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AUTHOR Lovelace, Bill E.; LaBrecque, Suzanne V.  
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ABSTRACT

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary technical/vocational administrators as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed in the administration of technical/vocational programs. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for their present and desired levels of development for 133 task/competency statements. Biographical information also was collected. The study found that 54 percent of the 438 administrators who responded felt that their institutions did not provide assistance in developing a plan for professional development. The respondents indicated a need for professional development on all 133 competency/task statements on the questionnaire, with the most pressing needs related to program planning, development, and evaluation. Recommendations were made to develop more extensive professional development programs for postsecondary administrators. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

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ED 335551

**PROFESSIONAL IMPROVEMENT  
ASSESSMENT PROJECT**

**SUMMARY REPORT OF  
PROFESSIONAL IMPROVEMENT NEEDS OF**

**ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS**

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Suzanne V. LaBrecque**

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Staff Advisor:** James Robirds  
Community Colleges and Technical Institutes Division  
Texas Higher Education Coordinating Board  
Austin, Texas

**Project Staff:** Dr. Suzanne V. LaBrecque, Administrator  
Dr. Bill E. Lovelace, Project Director  
Sherry Shelby, Research Assistant  
School of Human Resource Management  
University of North Texas  
Denton, Texas

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## I. INTRODUCTION

### Background

This summary report is one of five summary reports generated by the Professional Improvement Assessment project. The Professional Improvement Assessment project was conducted by the University of North Texas. The University of North Texas was the successful bidder for the Coordinating Board's RFP:

1300-B, an assessment of current institutional policies and activities with respect to funding and other support of faculty development, and development of case studies of effective models for dissemination to encourage implementation of effective practices and/or workshops.

The objectives of the approved project were:

- A. Conduct an assessment of technical/vocational faculty and staff (administrators, counselors) professional development activities currently being conducted by Texas community/junior colleges and technical institutes.
- B. Prepare and disseminate the results of the assessments.
- C. Evaluate the project in terms of project installation, process, and products.

### Statement of the Problem

The major purpose of this phase of the study was to develop a database that identified the professional improvement needs of postsecondary technical/vocational personnel as expressed by individuals responding to the survey. Two anticipated results of the project were:

1. The establishment of a database that could be used by staff of the Community College and Technical Institutes Division of the

- Coordinating Board in making management decisions to improve, modernize, and develop a higher quality of statewide postsecondary technical/vocational professional improvement activities; and
2. Disseminate the findings of the needs assessment to the coordinator/directors of local institutional plans for faculty development.

### Significance of the Study

The identification of the professional improvement needs of administrators of postsecondary technical/vocational programs is essential for the well-being of both students and instructors. Preparation and professional improvement activities conducted by teacher education institutions for technical and vocational personnel have, in the past, been directed almost exclusively at the secondary level. Teacher education institutions have addressed very well the preparation and professional improvement of faculty for general and academic areas of postsecondary education. It is projected, that as long as subject mastery for technical/vocational programs is best achieved by work experience, the professional education for postsecondary technical/vocational instructors will continue to be provided through inservice professional improvement activities.

Therefore, a critical void of professional preparation/improvement exists for postsecondary technical/vocational personnel. Primarily this void is the lack of identified professional competencies being developed through organized courses by teacher education institutions.

**Further, it is essential that the individual's own perception of professional improvement needs become the basis for the instructional content of any professional improvement activity or organized course designed to meet the professional development needs of administrators of postsecondary technical/vocational education.**



## II. PROCEDURES

One of the major tasks performed in the achievement of objective "A" was to conduct a statewide assessment of professional development needs of full-time postsecondary technical/vocational administrators.

The project staff conducted a review of the literature to identify competencies/tasks performed by individuals employed in the administration of technical/vocational programs. A list of competency/task statements and a draft of a format for validating the competency/task statements was submitted to the project advisory committee for review and approval or recommendations for approval. The format "Job Inventory Survey" for validating competencies/tasks of incumbent workers and the task/competency statements were approved by the advisory committee members. A copy of the job inventory survey is presented in Appendix A.

The statements on the job inventory survey were validated by practitioners at TSTI-Waco, Texas Southmost College, South Plains College, and College of the Mainland.

The statements which were validated at the four postsecondary institutions were then placed on the three professional improvement needs assessment questionnaires. The format for the professional improvement needs assessment questionnaire was approved by the project advisory committee on July 25, 1990. A copy of the needs assessment questionnaire for Administrators of Postsecondary Technical/Vocational Programs is presented in Appendix B.

**The needs assessment was conducted by mailing the questionnaires to the coordinator/director of the institutional plan for faculty development. The coordinator/director distributed and collected the questionnaires on their respective campus. Administrators responding to the questionnaires completed the survey form and returned it to the coordinator/director in a sealed envelope. The coordinator/director mailed the completed questionnaires to the University of North Texas for analysis and reporting. A complete description of the procedures for conducting the project is printed in the Final Report sent to the Coordinating Board. Other summary reports resulting from this project are:**

- Summary Report of the Professional Improvement Needs of Postsecondary Career Counselors;**
- Summary Report of the Professional Improvement Needs of Faculty For Postsecondary Health Occupations Programs;**
- A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/Vocational Personnel; and**
- Summary Report of Policies/Procedures of Postsecondary Institutional Plans For Faculty Development.**

### III. PRESENTATION OF FINDINGS

The findings of the professional development needs assessment is presented under the headings of biographical information and professional development needs. In most cases the findings are presented in terms of the percent of individuals responding to a question or statement. Only whole numbers were used in the tabulations, therefore the total of responses will not necessarily equal to 100 percent.

#### Biographical Information

Biographical information about the respondents was collected in the areas of educational attainment, employment experience, professional improvement, and perception of local institutional faculty development activities. For the purpose of this assessment, administrators of postsecondary technical/vocational programs includes deans/directors and division/program chair/directors. The compilations of the biographical data reported for administrators of postsecondary technical/vocational programs is presented in Table 1.

It was found that seventy-two percent of the responding administrators had attained educational degrees above the bachelor's level. Only eleven percent of the administrators had taught a vocational subject at the secondary level. Seventy-six percent of the administrators had one or more years of teaching a technical/vocational course at the postsecondary level.

**TABLE 1**

**Biographical Information  
of  
Administrators of Postsecondary  
Technical/Vocational Programs**

| <u>Highest level of educational attainment</u> | <u>Percent of Respondents</u> |
|--|-------------------------------|
| High School/GED                                | <u>1</u> %                    |
| Technical Diploma                              | <u>3</u> %                    |
| Associate Degree                               | <u>5</u> %                    |
| Bachelor's Degree                              | <u>18</u> %                   |
| Master's Degree                                | <u>48</u> %                   |
| Doctorate                                      | <u>22</u> %                   |

Secondary Teaching Experience

**Teaching Academic Subjects**

| No. of Years | Percent of Respondents |
|--------------|------------------------|
| 1 - 5        | <u>10</u> %            |
| 6 - 10       | <u>4</u> %             |
| 11 or more   | <u>1</u> %             |

**Teaching Vocational Subjects**

| No. of Years | Percent of Respondents |
|--------------|------------------------|
| 1 - 5        | <u>8</u> %             |
| 6 - 10       | <u>2</u> %             |
| 11 or more   | <u>1</u> %             |

Postsecondary Teaching Experience

**Teaching Academic Subjects**

| No. of Years | Percent of Respondents |
|--------------|------------------------|
| 1 - 5        | <u>8</u> %             |
| 6 - 10       | <u>6</u> %             |
| 11 or more   | <u>13</u> %            |

**Teaching Technical/Vocational Subjects**

| No. of Years | Percent of Respondents |
|--------------|------------------------|
| 1 - 5        | <u>13</u> %            |
| 6 - 10       | <u>20</u> %            |
| 11 or more   | <u>46</u> %            |

TABLE 1 (cont.)

