	Plans to continue program; students are selling the program to other students; Desire to expand the program to other Occupational areas but some are still reluctant to make room in their program

Data Analysis: Final Model Site Impact Evaluation. The on-site interview also yielded information pertinent to the impact evaluation. Perceptual information was obtained to answer three questions: Was faculty, staff, and student awareness of the importance of the humanities in occupational programs raised by this project?; According to administrators, faculty, and students, can humanities teach skills that transfer to the workplace?; and According to administrators, faculty, and students, will occupational students have improved work skills for the work force as a result of this project? The result of this analysis are illustrated in Tables 12, 13, and 14.

The belief in the concept of the importance of Humanities in the five model sites seems to be fairly consistent among the five model sites. All of the participating model sites were found to have heightened both faculty and student awareness of the importance of integrating the Humanities into occupational programs, particularly those faculty and students involved in the program. Only one college appeared not to have heightened faculty and student awareness outside of the program--Seminole.

Table 12.

FINAL MODEL SITE IMPACT EVALUATION

EVALUATION COMPONENTS	CLACKAMAS	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
	Was faculty, staff, and student awareness of the importance of the Humanities in occupational programs raised by this project?			
Administrators	Yes	Yes	Yes	Yes
Faculty Involved in the Program	Yes	Yes	Yes	Yes
Faculty Outside the Program	No	Yes	No	Yes
Students in the Program	Yes	Yes	Yes	Yes
Students Outside the Program	No	Yes	No	Yes

Table 13.

FINAL MODEL SITE IMPACT EVALUATION

EVALUATION COMPONENTS	CLACKAMAS	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
	Can Humanities teach skills that transfer to the workplace?			
Administrators	Yes	Yes	Yes	Yes
Faculty Involved in the Program	Yes	Yes	Yes	Yes
Faculty Outside the Program	Yes	Yes	?	Yes
Students in the Program	Yes	Yes	Yes	Yes
Students Outside the Program	No	Yes	No	Yes

Table 14.

FINAL MODEL SITE IMPACT EVALUATION

EVALUATION COMPONENTS	CLACKAMAS	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
	Will occupational students have improved work skills for the work force as a result of this project?			
Administrators	Yes	Yes	Yes	Yes
Faculty Involved in the Program	Yes	Yes	Yes	Yes
Faculty Outside the Program	Yes	Yes	?	Yes
Students in the Program	Yes	Yes	Yes	Yes
Students Outside the Program	No	Yes	No	Yes

Data Analysis: Student Awareness and Skills Assessment. Southern Maine, Eastern Iowa, and Seminole's results were usable but caution should be exerted in interpreting results. As noted previously in Table 6, the numbers of students in the post-test groups in all but one of the control and experimental groups (Seminole) either increased or decreased from the original pre-test groups. Southern Maine's control group and Seminole's post-test experimental N's grew during the semester. Also as noted in Table 6 the number of students in two of the control groups, Seminole and Southern Maine, were very low 11 and 17, leaving only Eastern Iowa as a site with adequate numbers in its control group. These were caused by late additions to the classes and, in Seminole's case an additional class, course withdrawals and lack of control that could be afforded by the Task Force consultants. Thus, the analysis was modified to an examination of the pre- and post-test responses of only the experimental groups.

Nevertheless, some observations can be drawn from the three sites. The analysis was two-tiered. First, questions 1, 11, 21, 31, and 41 were examined individually for any observed changes. In the second tier of the analysis, the responses were weighted and aggregated in order to obtain a broader sense of change. The pre- and post-test results of the first phase of the analysis are as follows:

- At Eastern Iowa almost two-thirds of the experimental post-test group picked either the first or second choice. The majority picked the correct first choice or most desired response. In three of the five scenarios, there was over a 10 percent increase in the number selecting the first choice.
- Seminole experimental post-tests showed an increase in the number one desired response in only one scenario. The majority picked the number one or two desired answer in two of the scenarios.
- The Southern Maine experimental group showed dramatic increases in selection of the desired response in three of the five scenarios. Overall, 50% of the experimental group picked one of the two top choices in the post-test. The majority picked the number one desired answer in four of five of the scenarios.

The second tier of analysis grouped the questions into three scores. Score 1 is an aggregate of responses to questions 1, 11, 21, 31, and 41. These are the questions that ask the student to apply the skills (working with others, problem solving, decision making, adapting to change, and communicating) they have learned in a conflict or problem situation. Score 2 aggregates responses to questions 2-7, 12-17, 22-27, 32-37, and 42-47. These questions ask students to respond to the importance of having those skills in certain scenarios. Score 3 aggregates responses to questions 8-10, 18-20, 28-30, and 48-50 which determine the extent to which students feel that courses in the Humanities and courses that teach the skills learned through the study of Humanities are important.

Scoring for each of the test questions was on a scale from 1 to 5 with 5 being the most desired response and 1 being the least desired response. The response stems for questions 1, 11, 21, 31, and 41 vary according to the question and the answer key and scoring are provided in Appendix C. The response stems and scores for all of the remaining questions are as follows: a) not at all (1); b) somewhat (2); c) considerably (3); d) very (4); and e) essential (5). The resulting scores for the three experimental groups are provided in Table 13 below. The formula for obtaining the score 2 and 3 is as follows:

$$\frac{\Sigma (na + 2nb + 3nc + 4nd + 5ne)}{N}$$

where n is the number of responses to the specific response stem and N is the total number of responses. The same formula was used to obtain Score 1 with the exception that the response stems are weighted as follows:

$$Q1(2na + 1nb + 5nc + 4nd + 3ne) + Q11(2na + 1nb + 4nc + 3nd + 5ne) + Q21(1na + 3nb + 2nc + 5rd + 4ne) + Q31(2na + 4nb + 1nc + 3nd + 5ne) + Q41(5na + 3nb + 2nc + 4nd + 1ne).$$

As Table 15 illustrates, all three post-test scores for Southern Maine increased. Eastern Iowa's scores increased for Scores 1 and 3. Seminole's scores decreased for each of the three scores. Comparing Southern Maine's post-test scores to Eastern Iowa's and Seminole's scores, all of Maine's post-test scores are closer to the most desired response of 5 than the other two school's post-test scores.

Analysis of whether the score changes was statistically significant was hampered because of the inability of linking pre- and post-test scores for each individual through the Scantron process. As such, where ideally a correlated t-test of significant differences between the means should have been performed, such a test was rendered impossible because of the resulting data set. Failure to utilize this statistical test forces the analysis to contend only with the descriptive results that must be interpreted cautiously.

Table 15.