Administrator/Supervisor Experience

| Secondary  |            | Postsecondary |             |
|------------|------------|---------------|-------------|
| 1 - 5      | <u>4</u> % | 1 - 5         | <u>35</u> % |
| 6 - 10     | <u>2</u> % | 6 - 10        | <u>22</u> % |
| 11 or more | <u>0</u> % | 11 or more    | <u>29</u> % |

Employment Outside of Education

| No. of Years<br>of employment<br>experience | Respondents<br>employed by business,<br>industry, or government | Respondents<br>having experience<br>through self<br>employment |
|---|---|--|
| 1 - 5                                       | <u>32</u> %   | <u>24</u> %  |
| 6 - 10                                      | <u>25</u> %   | <u>12</u> %  |
| 11 or more                                  | <u>30</u> %   | <u>14</u> %  |

Respondents presently pursuing a degree

Bachelor's 5 %      Master's 9 %      Doctorate 13 %

Respondents completing professional vocational teacher education courses

|               |             |                      |             |
|---------------|-------------|----------------------|-------------|
| No courses    | <u>36</u> % | 7 - 9 courses        | <u>6</u> %  |
| 1 - 3 courses | <u>23</u> % | 10 - 15 courses      | <u>7</u> %  |
| 4 - 6 courses | <u>17</u> % | More than 15 courses | <u>10</u> % |

TABLE 1 (cont.)

Respondents completing professional vocational teacher education during the past two years

None 75 %      1 course 10 %      2 courses 6 %  
3 courses 2 %      4 or more courses 7 %

Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

73 % Yes      27 % No

Do you feel that the present in-service staff development efforts in your institution are adequate?

46 % Yes      54 % No

Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?

46 % Yes      54 % No

It was observed that fourteen percent of the responding administrators had less than one year of experience as an administrator of postsecondary technical/vocational education. Twenty-nine percent reported having eleven or more years of administrative experience in postsecondary technical/vocational education.

It was found that thirty-six percent of the responding administrators had not completed any professional vocational teacher education courses. Of the sixty-four percent who had completed vocational teacher education courses, seventy-five percent had not completed any of the courses during the last two years.

Fifty-four percent of the respondents felt that the present in-service staff development efforts of their institution was inadequate. Only forty-six percent of the respondents felt that the institutions provided them with useful assistance in developing a personalized plan for professional development.

### Professional Development Needs

The priorities for the professional development needs of administrators of postsecondary technical/vocational programs are presented in Table 2. The 133 competency/task statements are listed in a descending rank order according to the adjusted need index. The upper quartile of the ranked professional development needs of the administrators ranged from an adjusted need index of 6.00 to 9.50. The lowest adjusted need index for the 133 statements was 2.5.

In the upper quartile of the competency/task statements, seventeen of the statements were in the professional development category "A: Program Planning, Development, and Evaluation."

**TABLE 2**

**PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS**

| <b>Statement Number</b> | <b>Valid Cases</b> | <b>Competency/Task Statement</b>   | <b>Adjusted Need Index</b> |
|-------------------------|--------------------|--|----------------------------|
| I5                      | 80                 | Locate Sources of Funds for Program Development and Operation                            | 9.50                       |
| A34                     | 115                | Develop 2+2(+2) Programs   | 9.25                       |
| A6                      | 135                | Obtain State and Federal Services and Resources for Program Development                  | 9.10                       |
| A28                     | 121                | Write Proposals for the Funding of New Programs and the Improvement of Existing Programs | 8.70                       |
| A33                     | 123                | Prepare Program Articulation Agreements with Secondary Schools                           | 7.95                       |
| A29                     | 76                 | Coordinate Local Demonstration, Pilot and Exemplary Programs                             | 7.90                       |
| A30                     | 50                 | Design and Oversee Local Research Studies  | 7.80                       |
| D20                     | 68                 | Provide Guidance to the Staff on Legal Matters Affecting the School Program              | 7.80                       |
| A35                     | 162                | Install Competency-Based Instructional System  | 7.50                       |
| F9                      | 50                 | Participate in the Development of Vocational Education Legislation                       | 7.40                       |
| E9                      | 66                 | Arrange for Staff Exchanges With Business and Industry                                   | 7.25                       |
| A18                     | 155                | Develop Plans For Evaluating Instructional Programs                                      | 7.15                       |
| I3                      | 123                | Prepare Long-Range Budgets Based on Total Program Requirements                           | 7.05                       |
| A31                     | 116                | Interpret and Use Research Results for Program Development and Improvement               | 6.95                       |
| B12                     | 116                | Guide the Articulation of Secondary and Postsecondary Vocational Program Objectives      | 6.95                       |
| A21                     | 119                | Design and Select Instruments for Evaluating the Instructional Program                   | 6.85                       |
| G1                      | 121                | Develop a Plan for Promoting Good Public Relations                                       | 6.75                       |
| A32                     | 89                 | Develop Supplemental/Remedial Instructional Programs to Meet Student Needs               | 6.70                       |



TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS

| Statement Number | Valid Cases | Competency/Task Statement   | Adjusted Need Index |
|------------------|-------------|---|---------------------|
| I4               | 118         | Analyze the Cost of Operating Various Instructional Programs  | 6.70                |
| E4               | 39          | Establish and Maintain a Staff Learning Resources Center  | 6.55                |
| A24              | 155         | Analyze Student and Employer Follow-Up Studies  | 6.50                |
| D9               | 125         | Resolve Staff Grievances and Complaints   | 6.50                |
| A23              | 128         | Initiate Student and Employer Follow-Up Studies   | 6.40                |
| C7               | 97          | Interpret and Apply Student Rights, Laws, and Regulations   | 6.40                |
| F14              | 151         | Apply Management By Objectives (MBO) Techniques to Personal Work Assignment                                   | 6.40                |
| A22              | 184         | Evaluate the Effectiveness of the Instructional Program   | 6.35                |
| A9               | 191         | Prepare and Update Long-Range Program Plan  | 6.35                |
| B6               | 165         | Guide Staff in Selecting and Using Effective Instructional Strategies (Such as Individualized Instruction)    | 6.35                |
| E1               | 148         | Assess Staff Development Needs  | 6.30                |
| D22              | 56          | Interpret and Apply Labor Laws and Regulations  | 6.25                |
| A3               | 173         | Direct Occupational Analysis for Use in Curriculum Development  | 6.15                |
| A2               | 112         | Collect and Analyze Manpower  | 6.10                |
| D10              | 51          | Interpret the Staff Benefits Program  | 6.00                |
| B14              | 90          | Maintain a Learning Resources Center for Students   | 5.95                |
| F15              | 180         | Develop Cooperative Problem-Solving and Decision-Making Skills  | 5.90                |
| E3               | 137         | Counsel with Staff Regarding Personnel Development Needs and Activities                                       | 5.85                |
| A7               | 147         | Cooperate With District, County, Regional, and State Agencies in Developing and Operating Vocational Programs | 5.80                |

**TABLE 2 (continued)**

**PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS**

| <b>Statement Number</b> | <b>Valid Cases</b> | <b>Competency/Task Statement</b>  | <b>Adjusted Need Index</b> |
|-------------------------|--------------------|---|----------------------------|
| D18                     | 187                | Observe and Evaluate Staff Performance  | 5.80                       |
| E5                      | 83                 | Conduct Workshops and Other Inservice Programs for Professional Personnel                                 | 5.80                       |
| A11                     | 78                 | Coordinate District Curriculum Development Efforts  | 5.70                       |
| A27                     | 77                 | Analyze the School's and Community's Feelings Toward Educational Change                                   | 5.70                       |
| A8                      | 188                | Prepare Annual Program Plans  | 5.65                       |
| C6                      | 102                | Provide for a Student Record-Keeping System   | 5.65                       |
| D15                     | 98                 | Provide for a Staff Record-Keeping System   | 5.60                       |
| E2                      | 73                 | Assist in the Preparation of Individual Staff Profiles  | 5.60                       |
| G5                      | 177                | Develop Working Relationships with Employers and Agencies   | 5.60                       |
| A26                     | 165                | Assess Student Testing and Grading Procedures   | 5.55                       |
| B8                      | 106                | Provide for Cooperative Education Programs  | 5.55                       |
| C5                      | 76                 | Oversee Job Placement and Follow-Up Services of Technical/Vocational Students                             | 5.55                       |
| D23                     | 72                 | Interpret and Apply Affirmative Action Laws and Regulations   | 5.55                       |
| G14                     | 71                 | Write News Releases for College and Area Media  | 5.55                       |
| G7                      | 108                | Involve Community Leaders (Political and Non-Political) in School Programs and Activities                 | 5.55                       |
| C1                      | 127                | Oversee Student Recruitment Activities  | 5.50                       |
| F16                     | 180                | Assess Personal Performance as an Administrator   | 5.50                       |
| A10                     | 190                | Develop Program Goals, Objectives, and Performance Measures for Technical/Vocational Programs and Courses | 5.45                       |
| E8                      | 45                 | Provide for Preservice Programs for Professional Personnel  | 5.45                       |

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS

| Statement Number | Valid Cases | Competency/Task Statement  | Adjusted Need Index |
|------------------|-------------|--|---------------------|
| G6               | 110         | Prepare and Recommend Cooperative Agreements with Other Agencies                                       | 5.45                |
| A16              | 104         | Interpret and Apply State and/or Federal Vocational Education Legislation                              | 5.40                |
| A17              | 94          | Interpret and Apply Other Relevant State and Federal Legislation (Such as JTPA)                        | 5.35                |
| A20              | 124         | Involve External Evaluation Personnel in Assessing Program Effectiveness                               | 5.35                |
| F8               | 73          | Assist with the Development of State and/or Federal Plans for Vocational Education                     | 5.35                |
| B9               | 95          | Provide for Supplemental/Remedial Instructional Programs   | 5.30                |
| I2               | 183         | Prepare and Regulate Program Budgets   | 5.30                |
| B15              | 129         | Provide for the Integration of Basic Academic Skills and Occupational Instruction                      | 5.25                |
| B7               | 121         | Promote the Integration of Vocational Student Organizational Activities into the Instructional Program | 5.25                |
| E10              | 74          | Evaluate Staff Development Programs  | 5.25                |
| F11              | 153         | Represent Instructor Interests and Concerns to Other Administrators and the Board                      | 5.25                |
| H4               | 129         | Interpret and Apply Health and Safety Laws and Regulations   | 5.25                |
| A25              | 197         | Recommend Curriculum Revisions Based on Evaluation Change  | 5.10                |
| A4               | 174         | Direct the Identification of Entry-Level Requirements for Jobs   | 5.10                |
| E6               | 115         | Arrange for Workshops and Other Inservice Programs for Professional Personnel                          | 5.10                |
| G2               | 57          | Prepare and Recommend Public Relations and Communications Policies                                     | 5.10                |
| D11              | 142         | Counsel and Advise Staff on Professional Matters   | 5.05                |
| F12              | 202         | Develop Effective Interpersonal Skills   | 5.05                |

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS

| Statement Number | Valid Cases | Competency/Task Statement  | Adjusted Need Index |
|------------------|-------------|--|---------------------|
| A19              | 80          | Direct Self-Evaluation of the District Vocational Programs                 | 5.00                |
| B10              | 104         | Provide Programs For Special Populations                                   | 5.00                |
| G3               | 157         | Coordinate Use of Occupational (Craft) Advisory Committees                 | 5.00                |
| I1               | 35          | Establish Receiving and Shipping Procedures                                | 5.00                |
| D6               | 181         | Recruit and Interview Potential Staff                                      | 4.95                |
| C4               | 53          | Oversee Students' Career Guidance and Assessment Services                  | 4.90                |
| H2               | 157         | Plan Space Requirements for Programs                                       | 4.90                |
| A1               | 156         | Survey Student Interests   | 4.85                |
| D1               | 75          | Prepare and Recommend Personnel Policies                                   | 4.85                |
| D16              | 181         | Plan and Conduct Staff Meetings  | 4.85                |
| D2               | 45          | Prepare and Maintain a Personnel Handbook                                  | 4.80                |
| D8               | 45          | Establish Staff Grievance Procedure  | 4.80                |
| F10              | 49          | Prepare Policy and Commendation Statements                                 | 4.80                |
| H1               | 161         | Assess the Need For Physical Facilities                                    | 4.80                |
| D17              | 164         | Prepare Bulletins and Other Communications Designed to Keep Staff Informed | 4.70                |
| B1               | 149         | Establish Instructional Program Entry and Completion Requirements          | 4.65                |
| B11              | 118         | Provide for Adult/Continuing Education Program                             | 4.65                |
| G4               | 132         | Organize and Work with a General Vocational Advisory Committee             | 4.65                |
| G8               | 162         | Participate in School Organizations  | 4.65                |
| D14              | 157         | Oversee the Work of Teachers and Other School Personnel                    | 4.50                |
| D21              | 93          | Interpret and Apply Licensing and Certification Regulations                | 4.50                |

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS

| Statement Number | Valid Cases | Competency/Task Statement  | Adjusted Need Index |
|------------------|-------------|--|---------------------|
| E7               | 68          | Provide for Inservice Programs for Supportive Personnel  | 4.50                |
| D5               | 101         | Establish Staff Selection and Recruitment Procedures   | 4.45                |
| F13              | 207         | Read and Use Information from Professional Journals, Reports, and Related Materials for Self-Improvement | 4.45                |
| G11              | 162         | Encourage Staff Participation in Community, Civic, Service, and Social Organizations                     | 4.40                |
| G9               | 181         | Participate in Community Organizations   | 4.40                |
| A5               | 202         | Involve Community Representatives in Program Planning and Development                                    | 4.35                |
| G15              | 121         | Obtain and Analyze Informal Feedback About the College   | 4.35                |
| A14              | 143         | Recommend Program Policies to the Administration and Board   | 4.30                |
| D19              | 156         | Recommend Staff Promotions and Dismissals  | 4.30                |
| F4               | 194         | Develop and Maintain Relationships with Personnel in Professional Organizations                          | 4.30                |
| G13              | 142         | Conduct Orientation Programs for Students and Staff  | 4.30                |
| H3               | 137         | Assign Space According to Priority Needs   | 4.25                |
| D3               | 150         | Assess Program Staffing Requirement  | 4.15                |
| G10              | 188         | Promote Good Relationships Between Vocational and General Education Staff                                | 4.15                |
| B2               | 136         | Establish Student Rules and Policies (Such as Attendance and Discipline)                                 | 3.95                |
| B4               | 126         | Design and Oversee Student Progress Reporting Procedures   | 3.95                |
| F3               | 163         | Develop and Maintain Professional Relationships with Staff Department of Education Personnel             | 3.95                |
| F6               | 206         | Participate in Professional Meetings for Self-Improvement  | 3.95                |

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS  
OF ADMINISTRATORS OF POSTSECONDARY  
TECHNICAL/VOCATIONAL PROGRAMS

| Statement Number | Valid Cases | Competency/Task Statement   | Adjusted Need Index |
|------------------|-------------|---|---------------------|
| D7               | 177         | Recommend Potential Staff to the Administration and Board                 | 3.85                |
| A13              | 93          | Establish School Admission and Graduation Requirements                    | 3.80                |
| C2               | 37          | Oversee School Admission Services   | 3.80                |
| F2               | 205         | Develop and Maintain Professional Relationships with Other Administrators | 3.70                |
| A12              | 140         | Approve Courses of Study  | 3.60                |
| B3               | 179         | Enforce Student Rules and Policies  | 3.45                |
| D12              | 174         | Schedule Staff Work Loads   | 3.40                |
| F5               | 206         | Participate in Professional Organizations                                 | 3.40                |
| D4               | 135         | Prepare Job Description   | 3.30                |
| B13              | 172         | Approve Selection of Instructional Materials                              | 3.25                |
| I6               | 96          | Approve all Major Expenditures for Technical/Vocational Programs          | 3.25                |
| D13              | 114         | Schedule Staff leaves, Vacations, and Sabbaticals                         | 3.20                |
| I8               | 195         | Respond to Business Correspondence  | 3.15                |
| A15              | 137         | Implement Local Board and Administration Policies                         | 3.05                |
| C3               | 57          | Arrange for Work Study Programs   | 3.05                |
| B5               | 177         | Prepare a Master Schedule of Course Offerings                             | 2.95                |
| G12              | 193         | Meet and Confer with Visitors   | 2.90                |
| F7               | 203         | Promote Professional Image Through Personal Appearance and Conduct        | 2.85                |
| F1               | 202         | Maintain Ethical Standards Expected of a Professional Educator            | 2.55                |
| I7               | 159         | Approve Requisitions and Work Orders                                      | 2.50                |

#### IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

##### Summary of Findings

The data for this phase of the study were obtained from administrators of postsecondary technical/vocational programs representing Texas public two-year postsecondary institutions. The administrators were surveyed to determine their present level of development and their desired level of development for 133 task/competency statements. The questionnaire used in conducting the professional needs assessment also obtained biographical data of the respondents. Data was collected in the areas of educational attainment, experience, professional improvement, and satisfaction with local institutional staff development activities.

It was found that seventy-nine percent of the responding administrators had previously been employed as an instructor for a postsecondary technical/vocational program. Eighty-seven percent of the administrators had wage earning experience in business, industry, or government. Nine percent of the administrators were pursuing a master's degree and thirteen percent were pursuing a doctorate.

Thirty-six percent of the responding administrators had not completed a professional development course in technical/vocational education. Ten percent of the administrators had completed fifteen or more professional vocational (technical/vocational) education courses. Seventy-five percent of the responding administrators had not completed a professional vocational teacher education course during the past two years.

In replying to the question, "Do you feel that the present in-service staff development efforts in your institution are adequate?", fifty-four percent of the

respondents (N=244) replied with a "No". Also, fifty-four percent of the respondents (N=237) felt that the institution did not provide useful assistance in developing a personalized plan for professional development.

The respondents to the professional development needs assessment questionnaire indicated a need for professional development for every one of the 133 competency/task statements on the questionnaire. Fifty-two percent of the statements that composed the upper quartile of the statements ranked in descending order were related to program planning, development, and evaluation.

### **Conclusions**

A number of conclusions may be drawn from the findings of this study. The considered judgement of the respondents regarding their perception of their present level and desired level of development is an effective approach for identifying the professional development needs of current administrators of postsecondary technical/vocational education programs. The biographical data compiled provides a profile of the respondents' educational attainment, experience, and perception of institutional effectiveness as related to faculty development. Following are specific conclusions resulting from this endeavor.

1. The professional needs assessment questionnaire was a satisfactory method of securing data to be used in management decisions for priority personnel development activities at both the state and local levels.
2. The responses indicated that there was a desire by all of the respondents for professional development in order to carry out the



mission of the institution and achieve the objectives of postsecondary technical/vocational education.

3. The ranking of the competency/task statements in descending order by need index provides an appropriate database for the development of preservice and inservice professional development activities for administrators of postsecondary technical/vocational education.
4. The development and implementation of professional development activities based on the assessed needs can improve the ability of administrators of postsecondary technical/vocational education to meet the needs of special populations as defined in PL 101-392 (Carl Perkins II).
5. The effectiveness of most two-year postsecondary institutions in the area of faculty development can be increased by state-wide personnel development activities which address the identified professional development needs of the postsecondary administrators.

### **Recommendations**

The following recommendations are listed for consideration of the Texas Higher Education Coordinating Board and the Texas State Board for Vocational Education.

1. Since all of the 133 competency/task statements were selected by the respondents as statements for which professional development was desired, it is recommended that the funds available to the state under the provisions of PL 101-392 be used to develop and

**conducted professional development on a statewide basis for administrators of postsecondary technical/vocational education programs, services, and activities.**

- 2. Vocational teacher education institutions should be encouraged through funded projects to develop, using the 133 competencies on the questionnaire, and conduct graduate courses for practicing administrators and potential administrators of postsecondary technical/vocational education.**
- 3. Staff of the Texas Higher Education Coordinating Board should use the list of identified professional development needs to design and fund requests for proposals for the professional development of administrators of postsecondary technical/vocational education programs, services, and activities.**
- 4. Finally, it is recommended that a similar assessment of the professional development needs of instructors of all postsecondary technical/vocational programs be completed next year.**

# **APPENDICES**

**APPENDIX A**  
**JOB INVENTORY SURVEY**

**PLEASE NOTE**

Please check (✓) one of the positions listed below which best described your job title. If you check (✓) Division/Department Chair/Head please write in the name of the Division/Department or Program Vice President of Instruction \_\_\_\_\_ Dean of Instruction \_\_\_\_\_ Technical-Occupational Vice President of Instruction \_\_\_\_\_ Division Department/Program Chair/Head/Director \_\_\_\_\_.

Name of Division/Department/Program: \_\_\_\_\_

**JOB INVENTORY**

| Postsecondary Local Administrator's Task List   |  | Page 1 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category A: Program Planning, Development, and Evaluation</b>  |  |  |
| A-1 Survey Student Interests  |  |  |
| A-2 Collect and Analyze Manpower Needs Assessment Data  |  |  |
| A-3 Direct Occupational Analysis for Use in Curriculum Development  |  |  |
| A-4 Direct the Identification of Entry-Level Requirements for Jobs  |  |  |
| A-5 Involve Community Representatives in Program Planning and Development   |  |  |
| A-6 Obtain State and Federal Services and Resources for Program Development   |  |  |
| A-7 Cooperate With District, County, Regional, and State Agencies in Developing and Operating Vocational Programs   |  |  |
| A-8 Prepare Annual Program Plans  |  |  |
| A-9 Prepare and Update Long-Range Program Plan  |  |  |
| A-10 Develop Program Goals, Objectives, and Performance Measures for Technical/Vocational Programs and Courses  |  |  |
| A-11 Coordinate District Curriculum Development Efforts   |  |  |
| A-12 Approve Courses of Study   |  |  |
| A-13 Establish School Admission and Graduation Requirements   |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 2 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <p><b>Category A: Program Planning, Development, and Evaluation (continued)</b></p>   |  |  |
| A-14 Recommend Program Policies to the Administration and Board   |  |  |
| A-15 Implement Local Board and Administration Policies  |  |  |
| A-16 Interpret and Apply State and/or Federal Vocational Education Legislation  |  |  |
| A-17 Interpret and Apply Other Relevant State and Federal Legislation (Such as JTPA)  |  |  |
| A-18 Develop Plans For Evaluating Instructional Programs  |  |  |
| A-19 Direct Self-Evaluation of the District Vocational Programs   |  |  |
| A-20 Involve External Evaluation personnel in Assessing Program Effectiveness   |  |  |
| A-21 Design and Select Instruments for Evaluation the Instructional Program   |  |  |
| A-22 Evaluate the Effectiveness of the Instructional Program  |  |  |
| A-23 Initiate Student and Employer Follow-Up Studies  |  |  |
| A-24 Analyze Student and Employer Follow-Up Studies   |  |  |
| A-25 Recommend Curriculum Revisions Based on Evaluation Change  |  |  |
| A-26 Assess Student Testing and Grading Procedures  |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List  |  | Page 3 of 15   |
|--|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) the task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category A: Program Planning, Development, and Evaluation (continued)</b>   |  |  |
| A-27 Analyze the School's and Community's Feelings Toward Educational Change   |  |  |
| A-28 Write Proposals for the Funding of New Programs and the Improvement of Existing Programs  |  |  |
| A-29 Coordinate Local Demonstration, Pilot, and Exemplary Programs   |  |  |
| A-30 Design and Oversee Local Research Studies   |  |  |
| A-31 Interpret and Use Research Results for Program Development and Improvement  |  |  |
| A-32 Develop Supplement/Remedial Instructional Programs to Meet Student Needs  |  |  |
| A-33 Prepare Program Articulation Agreements with Secondary Schools  |  |  |
| A-34 Develop 2+2(+2) Programs  |  |  |
| A-35 Install Competency-Based Instructional System   |  |  |
| <b>Category B: Instructional Management</b>  |  |  |
| B-1 Establish Instructional Program Entry and Completion Requirements  |  |  |
| B-2 Establish Student Rules and Policies (Such as Attendance and Discipline)   |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 4 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category B: Instructional Planning (continued)</b>   |  |  |
| B-3 Enforce Student Rules and Policies  |  |  |
| B-4 Design and Oversee Student Progress Reporting Procedures  |  |  |
| B-5 Prepare a Master Schedule of Course Offering  |  |  |
| B-6 Guide Staff in Selecting and Using Effective Instructional Strategies (Such as Individualized Instruction)  |  |  |
| B-7 Promote the Integration of Vocational Student Organizational Activities Into the Instructional Program  |  |  |
| B-8 Provide for Cooperative Education Programs  |  |  |
| B-9 Provide for Supplemental/Remedial Instructional Programs  |  |  |
| B-10 Provide Programs For Special Populations   |  |  |
| B-11 Provide for Adult/Continuing Education Program   |  |  |
| B-12 Guide the Articulation of Secondary and Postsecondary Vocational Program Objectives  |  |  |
| B-13 Approve Selection of Instructional Materials   |  |  |
| B-14 Maintain a Learning Resources Center for Students  |  |  |
| B-15 Provide for the Integration of Basic Academic Skills and Occupational Instruction  |  |  |