STUDENT PRE- AND POST-TEST SCORES
ON THE STUDENT AWARENESS AND SKILLS INSTRUMENT

PRE- AND POST- TEST SCORES	EASTERN IOWA	SEMINOLE	SOUTHERN MAINE
SCORE 1: Application of Skills			
Pre-Test	3.7829	3.7800	3.6541
Post-Test	3.9360	3.5779	3.9280
Percent Change	+4.047%	-5.347%	+7.496%
SCORE 2: Perceived Importance of Having Those Skills			
Pre-Test	3.6196	3.6233	3.4662
Post-Test	3.4259	3.5988	3.6440
Percent Change	-5.351%	-0.676%	+5.130%
SCORE 3: Perceived Importance of Having Courses to Teach Those Skills			
Pre-Test	3.2500	3.1933	3.4414
Post-Test	3.3387	2.8898	3.6107
Percent Change	+2.729%	-9.504%	+4.920%

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. The results of the impact and process evaluations point strongly to the success of Southern Maine in the implementation of the project, and also, in the impact of the project on participating students, particularly in the short-term. Specifically, Southern Maine was extremely successful in meeting project goals as reflected through the implementation of the Task Force recommendations. Southern Maine would also appear to have been very successful in having developed a program that had at least a short-term impact upon participating students, although caution must be used in interpreting these results given the lack of a control group by which such changes could have been more carefully monitored for internal validity and given the inability to perform statistical tests on the resulting score changes. Specifically, the three posttest scores—application, perception of importance of having the workplace skills, and perception of the importance of courses in the Humanities all witnessed an increase at Southern Maine. Whether such changes are, indeed, due to the project may only be speculated given the lack of rigorous design control and the lack of statistical testing. Nonetheless, such descriptive changes do merit consideration as possible evidence of project impact.

Evidence of success at Eastern Iowa was also noted, both in terms of meeting task force recommendations as well as project impact on student application of skills and student perceptions regarding the importance of having such skills. Again, whether such changes did, indeed, result from exposure to the program vs. some chance occurrence can only be speculated given the lack of control conditions and the ability to apply statistical tests. It is interesting to note, however, that in both of the institutions where successful integration of the occupational and Humanities faculty did occur, i.e., Southern Maine and Eastern Iowa, such increases in student performance are witnessed. This does contrast dramatically with the results of student performance at Seminole, a site which appears to have been less successful in integrating the two disciplines in keeping with Task Force recommendations.

In conclusion, results of this evaluation offer descriptive evidence of short-term improvements in student performance in the two model sites where effective integration of the Humanities and Occupational programming was apparent. Any attempt to provide evidence of the definite link of such improvement to program exposure is not possible given the lack of rigorous control within the various institutions.

Recommendations. The results of this evaluation suggest recommendations in two areas: program implementation and assessment instrument design.

Program Implementation Recommendations. The program implementation recommendations generally confirm the model originally developed by the Task Force. The results of this evaluation suggest, however, that future attempts to implement such a project should realize that the implementation of such an effort may be a slow process in terms of both gaining support for the concept and evaluating results at the conclusion of program implementation. In this context, the following points related to project success are offered for FIPSE's consideration:

- Information programs to solicit support and awareness are important
- Gaining acceptance and most importantly support from top administrators is essential
- Commitment in terms of time and resources from both both disciplines, i.e., in this instance, Humanities and Occupational instructors, in a jointly sponsored project is critical to its success
- The use of both the Humanities and the Occupational instructors in course development activities is considered to be very important

- The carry-over or linkage between the Humanities course and the Occupational courses is necessary
- Gaining student support and enthusiasm is essential and is one way of avoiding course drop-out due to content apprehension.

Also, the following points are offered for FIPSE's consideration in funding future projects that may be similar to this one, given the lessons and experiences gained through this implementation effort:

- Logistically, the identification and involvement of five institutions is ambitious given the resources allocated for a project of this magnitude. In future efforts, for a project of this size, a full-time staff position would be a useful addition, particularly given that Task Force members are professionals with other responsibilities and, for the most part, are serving as volunteers for a project to which they are professionally committed.
- The use of control groups in a project of this size is difficult, at best, unless a staff person is continuously monitoring procedures through trips to the field and providing assistance to institutional staff through rigorous training
- More frequent meetings of a national Task Force directing a project of this magnitude should be ensured. Such frequency can help to ensure that implementation of the concepts are monitored more effectively and problems that require attention can be addressed more rapidly.

Assessment Instrument Design Recommendations. Also, a number of observations and recommendations relating to the assessment instrument design are offered. First, the construction of an assessment instrument is difficult under the best of conditions, particularly given several of the subtle constructs being investigated during this project. In the future, the development of such specialized instruments should be encouraged only if the grantee firmly ensures that measurement expertise will be available during the validation and trial period. Subject matter professionals can provide critical perspectives in the development effort but require assistance in the measurement area, particularly as it relates to instrument reliability. In this instance, the involvement of a measurement expert could have helped to promote instrument reliability by ensuring:

- More questions relating to the application of skills, and
- Less repetition in response stems and in questions after each scenario.

APPENDIX A.
CONSULTANT HANDBOOK

HANDBOOK

FOR

SHARED VISION TASK FORCE

CONSULTANTS

NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION

AND THE

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

with support from the

FUND FOR THE IMPROVEMENT OF POST SECONDARY EDUCATION

(FIPSE)

(Second Year Proposal)

10-89

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Background and Purpose

BACKGROUND

The Shared Vision Task Force "Integrating Humanities into Associate Degree Occupational Programs" finalized three years of work with their final report in October 1988. This report culminated the work of twelve leading community college educators representing the National Council of Occupational Education (NCOE) and the Community College Humanities Association (CCHA) two affiliates of the American Association of Community and Junior Colleges (AACJC).

The Task Force set out to confront the question of how community college occupational programs may better meet the needs of the community by including Humanities as an integral part of their curricula. The study generated a great deal of interest among occupational educators and the humanities community. This interest led to two-year funding by the Fund for the Improvement of Postsecondary Education (FIPSE). As the results of the project were reported to postsecondary educators and leaders in industry, additional interest resulted in FIPSE funding for demonstration model sites to implement the findings of the Shared Vision Task Force.

The Shared Vision Project has completed its first year demonstrating the implementation of the recommendations of "Integrating the Humanities..."

The 5 colleges represent a wide geographical, mission and program diversity. The schools are:

Clackamas Community College, Oregon City, OR
El Paso Community College, El Paso, TX
Eastern Iowa Community College, Muscatine, IA
Seminole Community College, Sanford, FL
Southern Maine Vocational Technical Institute,
South Portland, ME

The syllabi/degree revisions developed during the first year are being implemented. In the Spring, the Task Force will conduct a full-site evaluation of the implementation process. Evaluation will be longitudinal, multi-faceted and operate at several levels. Student outcomes will be measured, faculty will be evaluated for general understanding and attitude, and the Administration and general college community will be tested on their support. Beyond this, there will be an evaluation of how well the colleges achieved the goals and recommendations of the Task Force.

Already a great deal of interest has been generated in the Task Force findings. Two presentations have been requested for the NCOE Conference in Vancouver and the Community College Humanities Association (CCHA) National Conference in Washington. This later presentation should be exciting since two Humanities representatives will challenge the Task Force findings in a debate to be held Saturday, November 11.

PROJECT DATA AND KEY PERSONNEL

PROJECT TITLE: FIPSE: The Comprehensive Program

WORKING TITLE: Integrating the Humanities into Associate Degree Occupational Programs.

PR/AWARD NUMBER: Before December 1, 1988 P116B80493
After December 1, 1988 P116B84000
After October 1, 1989 P116B84000-89

AWARD RECIPIENT: National Council for Occupational Education

PROJECT ORGANIZATIONS: Community College Humanities Association (CCHA) and National Council for Occupational Education (NCOE)

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Calendar Of Events

* Means Project completed

- *Shared Vision Summary of Final Report
Published..... October 1988
- *Grant Award begins..... October 1, 1988
- *Shared Vision Final Report Published and
Disseminated..... November 1988
- *Model Sites selected..... November 1988
- *Institution Joint Committee and
Representatives selected..... November 1988
- *Consultant Teams assigned..... December 1, 1988
- *Model Sites inform Project Director of
School Contacts..... December 5, 1988
- *Site Lead Consultants and School
Coordinator Make Phone Contact..... December 19, 1988
- *Consultant Handbook Disseminated..... December 1988
- *Project Director submits ED/PMS 272..... January 9, 1989
- *Consultants Conduct Site Workshop..... January 1989
- *Project Director submits for Extended
Second Year Funding..... February 1989
- *Consultants Submit Travel Vouchers to
Research Dimensions NLT..... February 15, 1989
- *Project Director submits ED/PMS 272..... April 1989
- *Model Site Committee Revises degree
Requirements..... June 30, 1989
- *Model Site Committee Develops Syllabi..... June 30, 1989
- *Project Director submits ED/PMS 272..... September 1989
- Model Sites Report Progress to
Site Consultants..... September 1989
- Site Lead Consultant sends Interim
Report to Project Director..... September 1989
- Continuation Application submitted by
Project Director..... August 1989
- Model Sites implement the Curriculum and
Course Revisions..... Aug/Sept 1989
- Project Director submits ED/PMS 272..... October 1989
- Evaluation Instrument submitted by Research
Dimensions to Project Director..... October 1, 1989
- Project Director submits Grant Extension
request for Dissemination Project..... October 17, 1989

Project Director distributes Evaluation Instru-
ment to Site Consultants for comment..... October 1989

FIPSE Directors meeting..... October 18, 1989

Evaluation Instrument comments returned
to Project Director..... November 1, 1989

Task force meeting in conjunction with
CCHA to finalize evaluation
instruments..... November 10-11, 1989

Final Evaluation Instrument Published..... January 1990

Project director submits ED/PMS 272..... January 1990

Consultants make arrangements for Evaluative
tests and student interviews..... March 1990

Project Director Submits ED/PMS 272..... April 1990

Task Force conducts final evaluative tests
and student interviews..... April/May 1990

Consultant submit final Reports and Evaluation
Results to Project Director NLT..... May 30, 1990

Evaluation Results submitted to Research
Dimensions for Analysis..... June 1990

Project Director Submits ED/PMS 272..... July 1990

Task Force Meeting to Complete Draft Final
Report (Tentative Dependent on Funding)..... August 1990

Project Director Submits ED/PMS 272..... October 1, 1990

Project Director Submits Final Report
to FIPSE..... October 1990

School/Task Force Agreement

Colleges agree to work with consultants from the task force in developing an integrated curriculum for an associate degree occupational program based on the recommendations contained in Section VI of the final report. Specifically, they will:

- 1 - appoint a joint committee of faculty and staff selected equally from the occupational program and the humanities with co-chairpersons named from the program and the humanities;
- 2 - thru the Committee, revise by June 30, 1989 the degree requirements where necessary for the occupational program to realize recommendations of the report;
- 3 - thru the Committee, develop by June 30, 1989 syllabi containing statements of student outcomes for the courses in that program to assure the desired outcomes identified in the report;
- 4 - implement the curriculum and course revisions for the academic year of 1989-90;
- 5 - participate in evaluative tests and student interviews in the spring term of 1990 to determine the extent to which the desired student outcomes have been achieved.

To assist the college in these endeavors the task force, with FIPSE funding, will:

- 1 - provide \$3,000 per person funding for 50% released time of each of the committee co-chairpersons for the spring 1989 term to work with appropriate faculty and staff in revising the curriculum and developing syllabi for each course containing appropriate student outcomes;
- 2 - provide \$3,000 per person funding for 25% released time of each of the committee co-chairpersons for the academic year of 1989-90 to work with appropriate faculty and staff in implementing the curriculum revisions and assuring that student outcomes are realized for each course;
- 3 - conduct a three-day workshop on the model site campus in late 1988 or early 1989 to acquaint the committee and college administration with the recommendations and to delineate the responsibilities of the participants;

- 4 - provide two consultants from the task force to be available by telephone and mail to assist in the project throughout the two-year period;
- 5 - provide on-campus evaluation in the spring of 1990 by a member of the task force.

The First Contact

The Lead Consultant after talking to Shared-Vision partners should contact the school's project director or one of the co-chairpersons in December or early January. Things to be accomplished during the first contact:

1. Insure the school and the individual have received:
 - a. Summary of the Final Report
 - b. The Final Report
 - c. A copy of the letter containing the School/Task Force Agreement
 - d. A copy of the "Criteria for Excellence in Associate in Applied Science Degree Programs." (Not essential but a nice to have)
2. Insure school has received the \$6,000 for released time payment.
3. Insure the school's portion of the Agreement is being met, i.e.:
 - a. They have sent a letter of agreement to Shared Vision Project Director agreeing to Project.
 - b. Joint Committee is formed or forming with equal representation.
 - c. Committee and chairmen are equally split between occupational and humanities programs.
 - d. They have a schedule of events set up.
 - e. You sense a committment by committee and administrator.
4. Negotiate a time to conduct a workshop on the model site campus.
5. Let them know you are available by telephone and mail to assist in any way possible.

THE WORKSHOP

The three-day workshop conducted by the consultants is the key to getting the schools committed to the Shared Vision Concept. Since we are not funded for more than one trip for planning and implementation, the workshop becomes very important to the success of the entire project. We must show up prepared and present a very professional workshop.

WORKSHOP GOAL: At the completion of the workshop the college representatives and teachers will be committed to the Shared Vision Concepts and have completed an Action Plan for implementation of the Shared Vision Recommendations.

MATERIALS FOR WORKSHOP: Each consultant team should insure that, as a minimum, the following materials are on hand for each participant in the workshop:

1. Final Report of the Shared Vision Task Force.
2. Summary of the Final Report.
3. School/Task Force Agreement.
4. "Criteria for Excellence in Associate in Applied Science Degree Programs." (Not mandatory)

Bring your copy of the Consultant's Handbook.

POSSIBLE PLAN FOR WORKSHOP:

FIRST DAY

Objective: Sell the Shared Vision Concept.

1. INTRODUCTION - Get to know each other, i.e. backgrounds, interests, etc. Obtain a feel for individual and institution committment. This session could be done in an informal dinner the night before or at a breakfast meeting.
2. If you did not send materials beforehand, hand out at this time.

APPENDIX B.
THE UNIQUE AND SIGNIFICANT CONTRIBUTIONS
OF THE
HUMANITIES

III The Unique and Significant Contributions of the Humanities

CONTRIBUTION 1.
An appreciation for what is significant about human life — past, present and projections for the future.

If people are to be effective in working with others and in solving problems together, they need to understand one another, and specifically, to understand what human beings have which distinguishes them from other living beings and from institutions. In solving problems which humans face in ways that will satisfy the needs of human beings, it is essential to understand what people have historically held as valuable, worthy, and desirable. It is of great importance for truly effective and efficient problem-solving that there be an understanding of how humans have approached problems in the past, what has been achieved, what have been recurring difficulties, what present attempts are being made to address these problems, and what the future might hold in store given present trends and the continuing fundamental set of human needs. Understanding where we have come from, what we are presently about and our future aspirations is absolutely vital in working with people to achieve common purposes.

CONTRIBUTION 2.
The ability to understand and empathize with others through the development of an understanding of human needs and problems.

In working with people and having others work for you, it is essential that there be an appreciation of the perspectives of others — perspectives which include their past, their hopes for the future, their problems and their basic needs. Barriers are often erected between people by jargon, argot, technical knowledge and social roles. Technical and professional education often works against the development of such a skill when it encourages individuals to think of themselves merely as technicians, mechanics, nurses, etc.