**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 5 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category C: Student Services</b>   |  |  |
| C-1 <b>Oversee Student Recruitment Activities</b>   |  |  |
| C-2 <b>Oversee School Admission Services</b>  |  |  |
| C-3 <b>Arrange for Work Study Programs</b>  |  |  |
| C-4 <b>Oversee Students Career Guidance and Assessment Services</b>   |  |  |
| C-5 <b>Oversee Job Placement and Follow-Up Services of Technical/Vocational Students</b>  |  |  |
| C-6 <b>Provide for a Student Record-Keeping System</b>  |  |  |
| C-7 <b>Interpret and Apply Student Rights, Laws, and Regulations</b>  |  |  |
| <b>Category D: Personnel Management</b>   |  |  |
| D-1 <b>Prepare and Recommend Personnel Policies</b>   |  |  |
| D-2 <b>Prepare and Maintain a Personnel Handbook</b>  |  |  |
| D-3 <b>Assess Program Staffing Requirement</b>  |  |  |
| D-4 <b>Prepare Job Description</b>  |  |  |
| D-5 <b>Establish Staff Selection and Recruitment Procedures</b>   |  |  |
| D-6 <b>Recruit and Interview Potential Staff</b>  |  |  |
| D-7 <b>Recommend Potential Staff to the Administration and Board</b>  |  |  |
| D-8 <b>Participate in Negotiating Staff Working Agreement</b>   |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 6 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category D: Personnel Management (continued)</b>   |  |  |
| D-9 Establish Staff Grievance Procedures  |  |  |
| D-10 Resolve Staff Grievance and Complaints   |  |  |
| D-11 Interpret the Staff Benefits Program   |  |  |
| D-12 Counsel and Advise Staff on Professional Matters   |  |  |
| D-13 Schedule Staff Work Loads  |  |  |
| D-14 Schedule Staff leaves, Vacations, and Sabbaticals  |  |  |
| D-15 Oversee the Work of Teachers and Other School Personnel  |  |  |
| D-16 Provide for a Staff Record-Keeping System  |  |  |
| D-17 Plan and Conduct Staff Meetings  |  |  |
| D-18 Prepare Bulletins and Other Communications Designed to Keep Staff Informed   |  |  |
| D-19 Observe and Evaluate Staff Performance   |  |  |
| D-20 Recommend Staff Promotions and Dismissals  |  |  |
| D-21 Provide Guidance to the Staff on Legal Matters Affecting the School Program  |  |  |
| D-22 Interpret and Apply Licensing and Certification Regulations  |  |  |
| D-23 Interpret and Apply Labor Laws and Regulations   |  |  |
| D-24 Interpret and Apply Affirmative Action Laws and Regulations  |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 7 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category E: Staff Development</b>  |  |  |
| E-1 Assess Staff Development Needs  |  |  |
| E-2 Assist in the Preparation of Individual Staff Profiles  |  |  |
| E-3 Counsel with Staff Regarding Personnel Development Needs and Activities   |  |  |
| E-4 Establish and Maintain a Staff Learning Resources Center  |  |  |
| E-5 Conduct Workshops and Other Inservice Programs for Professional Personnel   |  |  |
| E-6 Arrange for Workshops and Other Inservice Programs for Professional Personnel   |  |  |
| E-7 Provide for Inservice Programs for Supportive Personnel   |  |  |
| E-8 Provide for Preservice Programs for Professional Personnel  |  |  |
| E-9 Arrange for Staff Exchanges With Business and Industry  |  |  |
| E-10 Evaluate Staff Development Programs  |  |  |
| <b>Category F: Professional Relations and Self-Development</b>  |  |  |
| F-1 Maintain Ethical Standards Expected of a Professional Educator  |  |  |
| F-2 Develop and Maintain Professional Relationships with Other Administrators   |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 8 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category F: Professional Relations and Self-Development (continued)</b>  |  |  |
| F-3 Develop and Maintain Professional Relationships with Staff Department of Education Personnel  |  |  |
| F-4 Develop and Maintain Relationships with Personnel in Professional Organizations   |  |  |
| F-5 Participate in Professional Organizations   |  |  |
| F-6 Participate in Professional Meetings for Self-Improvement   |  |  |
| F-7 Promote Professional Image Through Personal Appearance and Conduct  |  |  |
| F-8 Assist with the Development of State and/or Federal Plans for Vocational Education  |  |  |
| F-9 Participate in the Development of Vocational Education Legislation  |  |  |
| F-10 Prepare Policy and Commendation Statements   |  |  |
| F-11 Represent Instructor Interests and Concerns to Other Administrators and the Board  |  |  |
| F-12 Develop Effective Interpersonal Skills   |  |  |
| F-13 Read and Use Information from Professional Journals, Reports, and Related Materials for Self-Improvement   |  |  |
| F-14 Apply Management By Objectives (MBO) Techniques to Personal Work Assignment  |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 9 of 15   |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category F: Professional Relations and Self-Development (continued)</b>  |  |  |
| F-15 Develop Cooperative Problem-Solving and Decision-Making Skills   |  |  |
| F-16 Assess Personal Performance as an Administrator  |  |  |
| <b>Category G: School-Community Relations</b>   |  |  |
| G-1 Develop a Plan for Promoting Good Public Relations  |  |  |
| G-2 Prepare and Recommend Public Relations and Communications Policies  |  |  |
| G-3 Coordinate Use of Occupational (Craft) Advisory Committees  |  |  |
| G-4 Organize and Work with a General Vocational Advisory Committees   |  |  |
| G-5 Develop Working Relationships with Employers and Agencies   |  |  |
| G-6 Prepare and Recommend Cooperative Agreements with Other Agencies  |  |  |
| G-7 Involve Community Leaders (Political and Non-Political) in School Programs and Activities   |  |  |
| G-8 Participate in School Organizations   |  |  |
| G-9 Participate in Community Organizations  |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 10 of 15  |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IP</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category G: School-Community Relations (continued)</b>   |  |  |
| G-10 Promote Good Relationships Between Vocational and General Education Staff  |  |  |
| G-11 Encourage Staff Participation in Community Civic, Service, and Social Organizations  |  |  |
| G-12 Promote Cooperative Efforts of Parent and Teacher Groups   |  |  |
| G-13 Conduct Conferences with Individuals Relative to the Technical/Vocational Programs   |  |  |
| G-14 Meet and Confer with Visitors  |  |  |
| G-15 Conduct Informational Programs for the Public (Such as Open House and Career Awareness Programs)   |  |  |
| G-16 Make Public Hearings and Meetings on School Issues   |  |  |
| G-17 Conduct Public Hearings and meetings on School Issues  |  |  |
| G-18 Conduct Orientation Programs for Students and Staff  |  |  |
| G-19 Conduct Recognition Programs for Students, Staff, and Community Supporters   |  |  |
| G-20 Plan for Exhibits and Displays   |  |  |
| G-21 Develop Materials to Promote the Vocational Programs   |  |  |
| G-22 Write News Released for College and Area Media   |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 11 of 15  |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category G: School-Community Relations (continued)</b>   |  |  |
| G-23 Obtain and Analyze Informal Feedback About the School  |  |  |
| G-24 Evaluate the Public Relations Program  |  |  |
| G-25 Interpret and Apply Public "Right-To-Know" Laws and Regulations  |  |  |
| <b>Category H: Facilities and Equipment Management</b>  |  |  |
| H-1 Asses the Need For Physical Facilities  |  |  |
| H-2 Conduct Land and Facility Feasibility Studies   |  |  |
| H-3 Recommend Building Sites  |  |  |
| H-4 Recommend the Selection of An Architect   |  |  |
| H-5 Oversee Architectural Planning  |  |  |
| H-6 Submit Facility and Equipment Specifications  |  |  |
| H-7 Analyze Building and Equipment Contract Bids  |  |  |
| H-8 Recommend Acceptance of New Building  |  |  |
| H-9 Procure Equipment and Furnishings   |  |  |
| H-10 Plan Space Requirements for Programs   |  |  |