CONTRIBUTION 3.
An understanding, beyond proficiency in basic language skills, of the unavoidable ambiguities, vagaries and value-laden nature of human language.

People who work with others need to have effective language or communication skills to read, write, and speak in a clear, precise and effective manner. However, beyond these abilities, people must realize that human language at times contains elements of ambiguity which just as often lead to misunderstandings as they lead to enriched forms of expression. People must come to learn that, in certain settings, some degree of ambiguity is inescapable or even preferred, while in others it is totally unacceptable. In addition to understanding this, students seeking to be successful in working with others must also come to an understanding that words and phrases often unavoidably carry with them value judgments and orientations, e.g., words such as "good," "girl," "boss," "kid," as well as the more familiar racial, ethnic and religious epithets and a legion of additional titles and terms.

CONTRIBUTION 4.
The ability to recognize the limits and goals in applying analytical skills to the resolution of human problems and dilemmas.

Students need to develop their abilities to analyze situations and problems in order to respond to them and to accomplish their goals. When working with others, however, people must come to realize that there are a variety of analytical methods, some of which are more suitable than others for dealing with certain situations. There are times when the analytic skills learned, for example, through a study of literature might prove more effective than similar skills practiced by technicians, engineers, or social scientists. On other occasions it might prove valuable to realize that particularly when dealing with human beings a situation might not lend itself to any precise analysis: it may be overdetermined. Certain human activities, e.g. forms of amusement, painful or humorous events, etc., are not readily captured by any of the methods of the technical and scientific fields.

CONTRIBUTION 5.
An appreciation of the variety of human purposes and values to be realized in solving problems.

In solving problems involving human beings one must have the abilities to analyze content, to understand the factors contributing to the problem, and to evaluate the likely effectiveness of alternative resolutions in keeping with the basic objective to be achieved. However, beyond possessing and using these skills, one must realize that human beings often disagree with one another on how to proceed because they have different objectives to be accomplished. Not everyone involved in a given situation may share a common purpose or hold the same values or hold them in the same order.

CONTRIBUTION 6.
The ability to approach and make decisions concerning problems that may not have a singular resolution.

In mathematics, the natural sciences and in technical fields the approaches taken to answering questions and solving problems are well-defined and usually lead to a preferred answer or solution. In the workplace questions arise for which there is not one definite correct answer. Too often the situation is such that some answer must be given, some decision made, some course of action taken. The study of the Humanities can offer a student methods that are orderly and structured and which can be brought to bear on difficult questions.

CONTRIBUTION 7.
An appreciation of the importance of responding appropriately to change as an essential and necessary human activity.

While people who prepare for occupational fields learn facts, acquire skills, and learn how to adapt to changes in their fields, it is through the Humanities that they learn that these skills are absolutely essential for a human being to have, not simply as a technician or worker, but as a being struggling to survive and to prosper in a constantly changing world. The physical environment, social environment, and work environment are constantly changing and humans must learn to adapt to those changes. The Humanities convey this sense of the importance of learning how to adapt, to continue learning and to grow.

CONTRIBUTION 8.
The ability to make judgments reflective of human values: ethical, aesthetic.

When delivering a service or a product there are other considerations besides whether or not it will fulfill the terms of a contract or suit the purpose or do the job. In addition to delivering what was expected, was the product or service provided made as pleasing to human sensibilities as possible? Will any one human being be harmed by what is to be done? Were any deceptions or deceits practiced? These considerations are taken up not because they might serve the interests of the economic enterprise and its concern for income and profit but because they reflect the values of truth, beauty and goodness which human beings seek to realize.

CONTRIBUTION 9.
An appreciation of what human beings hold in common which encourages their sense of civic purpose and responsible citizenship.

Nowhere else in the curriculum except through a study of the disciplines which promote an appreciation for what human beings hold in common is there given any attention to what is needed in order to motivate people to work together to realize common goals both in the workplace and in society. The realization that human beings do share more in common than they have differences and that only through a civilized social life in which all cooperate can those common elements be held secure and diversity respected are fostered by a study of the Humanities. It is a realization that comes through a study of the human condition past and present and through the study of the expression given by human beings to those sufferings, joys, needs and desires which all people have.

CONTRIBUTION 10.
An appreciation of the values of diverse cultures.

When attempting to understand others in order to work along with them, it is important to realize that not everyone shares the same culture. The study of human achievements and human expressions and human values as present in cultures other than one's own fosters a sense of respect and appreciation for the ways in which human beings have found for learning how to live and to achieve together and to prosper. Through an appreciation of other cultures one often learns what is truly distinct about one's own. In the workplace where people from different cultures must learn to work together it often becomes an imperative to learn of and respect the diversity of cultures present in order to effectively communicate and resolve problems. The Humanities involve by their very nature the study of other cultures, their achievements, forms of expression, and values.

APPENDIX C.
SHARED VISION TASK FORCE RECOMMENDATIONS

V Curriculum Recommendations

Following validation of the concept by educators and representatives of business and industry, the Task Force has developed a series of recommendations that are, in their collective judgment, essential to the integration of the Humanities into Associate Degree occupational programs. The nine curriculum recommendations must be considered as a whole rather than individually since each contributes to strengthened occupational programs. To assure that the processes for developing, revising, and assessing the technical and Humanities components of occupational programs represent a unified commitment on the part of all involved, the Task Force also presents nine specific recommendations as to how the curricular recommendations may be achieved.

Recognizing the diversity of institutions — their size, number and type of programs, and governing constraints — the Task Force has chosen to place emphasis on student learning outcomes as the key to program development and assessment. Occupational and Humanities faculty and administrators are called on to be innovative and imaginative as they rethink occupational programs to achieve those outcomes unique to the Humanities as well as those of the technical component. The task is challenging, but the result will unquestionably be better prepared graduates able to meet the demands of the workplace in the 1990s and beyond.

In order to achieve the integration of the Humanities into Associate Degree occupational programs the Task Force makes the following curriculum recommendations:

RECOMMENDATION 1.

The unique and significant contributions made by the Humanities be regarded by faculty, staff, and students as an integral and essential component of occupational education.

When the Humanities component is defined as integral and essential to occupational programs, past views of Humanities courses — as “add-ons,” acceptable only if-and-when there is room in the program after technical skills — become unacceptable. Instead, occupational programs must be viewed as complete and successful only if they have a Humanities component related to specific learning outcomes.

RECOMMENDATION 2.

Occupational program and course review be based upon learning outcomes developed for each.

An occupational degree program graduate’s ability to perform on the job with the skills, understandings, and attitudes recognized as essential by supervisors and employers is the measure of any occupational program’s success. A course of study based upon learning outcomes in each occupational program and a syllabi directed at achieving those outcomes for each course within that program ensures this emphasis on what the student knows and is able to do, rather than on the content to be covered. Students then enter the workplace better prepared to handle the responsibilities and tasks of the occupation.

RECOMMENDATION 3.

Learning outcomes for each program include working with others, problem solving, decision making, and adapting to change along with technical and communication skills.

Consistent with the integration of Humanities into occupational programs based upon

learning outcomes, the learning outcomes primarily achieved through the unique and significant contributions of the Humanities must be included. Associate Degree occupational program graduates will have to work with different people, solve different problems, make varied types of decisions, and adapt to the unique changes in their fields.

RECOMMENDATION 4.

Faculty and staff develop a sequence of all courses in each occupational program, this sequencing be achieved through combinations of prerequisites, degree requirements, and advising.

The necessity of mastering certain basic skills before attempting to perform more complex tasks in reading, writing, and math is generally acknowledged. In community and technical colleges, we have adapted to the influx of underprepared students, returning adults who are unsure of their skills, and those making career changes through entry-level skills assessment and placement in developmental courses. This trend is essential to effective sequencing of students' learning in occupational programs. Careful sequencing achieved through combinations of prerequisites, degree requirements and advising will not only require students to obtain basic skills before they move on to courses that require mathematics, extensive reading, good study skills, and effective writing and speaking, they will also be given a coherent, reasoned sequence of courses which integrate student outcomes — technical, communications, and Humanities.

RECOMMENDATION 5.

Advising and counseling strategies be focused on achieving student understanding of the merits of both Technical and Humanities components of the programs.

Since students often receive their first impression of a program from the person who advises them, advisors must be committed to the merits of both Technical and Humanities components of occupational programs. If advisors are faculty who have participated in the curriculum revision, they will be able to communicate to students why employers will value their skills and understanding obtained from both the Technical and Humanities components of the curriculum.

RECOMMENDATION 6.

Humanities instruction specifically reference the work setting for illustrative applications of the unique and significant contributions of the Humanities.

Along with careful sequencing and integration of Humanities in the curriculum, Humanities courses or components will be more clearly connected to the workplace and students' goals if Humanities faculty relate instruction to the workplace. In the past, relevance of Humanities concepts to students' own lives was sometimes assumed. Particularly with students in liberal arts programs such assumptions may have been justified; however, the students seeking Associate Degrees in occupational programs may be more inclined to question the relevance of Humanities concepts to their career goals. Each of the unique and significant contributions of the Humanities to Associate Degree programs can be related to the demands and problems of the workplace without sacrificing the Humanities concepts or the integrity of the discipline.

RECOMMENDATION 7.

Technical instruction specifically include the unique and significant contributions of the Humanities.

The integration of the Humanities in occupational programs will be greatly enhanced by

inclusion in technical instruction as well as Humanities courses. The continuity of instruction emphasizing working with others, adapting to change, decision making, and problem solving will lead to graduates better prepared to meet the demands of employers. Technical instructors have, for the most part, prepared their students for the inevitability of more technological change; however emphasis on state-of-the-art equipment may obscure the need to work with others in a constantly changing work setting and imply that if students have all the technical skills, in the field, they are adequately prepared.

RECOMMENDATION 8.

The final responsibility for the design, development, and instruction of the Humanities course or component be given to those who have been trained in the Humanities and who hold an advanced degree in at least one of the traditional Humanities disciplines.

Just as technical instruction always has been provided in occupational programs by those with education and experience in the field, so the final responsibility for the design, development, and instruction of the Humanities course or component should be given to a person trained in the Humanities and who holds a Humanities degree. In some cases, technical experience is more important in providing technical instruction than an advanced degree; however, in the Humanities, an advanced degree is essential to get the depth of background necessary to develop the Humanities component.

RECOMMENDATION 9.

Humanities and occupational faculty and staff be equally involved in the development and review of all components of the occupational programs.

The success of strengthened occupational programs which integrate a Humanities component depends on equal involvement of Humanities and occupational faculty and staff in developing and reviewing all program components. There must be a joint effort in developing a carefully sequenced set of courses designed around student outcomes. Program review must be done with the same cooperation.

VI Implementation Recommendations

To realize the above curricular recommendations, the Task Force further recommends:

RECOMMENDATION 10.

Colleges work to create an understanding and appreciation of the mutually supportive aims of Humanities and occupational education among the faculty, and the professional staff.

Occupational educators must see the need for the Humanities component in occupational programs and Humanities educators must see the practical needs of occupational students for the Humanities experience to be successful. Moreover, all professional staff must be aware of the mutually supportive aims of Humanities and technical components in occupational programs. This shared vision will require both careful planning and serious commitment from administration and faculty. The College must place primary emphasis on in-service activities, retreats, and ad hoc task forces or other professional

development experiences which encourage staff and faculty, full and part-time, to learn from each other about Humanities and occupational terminology, goals and practices.

RECOMMENDATION 11.

High institutional priority be given to professional staff development activities which foster skills in building curriculum emphasizing student learning outcomes.

Few Humanities instructors have formal preparation in providing instruction based on student outcomes or in using employer recommendations in the development of curriculum. Technical degrees and experience, on the other hand, often stress technical competency and knowledge of the field. While there may be more emphasis on student outcomes, this is often viewed in terms of course goals and licensing examinations rather than a comprehensive view of the program in terms of student outcomes.

RECOMMENDATION 12.

The technical component of occupational programs be regularly and formally evaluated as to its effectiveness in developing the skills of working with others, problem solving, decision making and adapting to change, along with technical and communication skills.

Program evaluation is essential to determine that the courses, prerequisites, sequencing, learning activities, and evaluation of students all work to meet student learning outcomes. If the skills of working with others, problem solving, decision making and adapting to change are to be considered as important as technical and communication skills, then they must be formally and regularly evaluated in all components of the program.

RECOMMENDATION 13.

The Humanities component of the occupational programs be regularly and formally evaluated as to its contributions essential to the student outcomes defined for the occupational programs.

The Humanities component of the occupational programs is different from most existing Humanities courses with its emphasis on student learning outcomes. It must be measured for its effectiveness in providing for those outcomes related to the unique and significant contributions of the Humanities to employability of the graduates. The purpose of the evaluation is to improve the achievement of the desired student outcomes.

RECOMMENDATION 14.

Evaluation of student performance be a regular, formal and systematic assessment of the achievement of Humanities competence, along with technical and communications skills.

In all components of each occupational program, Humanities competencies must be assessed as well as discussed and incorporated in assignments. Employers are particularly interested in hiring graduates who have been assessed for their skills in working with others, adapting to change, decision making and problem solving. The student outcomes approach to curriculum development and review must incorporate assessment instruments and techniques which are integrated throughout the program and build sequentially on what has been learned in the program.

RECOMMENDATION 15.

Longitudinal studies of occupational program graduates include an assessment of the

Humanities component of those programs in terms of workplace performance and career advancement.

Follow-up studies of occupational programs customarily ask graduates to assess the adequacies of those programs in preparing them to obtain and perform jobs in their field. Questions related to the desired Humanities outcomes should be incorporated into these assessment instruments. Longitudinal studies of workplace related performance and career advancement need to assess the skills of working with others, adapting to change, decision making, and problem solving for these are not as apparent in the early stages of employment.

RECOMMENDATION 16.

Those agencies with governing or coordinating responsibility should systematically review curriculum in occupational programs at the Associate Degree level to insure that the curricular contributions of the Humanities are integrated in the degree requirements of those programs.

Since agencies for governing or coordinating various occupational programs at the Associate Degree level vary greatly among different states and even within states, specific recommendations to these groups are not possible. These agencies should determine how best to ensure that curricular contributions of the Humanities are integrated in the degree requirements of these programs.

RECOMMENDATION 17.

Programmatic or specialized accrediting agencies actively consider student learning objectives in the Humanities in their formulation of evaluation criteria for Associate Degree occupational programs.