**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 12 of 15  |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category H: Facilities and Equipment Management (continued)</b>  |  |  |
| H-11 Assign Space According to Priority Needs   |  |  |
| H-12 Develop and Implement an Equipment and Supply Inventory System   |  |  |
| H-13 Establish Preventive Maintenance Program for Equipment and Facilities  |  |  |
| H-14 Interpret and Apply Health and Safety Laws and Regulations   |  |  |
| H-15 Develop an Implement Safety Programs   |  |  |
| H-16 Establish Emergency Plans (Such as Fire and Disaster)  |  |  |
| H-17 Establish and Oversee a Security Program   |  |  |
| H-18 Schedule and Oversee Community's Use of Facilities   |  |  |
| H-19 Develop Long-Range Facility and Equipment Plans  |  |  |
| H-20 Prepare and Submit Renovation and Alteration Plans   |  |  |
| <b>Category I: Business and Financial Management</b>  |  |  |
| I-1 Prepare and Recommend Financial Policies  |  |  |
| I-2 Establish Purchasing and Payment Procedures   |  |  |



**JOB INVENTORY (continued)**

| Postsecondary Local Administrator's Task List   |  | Page 13 of 15  |
|---|--|--|
| <p>The task you perform now (✓)</p> <p>In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment</p> <ol style="list-style-type: none"> <li>1. Check (✓) only those tasks which you perform in your present assignment.</li> <li>2. Do not rate any tasks until you have checked (✓) each task that you perform.</li> <li>3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)</li> </ol> | <p>Check</p> <p>✓</p> <p>IF</p> <p>DONE</p> <p>NOW</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"> <li>1. Very much below average</li> <li>2. Below average</li> <li>3. Slightly below average</li> <li>4. Average</li> <li>5. Slightly above average</li> <li>6. Above average</li> <li>7. Very much above average</li> </ol> |
| <b>Category I: Professional Role and Development (continued)</b>  |  |  |
| I-3 Establish Receiving and Shipping Procedures   |  |  |
| I-4 Prepare and Regulate Program Budgets  |  |  |
| I-5 Prepare Long-Range Budgets Based on Total Program Requirements  |  |  |
| I-6 Adopt an Appropriate Financial Accounting Systems   |  |  |
| I-7 Analyze the Cost of Operating Various Instructional Programs  |  |  |
| I-8 Locate Sources of Funds for Program Development and Operation   |  |  |
| I-9 Approve all Major Expenditures  |  |  |
| I-10 Approve Requisitions and Work Orders   |  |  |
| I-11 Determine Insurance Coverage Needs   |  |  |
| I-12 Respond to Business Correspondence   |  |  |
| I-13 Prepare Local, State, and Federal Reports  |  |  |



**JOB INVENTORY (continued)**

| <b>Postsecondary Local Administrator's Task List</b>   | <b>Page 15 of 15</b>   |
|--|--|
| <p>First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below. After you have completed the first and second steps, write in any tasks not previously listed (on the survey or by you) that you feel a person in your position should perform to improve technical/vocational education.</p> | <p>Estimated time spent on task in your assignment this year.</p> <ol style="list-style-type: none"><li>1. Very much below average</li><li>2. Below average</li><li>3. Slightly below average</li><li>4. Average</li><li>5. Slightly above average</li><li>6. Above average</li><li>7. Very much above average</li></ol> |
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## **APPENDIX B**

# **NEEDS ASSESSMENT QUESTIONNAIRE FOR ADMINISTRATORS OF POSTSECONDARY TECHNICAL/ VOCATIONAL PROGRAMS**

**PROFESSIONAL IMPROVEMENT NEEDS  
ASSESSMENT QUESTIONNAIRE FOR POSTSECONDARY  
ADMINISTRATORS OF TECHNICAL/VOCATIONAL PROGRAMS**

**BACKGROUND INFORMATION**

**1. Position:**

What is the title of your present position?

---

**2. Education:**

a. Please check (✓) your highest level of educational attainment.

High School/GED \_\_\_ Technical Diploma \_\_\_ Associate's  
Degree \_\_\_

Bachelor's \_\_\_ Master's \_\_\_ Doctorate \_\_\_

b. Major or emphasis of degree: Bachelor's \_\_\_\_\_

Master's \_\_\_\_\_ Doctorate \_\_\_\_\_

**3. Experience:**

a. Please check (✓) the statement that best describes your employment in education.

a-1. Secondary teacher

a-2. Postsecondary instructor

| Academic | No. of<br>Years | Technical/<br>Vocational | Academic | No. of<br>Years | Technical/<br>Vocational |
|----------|-----------------|--------------------------|----------|-----------------|--------------------------|
| _____    | 1 - 5           | _____                    | _____    | 1 - 5           | _____                    |
| _____    | 6 - 10          | _____                    | _____    | 6 - 10          | _____                    |
| _____    | 11 or more      | _____                    | _____    | 11 or more      | _____                    |

**Administrator/Supervisor**

|      |                           |      |               |
|------|---------------------------|------|---------------|
| a-3. | No. of<br>Secondary Years | a-4. | Postsecondary |
|      | _____ 1 - 5               |      | _____         |
|      | _____ 6 - 10              |      | _____         |
|      | _____ 11 or more          |      | _____         |

Other: (specify position and years employed):

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b. Please check (✓) the statement that best describes your previous employment outside the field of education.

|      |   |                 |      |               |
|------|---|-----------------|------|---------------|
| b-1. | Employed by Business,<br>Industry or Government<br>(include military) | No. of<br>Years | b-2. | Self Employed |
|      | _____   | 1 - 5           |      | _____         |
|      | _____   | 6 - 10          |      | _____         |
|      | _____   | 11 or more      |      | _____         |

4. Please list a maximum of six college courses which you feel especially prepared you for your present position.

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

5. What college courses have you completed or workshops you have attended since being employed in your present position that have been most beneficial to you in carrying out your assigned responsibilities? (Do not list more than six).

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

6. If you are presently working on a degree please check (✓) the degree on which you working.

Bachelor's \_\_\_\_\_ Master's \_\_\_\_\_ Doctorate \_\_\_\_\_

7. If you are not presently pursuing a degree, but you do plan or desire to pursue a higher degree, please place a check (✓) in the blank by the degree you desire to obtain.