The tendency of programmatic and specialized accrediting agencies to emphasize the technical component of Associate Degree occupational programs has most often resulted in the increase in that component at the expense of the general education components. This trend needs to be reversed and the acceptance by representatives of business and industry of the importance of the Humanities component as integral and essential to the programs supports this view. The accrediting agencies now must take such actions as are necessary to reflect this change in the acknowledgment of workplace requirements beyond technical knowledge and proficiency.

RECOMMENDATION 18.

Regional accrediting agencies continue to examine the role of general education components, including those in the Humanities, in terms of student learning outcomes for each Associate Degree occupational program.

Regional accrediting agencies vary in their approaches to assessing institutional effectiveness, some being much more prescriptive than others. However, regardless of the approach taken, all such agencies should recognize the need to effectively integrate the Humanities into Associate Degree occupational programs so as to achieve desired student learning outcomes.

APPENDIX D.
MODEL SITE EVALUATION CHECKLIST

**SHARED VISION
MODEL SITE EVALUATION
CHECKLIST**

DIRECTIONS — After a short introduction, use the following questions to guide a discussion concerning the Shared Vision Project:

1. What was your involvement in the project?
2. Do you believe humanities has a role in occupational programs?
3. Did those involved in the project make an attempt to involve or inform other members of the staff and faculty about the project?
 - a. What means did those involved use to inform the rest of the faculty and staff?
 - b. How could those involved have better communicated the goals and outcomes of the project?
 - c. Do you believe faculty/staff awareness of the importance of humanities in occupational programs was raised by this project?
 - d. Do you believe student body awareness of the importance of humanities in occupational degree programs was raised?
4. Can humanities teach skills that transfer to the work place?
 - a. Working with others?
 - b. Problem solving?
 - c. Decision-making?
 - d. Adapting to change?

Faculty/administrators involved in the project —

1. How did you revise courses to meet the 10 contributions listed in the task force report?
2. How did you involve faculty, staff and students inside and outside the program?
3. How did you include the humanities in occupational programs?
 - a. How did you base the humanities upon learning outcomes?
 - b. Were you able to include learning outcomes for all of the following:
 1. Working with others?
 2. Problem solving?

3. Adapting to change?
4. Decision-making?
 - c. Did you develop a sequencing of the courses to ensure prerequisites, degree requirements and advising were achieved?
 - d. How did technical and humanities personnel cooperate in the development of humanities outcomes in occupational courses?
 - e. Were you able to include all 10 unique and significant contributions of the humanities?
4. How did you include the work setting in the humanities instruction?
 - a. Did humanities faculty work with occupational faculty? How?
 - b. Did the occupational staff cooperate?
5. What were the problems and successes you had in getting administrative, occupational and humanities cooperation?
6. Do you believe there is a high institutional priority in building curriculum emphasizing learning outcomes?
 - a. In humanities?
 - b. In occupational courses?
7. Have there been any assessment/evaluation processes put in place?
 - a. In humanities?
 - b. In occupational courses?
8. What successes and problems did you have in evaluating student achievement of Humanities competencies?
9. Do you plan on continuing, expanding or dropping the project?
10. Do you plan any longitudinal assessments?
11. Did you have problems with —
 - a. Administrative support?
 - b. State agencies?
 - c. Accrediting agencies?
 - d. Support from other departments?
12. What is your overall evaluation of the project?
13. Do you believe occupational students will have improved skills for the work force?

APPENDIX E.
STUDENT AWARENESS AND ASSESSMENT INSTRUMENT

STUDENT AWARENESS AND SKILLS ASSESSMENT INSTRUMENT

DIRECTIONS

1. On the *Answer Sheet* please write the name of your school in block that says "Name."
2. In the "Subject" block please write the name of the course in which you are enrolled and answering this survey.
3. Read each of the five work situations then answer the ten questions for each situation by marking the block *on the answer sheet* that matches the answer which comes closest to describing your own views. There is no right or wrong answer. Please do not write in the survey package.
4. Ensure you use a #2 pencil and fill completely the space for your answer.

Note

The preferred answers for questions 1, 11, 21, 31, and 41 are as follows (1 being the most preferred; 5 the least):

1. a (4)	11. a (4)	21. a (5)	31. a (4)	41. a (1)
b (5)	b (5)	b (3)	b (2)	b (3)
c (1)	c (2)	c (4)	c (5)	c (4)
d (2)	d (3)	d (1)	d (3)	d (2)
e (3)	e (1)	e (2)	e (1)	e (5)

For questions ending in numbers 2 through 0 (i.e., 12, 23, 34, etc.) the higher the average response number the more positive the result.

Situation One: Crime in the Police Station

Your Position: Deputy Sheriff

Scenario:

In a city of 125,000 there is a police force of eight officers, a sheriff, a deputy and six officers. You as the deputy sheriff are responsible for security for all evidence held at the police station. Recently two automobiles that had been stolen were recovered and an arrest was made. The owners of the cars reported items missing from them, including radios. The reports made by the officers who recovered vehicles did not describe the radios as missing. You have noted the disagreement in the reports.

A young officer, the last hired, has been receiving instruction from you and has come to trust and rely upon you for advice. He now approaches you after work in a local bar often frequented by members of the force when off duty. The young officer wishes to speak to you "off the record" or unofficially. You agree to go "off the record." The young officer is troubled by a conflict in loyalties. He is torn between his loyalty to his fellow officers and his sense of professional duty and his loyalty to his profession. He reports that while on patrol he has observed a fellow officer leaving a known drug location on two occasions and has witnessed the same officer remove a radio from one of the recovered stolen vehicles while parked behind the station house. He has also heard from a local businessman that a police officer had been asking for money to provide a little more "special attention" to their premises. The young officer believes that it is the same colleague involved in the other incidents. If it is, he is worried about what his fellow officer may be into and how much further it may go. He doesn't want to be traitor to the fellowship of officers but he doesn't want to see the officer get into deeper trouble or hurt the department and the reputations of all the other officers. You thank him for coming forward, advise him to do nothing for the moment and tell the worried officer that you'll take care of it and try to keep him out of it.

Problem: Theft of evidence and possible use of drugs by officers.

Task: Stop the thefts, identify those responsible and assist in ensuring the proper operation of the police department.

1. As deputy sheriff what do you do next?
 - a) report the young officer's communication to you to the sheriff and await further

instructions from him

- b) call in the officer suspected of theft and question him
- c) consider a number of alternative courses of action and evaluate them in terms of what they would do for the department and for the individual officer involved
- d) gather more information concerning the suspected officer's likely involvement in the incidents and build a case against him without his being aware of it
- e) discuss with the sheriff the general policies and procedures to be followed in incidents where members of the department may be involved in wrongdoing or may have a drug abuse problem

How important do you consider the following in this situation?

- 2. Ensuring that you understand how the situation is seen by the police officers, the sheriff and the community being served
 - a) not at all b) somewhat c) considerably d) very e) essential
- 3. Being able to make a decision for yourself without having to check with the sheriff on every matter
 - a) not at all b) somewhat c) considerably d) very e) essential
- 4. Thinking about alternative ways of handling the situation before you set out on any particular course of action
 - a) not at all b) somewhat c) considerably d) very e) essential
- 5. Ensuring that you have communicated your understanding of the situation and your plan of action to the sheriff and to the officers in a general manner
 - a) not at all b) somewhat c) considerably d) very e) essential
- 6. Being sensitive to the personal situations and backgrounds of the officer involved: his family, race, religion, culture, language
 - a) not at all b) somewhat c) considerably d) very e) essential
- 7. Being able to adjust to changing circumstances, i.e. changes in the customs of society, changes in personnel, changes in rules, laws, worker's rights and procedures
 - a) not at all b) somewhat c) considerably d) very e) essential
- 8. Having courses in college that prepare you for dealing with people in troubling situations and circumstances
 - a) not at all b) somewhat c) considerably d) very e) essential
- 9. Having courses in college that teach you about people and their problems and how

they handle them

a) not at all b) somewhat c) considerably d) very e) essential

10. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

Situation Two: New Instructions on Lab Procedures

Your Position: Laboratory Technician

Scenario:

In a hospital there is a medical laboratory which among other procedures provides radiation treatments for various forms of cancer therapy. There are seven people on the staff. There is a laboratory supervisor, a deputy and five technicians. The business manager of the hospital has been reviewing the latest figures and has determined that the laboratory is not operating as efficiently as it might. It is not cost efficient, in her view. She informs the laboratory supervisor that there will be staff reductions in many units of the hospital and in her unit two people will be terminated. The supervisor is not permitted to respond to the initial communication but is instead instructed to prepare to operate the laboratory with the reduced staffing while maintaining the same level of service.

The supervisor informs the staff of the impending cuts. The staff immediately express their horror and disgust. The business manager is thought to be poorly informed of the operation of the laboratory. As the laboratory operates 16 hours each day and the technicians work a 40-hour week, the staff reductions will result in times when the laboratory will have only one technician on duty. It is considered unsafe to perform certain procedures for patients when there is only one technician operating the equipment and providing for the support and safety of the patient. The supervisor and technicians wonder about how they are to operate, providing the same level of patient care, at the reduced staffing levels. Some state aloud their concerns that should a mistake be made that causes injury or harm to either a patient or a staff member, who would be responsible?

Problem: Possible harm to workers and patients

Task: Ensure the safety to oneself and others

11. As a technician who is likely to remain after the reduction, what would be your course of action?
- a) stage a job action or work stoppage until the order is revoked
 - b) go along with the changes and be as careful as possible
 - c) advise your supervisor to speak with the business manager again, informing her

of your concerns and attempt to have the order rescinded

- d) inform your supervisor of what your personal response will be when faced with working under circumstances that might pose a danger to yourself or a patient with whom you are working
- e) offer your assistance to your supervisor in preparing a study indicating what the potential risks and hidden costs are of the planned operation of the lab with reduced staffing

How important do you consider the following in this situation?

- 12. Ensuring that you understand how the situation is seen by your supervisor, the hospital administration and your patients
 - a) not at all b) somewhat c) considerably d) very e) essential
- 13. Being able to make a decision for yourself without having to get approval from your supervisor or the hospital administration
 - a) not at all b) somewhat c) considerably d) very e) essential
- 14. Thinking about alternative ways of handling the situation before you decide to do something
 - a) not at all b) somewhat c) considerably d) very e) essential
- 15. Ensuring that you have communicated your understanding to your supervisor, labor leaders, the administration of the hospital and the patient advocates involved
 - a) not at all b) somewhat c) considerably d) very e) essential
- 16. Being sensitive to the personal situations and backgrounds of the those involved: their family, race, religion, culture, language
 - a) not at all b) somewhat c) considerably d) very e) essential
- 17. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in financial circumstances, changes in procedures and regulations
 - a) not at all b) somewhat c) considerably d) very e) essential
- 18. Having courses in college that prepare you for dealing with people in troubling situations and circumstances
 - a) not at all b) somewhat c) considerably d) very e) essential
- 19. Having courses in college that teach you about people and their problems and how they handle them
 - a) not at all b) somewhat c) considerably d) very e) essential

20. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

Situation Three: The Office

Your Position: Office Manager

Scenario:

A law firm in a large city has over 35 lawyers working for it and there is a secretarial pool, consisting of seven women and three men, to assist lawyers and their paralegal assistants when there is too much work for the individual secretaries assigned to each lawyer. The legal partner who has the responsibility for managing the firm has given you a directive to establish a four-day-week, ten-hour-day work schedule for the secretaries to go into effect in two weeks.

Those who are unwilling or unable to adjust their hours to those of the lawyers will be reassigned to another lawyer or sent into the pool or asked to leave. Pool secretaries may be assigned to lawyers should openings develop.

You realize immediately that there will be some difficulties in implementing the new schedule but you are confident that it can be done. When you read the directive to the secretaries in the pool you are shocked that some are not only displeased by it but are resistant and hostile. Two of the younger women have young children who get out of school and will either be alone longer until their mothers get home or will need to stay with a paid sitter. One young man has a second job in the evenings and the later hours will conflict with that job. One man is pleased with the new directive for he looks forward to the additional day without any work in the firm. One of the women is happy with the possibility of moving out of the pool by replacing one of the secretaries assigned to a lawyer who would not be able to work the new hours.

Some of the lawyers are indicating that they would prefer working a 7:30 to 5:30 day rather than an expanded 9:00 to 7:00 or an 8:00 to 6:00. The firm is attempting to accommodate a variety of requests from the legal staff for the staggered hours. Some of the secretaries assigned to the lawyers are having real difficulties with the new times proposed for starting. Some have fears of traveling in the early hours or in the later ones. Some have children to see off to school and pick up. One woman has indicated that later working hours may interfere with her attending religious services. Several secretaries have complained that transfers within the company will take place in a manner violating the seniority principle.

Problem: Implementing the new directive

Task: Ensure the cooperation of the office staff

21. Now that you have heard the initial responses to the directive, what do you do next?
- a) survey those who can and cannot work the new hours and prepare a list of reassignments thus implementing the directive
 - b) have a discussion with the managing partner concerning the principles to be observed in implementing the directive, principles which would take into account seniority, religious practices, family situation, etc.
 - c) have a discussion with the secretaries involved in order to give them a full opportunity to voice their concerns and to work out a series of reassignments
 - d) prepare a list of alternative methods for implementing the directive and the advantages and disadvantages of each and present them to the managing partner who will choose which to enact
 - e) inform the managing partner of the problems that have surfaced thus far and ask for a further directive as to how to proceed

How important do you consider the following in this situation?

22. Ensuring that you understand how the situation is seen by the lawyers, their secretaries, the pool secretaries and the partners who operate the firm
- a) not at all b) somewhat c) considerably d) very e) essential
23. Being able to make a decision without having to first receive direction and approval from the managing partner
- a) not at all b) somewhat c) considerably d) very e) essential
24. Thinking about alternative ways of implementing the four-day-week schedule with a minimum of disturbance while still fulfilling other goals
- a) not at all b) somewhat c) considerably d) very e) essential
25. Ensuring that you have communicated your analysis and understanding to the managing partner and all of the secretaries
- a) not at all b) somewhat c) considerably d) very e) essential
26. Being sensitive to the personal situations and backgrounds of the secretaries: their religions and cultures
- a) not at all b) somewhat c) considerably d) very e) essential

27. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in technology, changes in personnel, changes in procedures, hours, etc.
a) not at all b) somewhat c) considerably d) very e) essential
28. Having courses in college that prepare you for dealing with people in troubling situations and circumstances
a) not at all b) somewhat c) considerably d) very e) essential
29. Having courses in college that teach you about people and their problems and how they handle them
a) not at all b) somewhat c) considerably d) very e) essential
30. Having courses in college in the Humanities
a) not at all b) somewhat c) considerably d) very e) essential

Situation Four: Orders to Increase Productivity

Your Position: Assistant Production Manager

Scenario:

A small manufacturing company is supplying items for automobiles. One of its products is brake pads for automobile and truck disk brakes. The sale of these pads accounts for 45 percent of the company's revenues. After a particularly bad quarterly period the company reviewed its situation in order to effect whatever cost-saving measures it could. The executive officer for the company has called in the production manager and has informed him that he must find ways of cutting the operating costs while increasing production. The production manager has instructed his engineering department to prepare a report on what the likely consequences would be if the third cycle of quality control checks on the brake pad metals was eliminated. The third level of checks ensures that the welds will hold under extreme pressures. It is a safety check. Prior to the receipt of that report the production manager orders that the pads be sent to packaging after the second check, eliminating the third level altogether. As the third level of checks was the most labor intensive and time-consuming, the production manager believed he had fulfilled the instructions of the executive officer.