Bachelor's \_\_\_\_\_ Master's \_\_\_\_\_ Doctorate \_\_\_\_\_

8. How many professional vocational teacher education courses have you completed and for which you have earned college credit? (Example: Methods of teaching vocational education; Curriculum Development; Administration/Supervision of Vocational Education; Career Counseling; Career Aptitude testing). Do not include subject content or technical courses!

Please check (✓) the most appropriate answer.

|                     |                            |
|---------------------|----------------------------|
| _____ None          | _____ 7 - 9 courses        |
| _____ 1 - 3 courses | _____ 10 - 15 courses      |
| _____ 4 - 6 courses | _____ More than 16 courses |

9. How many of the courses which you checked (✓) in response to question 8 have you completed during the past two years?

\_\_\_\_\_ None      \_\_\_\_\_ 1 course      \_\_\_\_\_ 2 courses      \_\_\_\_\_ 3 courses  
\_\_\_\_\_ 4 or more courses

10. Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

Yes  No

11. Do you feel that the present in-service staff development efforts in your institution are adequate?  Yes  No

12. Are faculty in your institution provided useful assistance in developing a personalized plan for professional improvement?  Yes  No



**PROFESSIONAL NEEDS ASSESSMENT**  
**for**  
**ADMINISTRATORS OF POSTSECONDARY**  
**TECHNICAL/VOCATIONAL PROGRAMS**

**INSTRUCTIONS**

This questionnaire is being used to identify the professional improvement needs of administrators of postsecondary technical/vocational programs. *Your individual responses will be kept in strict confidence.*

1. Read each item and indicate at the left of the task/competency statement whether the statement is or is not applicable to your present position. Circle **(Y)** for yes or circle **(N)** for no.
2. If you circle an "N" do not rate the statement. Go to the next statement and repeat step 1.
3. If you circled a "Y" for the statement then:
  - a. First, rate your present performance level for the statement by circling the number that best indicates your ability to perform the competency statement. Placing a circle around the **(1)** will indicate that your ability for this statement is low. Placing a circle around the **(5)** will indicate your ability to perform this statement is high.
  - b. Second, rate your desired performance level for the statement by circling the number that best indicates the level at which you would prefer to perform the competency statement. Placing a circle around the **(1)** would indicate a low level of desire. Placing a circle around the **(5)** would indicate that you desire to perform the statement at a high level.

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/VOCATIONAL PROGRAMS**

| Applicable |    | Task/Competency Statement   | Present level of competency |   |      |   |   | Desired level of competency |   |      |   |   |
|------------|----|---|-----------------------------|---|------|---|---|-----------------------------|---|------|---|---|
| Yes        | No |   | Low                         |   | High |   |   | Low                         |   | High |   |   |
|            |    |   | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
|            |    | <b>Examples:</b>  |                             |   |      |   |   |                             |   |      |   |   |
| Y          | N  | a. Establish school admission requirements  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | b. Plan 2+2 programs  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
|            |    | <b>Category A: Program Planning, Development, and Evaluation</b>  |                             |   |      |   |   |                             |   |      |   |   |
| Y          | N  | A-1 Survey Student Interests  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-2 Collect and Analyze Manpower  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-3 Direct Occupational Analysis for Use in Curriculum Development  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-4 Direct the Identification of Entry-Level Requirements for Jobs  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-5 Involve Community Representatives in Program Planning and Development   | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-6 Obtain State and Federal Services and Resources for Program Development                                       | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-7 Cooperate With District, County, Regional, and State Agencies in Developing and Operating Vocational Programs | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-8 Prepare Annual Program Plans  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-9 Prepare and Update Long-Range Program Plan  | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-10 Develop Program Goals, Objectives, and Performance Measures for Technical/Vocational Programs and Courses    | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-11 Coordinate District Curriculum Development Efforts   | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |
| Y          | N  | A-12 Approve Courses of Study   | 1                           | 2 | 3    | 4 | 5 | 1                           | 2 | 3    | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement  | Present level<br>of competency |   |   |           |   | Desired level<br>of competency |   |   |           |   |
|----------------------|---|--|--------------------------------|---|---|-----------|---|--------------------------------|---|---|-----------|---|
|                      |   |  | Low<br>1                       | 2 | 3 | High<br>4 | 5 | Low<br>1                       | 2 | 3 | High<br>4 | 5 |
|                      |   | <b>Category A: Program Planning, Development, and Evaluation (continued)</b>         |                                |   |   |           |   |                                |   |   |           |   |
| Y                    | N | A-13 Establish School Admission and Graduation Requirements                          | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-14 Recommend Program Policies to the Administration and Board                      | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-15 Implement Local Board and Administration Policies                               | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-16 Interpret and Apply State and/or Federal Vocational Education Legislation       | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-17 Interpret and Apply Other Relevant State and Federal Legislation (Such as JTPA) | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-18 Develop Plans For Evaluating Instructional Programs                             | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-19 Direct Self-Evaluation of the District Vocational Programs                      | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-20 Involve External Evaluation personnel in Assessing Program Effectiveness        | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-21 Design and Select Instruments for Evaluating the Instructional Program          | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-22 Evaluate the Effectiveness of the Instructional Program                         | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-23 Initiate Student and Employer Follow-Up Studies                                 | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-24 Analyze Student and Employer Follow-Up Studies                                  | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | A-25 Recommend Curriculum Revisions Based on Evaluation Change                       | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement   | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|---|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |   | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category A: Program Planning, Development, and Evaluation (continued)</b>                  |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | A-26 Assess Student Testing and Grading Procedures  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-27 Analyze the School's and Community's Feelings Toward Educational Change                  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-28 Write Proposals for the Funding of New Programs and the Improvement of Existing Programs | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-29 Coordinate Local Demonstration, Pilot, and Exemplary Programs                            | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-30 Design and Oversee Local Research Studies  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-31 Interpret and Use Research Results for Program Development and Improvement               | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-32 Develop Supplemental/Remedial Instructional Programs to Meet Student Needs               | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-33 Prepare Program Articulation Agreements with Secondary Schools                           | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-34 Develop 2+2(+2) Programs   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | A-35 Install Competency-Based Instructional System  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category B: Instructional Management</b>   |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | B-1 Establish Instructional Program Entry and Completion Requirements                         | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | B-2 Establish Student Rules and Policies (Such as Attendance and Discipline)                  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement   | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|---|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |   | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category B: Instructional Management<br/>(continued)</b>   |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | <b>B-3 Enforce Student Rules and Policies</b>   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-4 Design and Oversee Student Progress Reporting Procedures</b>   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-5 Prepare a Master Schedule of Course Offerings</b>  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-6 Guide Staff in Selecting and Using Effective Instructional Strategies (Such as Individualized Instruction)</b> | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-7 Promote the Integration of Vocational Student Organizational Activities into the Instructional Program</b>     | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-8 Provide for Cooperative Education Programs</b>   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-9 Provide for Supplemental/Remedial Instructional Programs</b>   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-10 Provide Programs For Special Populations</b>  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-11 Provide for Adult/Continuing Education Program</b>  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-12 Guide the Articulation of Secondary and Postsecondary Vocational Program Objectives</b>                       | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-13 Approve Selection of Instructional Materials</b>  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-14 Maintain a Learning Resources Center for Students</b>   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | <b>B-15 Provide for the Integration of Basic Academic Skills and Occupational Instruction</b>                         | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement               | Present level<br>of competency  |   |      |   |   | Desired level<br>of competency |   |      |   |   |   |   |
|----------------------|---|---|---|---|------|---|---|--------------------------------|---|------|---|---|---|---|
|                      |   |   | Low   |   | High |   |   | Low                            |   | High |   |   |   |   |
|                      |   |   | 1   | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |   |   |
|                      |   | <b>Category C: Student Services</b>     |   |   |      |   |   |                                |   |      |   |   |   |   |
| Y                    | N | C-1                                     | Oversee Student Recruitment Activities  |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | C-2                                     | Oversee School Admission Services   |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | C-3                                     | Arrange for Work Study Programs   |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | C-4                                     | Oversee Students' Career Guidance and Assessment Services                     |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | C-5                                     | Oversee Job Placement and Follow-Up Services of Technical/Vocational Students |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | C-6                                     | Provide for a Student Record-Keeping System                                   |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | C-7                                     | Interpret and Apply Student Rights, Laws, and Regulations                     |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
|                      |   | <b>Category D: Personnel Management</b> |   |   |      |   |   |                                |   |      |   |   |   |   |
| Y                    | N | D-1                                     | Prepare and Recommend Personnel Policies                                      |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | D-2                                     | Prepare and Maintain a Personnel Handbook                                     |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | D-3                                     | Assess Program Staffing Requirement   |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | D-4                                     | Prepare Job Description   |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | D-5                                     | Establish Staff Selection and Recruitment Procedures                          |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | D-6                                     | Recruit and Interview Potential Staff   |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |
| Y                    | N | D-7                                     | Recommend Potential Staff to the Administration and Board                     |   | 1    | 2 | 3 | 4                              | 5 | 1    | 2 | 3 | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement  | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|--|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |  | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category D: Personnel Management<br/>(continued)</b>                                |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | D-8 Establish Staff Grievance Procedures   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-9 Resolve Staff Grievances and<br>Complaints   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-10 Interpret the Staff Benefits Program  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-11 Counsel and Advise Staff on<br>Professional Matters                               | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-12 Schedule Staff Work Loads   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-13 Schedule Staff leaves, Vacations,<br>and Sabbaticals                              | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-14 Oversee the Work of Teachers and<br>Other School Personnel                        | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-15 Provide for a Staff Record-Keeping<br>System                                      | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-16 Plan and Conduct Staff Meetings   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-17 Prepare Bulletins and Other<br>Communications Designed to Keep<br>Staff Informed  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-18 Observe and Evaluate Staff<br>Performance   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-19 Recommend Staff Promotions and<br>Dismissals                                      | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-20 Provide Guidance to the Staff on<br>Legal Matters Affecting the School<br>Program | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-21 Interpret and Apply Licensing<br>and Certification Regulations                    | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement   | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|---|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |   | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category D: Personnel Management<br/>(continued)</b>                                 |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | D-22 Interpret and Apply Labor<br>Laws and Regulations                                  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | D-23 Interpret and Apply Affirmative<br>Action Laws and Regulations                     | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category E: Staff Development</b>  |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | E-1 Assess Staff Development Needs  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-2 Assist in the Preparation of<br>Individual Staff Profiles                           | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-3 Counsel with Staff Regarding<br>Personnel Development Needs and<br>Activities       | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-4 Establish and Maintain a Staff<br>Learning Resources Center                         | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-5 Conduct Workshops and Other<br>Inservice Programs for Professional<br>Personnel     | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-6 Arrange for Workshops and Other<br>Inservice Programs for Professional<br>Personnel | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-7 Provide for Inservice Programs for<br>Supportive Personnel                          | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-8 Provide for Preservice Programs for<br>Professional Personnel                       | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-9 Arrange for Staff Exchanges With<br>Business and Industry                           | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | E-10 Evaluate Staff Development Programs  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |



**PROFESSIONAL NEEDS ASSESSMENT  
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ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

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|----------------------|---|--|--------------------------------|---|---|-----------|---|--------------------------------|---|---|-----------|---|
|                      |   |  | Low<br>1                       | 2 | 3 | High<br>4 | 5 | Low<br>1                       | 2 | 3 | High<br>4 | 5 |
|                      |   | <b>Category F: Professional Relations and Self-Development</b>                                   |                                |   |   |           |   |                                |   |   |           |   |
| Y                    | N | F-1 Maintain Ethical Standards Expected of a Professional Educator                               | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-2 Develop and Maintain Professional Relationships with Other Administrators                    | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-3 Develop and Maintain Professional Relationships with Staff Department of Education Personnel | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-4 Develop and Maintain Relationships with Personnel in Professional Organizations              | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-5 Participate in Professional Organizations  | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-6 Participate in Professional Meetings for Self-Improvement                                    | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-7 Promote Professional Image Through Personal Appearance and Conduct                           | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-8 Assist with the Development of State and/or Federal Plans for Vocational Education           | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-9 Participate in the Development of Vocational Education Legislation                           | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-10 Prepare Policy and Commendation Statements  | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-11 Represent Instructor Interests and Concerns to Other Administrators and the Board           | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |
| Y                    | N | F-12 Develop Effective Interpersonal Skills  | 1                              | 2 | 3 | 4         | 5 | 1                              | 2 | 3 | 4         | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
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ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement   | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|---|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |   | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category F: Professional Relations and Self-Development (continued)</b>                                    |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | F-13 Read and Use Information from Professional Journals, Reports, and Related Materials for Self-Improvement | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | F-14 Apply Management By Objectives (MBO) Techniques to Personal Work Assignment                              | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | F-15 Develop Cooperative Problem-Solving and Decision-Making Skills   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | F-16 Assess Personal Performance as an Administrator  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category G: School-Community Relations</b>   |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | G-1 Develop a Plan for Promoting Good Public Relations  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-2 Prepare and Recommend Public Relations and Communications Policies  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-3 Coordinate Use of Occupational (Craft) Advisory Committees  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-4 Organize and Work with a General Vocational Advisory Committee  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-5 Develop Working Relationships with Employers and Agencies   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-6 Prepare and Recommend Cooperative Agreements with Other Agencies  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-7 Involve Community Leaders (Political and Non-Political) in School Programs and Activities                 | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-8 Participate in School Organizations   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
OF  
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement  | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|--|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |  | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category G: School-Community Relations (continued)</b>                                |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | G-9 Participate in Community Organizations   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-10 Promote Good Relationships Between Vocational and General Education Staff           | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-11 Encourage Staff Participation in Community Civic, Service, and Social Organizations | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-12 Meet and Confer with Visitors   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-13 Conduct Orientation Programs for Students and Staff                                 | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-14 Write News Releases for College and Area Media                                      | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | G-15 Obtain and Analyze Informal Feedback About the College                              | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category H: Facilities and Equipment Management</b>                                   |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | H-1 Assess the Need For Physical Facilities  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | H-2 Plan Space Requirements for Programs   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | H-3 Assign Space According to Priority Needs   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | H-4 Interpret and Apply Health and Safety Laws and Regulations                           | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |

**PROFESSIONAL NEEDS ASSESSMENT  
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ADMINISTRATORS OF POSTSECONDARY TECHNICAL/  
VOCATIONAL PROGRAMS (continued)**

| Applicable<br>Yes No |   | Task/Competency Statement  | Present level<br>of competency |   |      |   |   | Desired level<br>of competency |   |      |   |   |
|----------------------|---|--|--------------------------------|---|------|---|---|--------------------------------|---|------|---|---|
|                      |   |  | Low                            |   | High |   |   | Low                            |   | High |   |   |
|                      |   |  | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
|                      |   | <b>Category I: Business and Financial Management</b>                 |                                |   |      |   |   |                                |   |      |   |   |
| Y                    | N | I-1 Establish Receiving and Shipping Procedures                      | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-2 Prepare and Regulate Program Budgets                             | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-3 Prepare Long-Range Budgets Based on Total Program Requirements   | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-4 Analyze the Cost of Operating Various Instructional Programs     | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-5 Locate Sources of Funds for Program Development and Operation    | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-6 Approve all Major Expenditures for Technical/Vocational Programs | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-7 Approve Requisitions and Work Orders                             | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-8 Respond to Business Correspondence                               | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |
| Y                    | N | I-9 Prepare Local, State, and Federal Reports                        | 1                              | 2 | 3    | 4 | 5 | 1                              | 2 | 3    | 4 | 5 |