The quality control officer for the company, upon hearing of the elimination immediately became alarmed. She confronted the production manager and made known her concerns and worst fears. The manager informed her that the company was in trouble and all of their jobs were at stake. He had to find a way of increasing production at any cost to help save the company. They will turn out more pads this way and do so in less time and at less cost, thus allowing their product to be better positioned in the marketplace, in terms of its price. Her response was again to note the danger of defective pads reaching the marketplace. The production manager's response noted that the third level of checks was picking out only one defective pad per thousand. He maintained it was not a "cost-effective" procedure. The quality control officer responded by warning of the consequences of the first lawsuit against the company likely to result. The production manager ended the conversation by pointing out that the company carried insurance for such matters.

You are the assistant to the production manager and have just been informed of the new procedures for the brake pads. You are aware of the quality control officer's conver-

sations with your superior. You are instructed to implement the new procedures and to insure the new output production target.

Problem: Avoid violating the law and one's conscience

Task: Ensure the production of the targeted output

31. What do you do upon receiving your instructions to implement the new procedure?
- a) refuse to do so
 - b) meet with the quality control officer and suggest going with her to the company executive officer in order to have the order changed
 - c) proceed to implement, documenting the instruction in order to protect yourself
 - d) appear to proceed while informing the appropriate governmental agency — whistle-blowing — and a consumer rights group
 - e) ask for a conference with the production manager and with the company executive officer to clarify the nature of the original instruction to increase production "at any cost"

How important do you consider the following in this situation?

32. Ensuring that you understand how the situation is seen by the production manager, the executive officer, the board, the quality control officer
- a) not at all b) somewhat c) considerably d) very e) essential
33. Being able to make a decision for yourself instead of simply following the directives of the production manager
- a) not at all b) somewhat c) considerably d) very e) essential
34. Thinking about several alternative ways of handling the situation in order to ensure achieving your purpose with a minimum of risk or sacrifice
- a) not at all b) somewhat c) considerably d) very e) essential
35. Ensuring that you have communicated your understanding to the executive officer, production manager, quality control officer and board members
- a) not at all b) somewhat c) considerably d) very e) essential
36. Being sensitive to the personal situations and backgrounds of the executive officer, production manager, and quality control officer: their cultures, religions, values, and aims
- a) not at all b) somewhat c) considerably d) very e) essential

37. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in technology, changes in personnel, changes in procedures
a) not at all b) somewhat c) considerably d) very e) essential
38. Having courses in college that prepare you for dealing with people in troubling situations and circumstances
a) not at all b) somewhat c) considerably d) very e) essential
39. Having courses in college that teach you about people and their problems and how they handle them
a) not at all b) somewhat c) considerably d) very e) essential
40. Having courses in college in the Humanities
a) not at all b) somewhat c) considerably d) very e) essential

Situation Five: Trouble on the Job

Your Position: Head Mechanic

Scenario:

In a large metropolitan area there is an automobile dealership which has one of the largest sales volumes in the area. The dealership sells automobiles made by three different companies: one American, one Japanese and one European. The company employs 21 mechanics in its service area. It has a service manager, assistant manager, three service representatives, and three head mechanics. The service area is extremely busy and there is constant pressure to produce. In addition the mechanics must be continually educated and trained in order to keep up with the latest designs and technology utilized by the manufacturers. There is some difficulty in retaining skilled mechanics; for once they learn enough about the maintenance and repair of the automobiles, they begin to freelance and then leave in order to work at higher wages for smaller service stations or to open service operations of their own, at times in other cities.

As a head mechanic it is not only your responsibility to service the automobiles assigned to you by the assistant manager but to supervise the work of the other mechanics who work on the cars of the manufacturer in your area. You are expected to assist them by providing information and occasionally physical assistance.

Over the last several years the mechanics who have applied for positions have included an ever-increasing number of immigrants to this country who bring with them different cultures, together with different values, work habits, and expectations, not to mention different languages.

Some of the foreign-born mechanics do not adjust very well to the constant pressure from management to increase productivity. Some do not appreciate having the service representatives, who accept the requests and inquiries of the customers, overlooking their work. These mechanics are upset by having their work inspected by the chief mechanic, the service managers and then the service representatives. "Too many bosses," they say, in effect, although in different languages. In addition, they do not take kindly to having other mechanics interrupt their work, asking for information or assistance. Under the pressure to get the work out, under the watchful eyes of many people, they do not want to stop their work to help someone else. Some of the mechanics also complain about unfair assignment of jobs.

Two mechanics assigned to work on the same vehicle have been quarreling, insulting one another in different languages. They turn to you as head mechanic for help offering two mutually inconsistent accounts of their difficulties with the automobile repair and with one another.

Problem: Improving morale

Task: Complete the mechanical tasks assigned to you

41. How do you handle the situation?

- a) bring the incident to the attention of the assistant service manager in your area and request a conference with him and the service manager to discuss what could be done to handle such problems and reduce the chance of reoccurrence
- b) issue instructions that will allow them to get the job done
- c) let them work it out on their own
- d) speak to the assistant service manager about the situation and get him to handle it
- e) switch assignments with one of them and work with the other to get the work done

How important do you consider the following in this situation?

42. Ensuring that you understand how the situation is perceived from the perspective of the mechanics, service managers and representatives

- a) not at all
- b) somewhat
- c) considerably
- d) very
- e) essential

43. Being able to make a decision for yourself as to what to do about such situations without having to consult with or defer to a service manager or representative

- a) not at all
- b) somewhat
- c) considerably
- d) very
- e) essential

44. Thinking about alternative ways of handling the situation so as to produce the best possible solution for all involved

- a) not at all
- b) somewhat
- c) considerably
- d) very
- e) essential

45. Ensuring that you have communicated your understanding to the mechanics and managers and representatives

- a) not at all
- b) somewhat
- c) considerably
- d) very
- e) essential

46. Being sensitive to the personal situations and backgrounds of those involved: their family needs, race, religion, cultures, and languages
a) not at all b) somewhat c) considerably d) very e) essential
47. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in technology, changes in personnel, changes in procedures
a) not at all b) somewhat c) considerably d) very e) essential
48. Having courses in college that prepare you for dealing with people in troubling situations and circumstances
a) not at all b) somewhat c) considerably d) very e) essential
49. Having courses in college that teach you about people and their problems and how they handle them
a) not at all b) somewhat c) considerably d) very e) essential
50. Having courses in college in the Humanities
a) not at all b) somewhat c) considerably d) very e) essential