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Evaluation by High School Educators for MCC

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EVALUATION BY HIGH SCHOOL EDUCATORS

PREPARED FOR METROPOLITAN TECHNICAL COMMUNITY COLLEGE

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UNIVERSITY OF NEBRASKA AT OMaha
HIGH SCHOOL EDUCATORS' EVALUATION
OF METROPOLITAN TECHNICAL COMMUNITY COLLEGE

by

Dr. Murray Frost
HIGH SCHOOL EDUCATORS' EVALUATION
OF METROPOLITAN TECHNICAL COMMUNITY COLLEGE

Introduction

The evaluation of Metropolitan Technical Community College included a survey of high school educators to determine their perceptions of the College, as well as how Metro Tech could help them.

A sample of high school educators was drawn from the Nebraska Educational Directory which lists all faculty in public and private (including parochial) schools in the state. The directory also includes for each person the subject taught and the number of years he/she has been employed by the school district. The sample was limited to faculty and excluded administrators, counselors, and others who were not engaged in classroom teaching (e.g., librarians or nurses). A 1:8 sample of 272 faculty was selected randomly.* The number responding by the tenth day after they received the questionnaire was 158, or a response rate of 58%. The questionnaire and cover letter appear in the Appendix.

The sample that responded included 150 teachers, 6 teacher-counselors, and 2 counselors (the latter had been designated as subject matter teachers in the 1979-80 directory). Approximately one-fourth (26%) of the respondents were vocational teachers (including art, home economics, and special education). Others with classroom duties were classified as academic teachers and constituted 72% of the sample (1% were categorized as other). One-third (33%) of the respondents were from the Omaha Public School system, 13% were from parochial or private schools (usually the Omaha Catholic Archdiocese), 16% were from other Douglas County schools, including District 66 and Millard, 19% were from Sarpy County, including Bellevue, and 16% were from Dodge and Washington Counties.

Knowledge of Metro Tech

The respondents were asked to indicate how familiar they were with the programs and services offered by Metropolitan Technical Community College. Approximately one-third (34%) of all respondents said they were not familiar with

*The exact methodology involved randomly entering the list of all faculty arranged by school and selecting every eighth name thereafter. If the name of a non-teacher was drawn, the next name on the list was substituted. A letter, questionnaire, and business reply envelope were sent to the school address of each teacher selected.
them, while 62% claimed they were familiar and 4% said they were very familiar.

Vocational teachers were more familiar with Metro Tech than teachers of academic subjects. Only 17% of the vocational teachers said they were not familiar with Metro compared to 39% of the academic teachers. Familiarity with Metro was not a function of the length of time in local education; for example, those with 6-10 years of service were more likely to be aware of Metro than those with either less or more experience.

Another measure of knowledge involved asking respondents to indicate how much they had heard about each of the Metro sites. This measure indicated somewhat greater ignorance of Metro. The proportion of respondents saying they had heard "much" or "some" about each of the sites ranged from only 14% or 15% (for the Industrial Training Center and Elkhorn Valley, respectively) to only 48% or 49% (Fort Omaha and Southwest campuses, respectively). More than half (52%) said they knew nothing about the new Elkhorn Valley campus.

Of those claiming they were familiar or very familiar with Metro, 13% said they knew nothing of the Fort Omaha campus, 17% knew nothing about the Southwest campus, and 21% knew nothing about the South Omaha campus.

A third test of knowledge about Metro asked the respondents whether they were aware that Metro Tech offers a) vocational and career counseling and b) comprehensive financial aid programs. More high school teachers indicated they knew about Metro's vocational aids than about their financial support (63% and 52%, respectively).

Evaluation

A direct measure of high school educators' evaluations of Metro was the following question: "Overall, how well is Metro Tech serving the public's needs?" Excellent or good ratings were given by approximately three-fifths (61%) of all respondents, including those who did not answer the question because they felt they were unfamiliar with Metro. Of those offering an opinion of Metro's performance, 7% said excellent, 73% good, 20% fair, and only 1% (one teacher from Dodge County) said Metro was doing a poor job serving the public's needs.

Although vocational teachers indicated they were more familiar with Metro than other teachers, they did not rate Metro higher. In fact, Table 1 indicates that academic teachers were more likely to rate Metro excellent or good (82%) than vocational teachers (74%). Based on a scale of 4 for an excellent rating through a 1 for a poor rating, the average score given by vocational teachers was 2.77 compared to 2.89 for academic teachers.
Table 1

Familiarity and Rating of Metro Tech by Vocational and Academic Teachers

<table>
<thead>
<tr>
<th>Familiarity</th>
<th>Very Familiar</th>
<th>Familiar</th>
<th>Not Familiar</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Vocational Teachers</td>
<td>1</td>
<td>2%</td>
<td>33</td>
<td>80%</td>
<td>7</td>
<td>17%</td>
<td>1</td>
</tr>
<tr>
<td>Academic Teachers</td>
<td>4</td>
<td>4%</td>
<td>64</td>
<td>57%</td>
<td>44</td>
<td>39%</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>3%</td>
<td>98</td>
<td>63%</td>
<td>52</td>
<td>34%</td>
<td>8</td>
</tr>
</tbody>
</table>
Another measure of evaluation of Metro Tech was the number of high school teachers who had recommended the college to students at their schools. Of those who answered this question 62% had recommended Metro Tech, while 38% had not. More than three-fourths (78%) of the vocational teachers had recommended Metro Tech, while 55% of the teachers of academic subjects had done so. Even 63% of teachers rating Metro only fair had recommended it to students (of course, less than the 73% of those rating it good or the 88% of those rating it excellent). Most of those indicating a reason for not recommending Metro pointed to their unfamiliarity with the college (38%), or indicated that Metro was not related to the subject they taught (21%). Some said their students were college bound and not interested in vocational education (17%) or that Metro would not be challenging or advanced enough for their students (5%). Another 10% said recommending schools was the counselors' job and not theirs. Only four teachers (10%) were critical of Metro.

Metro Tech Assistance to High School Faculty

One of the questions asked how Metro Tech could be of greater assistance to the teachers in helping them serve their students or helping them with their work responsibilities. The greatest need indicated by the respondents was for more information about Metro Tech, its offerings, and services. More significant, perhaps, was the request by many that the information be sent directly to them. One complained, "Most information stops at the administrative level and does not reach the teacher." Another suggested information be sent to teachers and not only to counselors, commenting: "Most students spend a great deal more time with their teachers rather than their counselors." Some suggested the information be disseminated through guest speakers' visits to the schools and/or participation in career fairs. Literature for distribution to the students for their use or other publicity for bulletin boards were other ideas suggested by the respondents. One respondent suggested tours for the teachers when they attend the annual fall convention held in Omaha.

Another significant way Metro Tech could help high school faculty in the performance of their jobs is to provide information on careers and job opportunities. This suggestion was made by teachers of both academic and vocational subjects. Several teachers suggested workshops or in-service classes but did not specify the content. Several art teachers, on the other hand, expressed a desire for information about classes they themselves could take.
Summary

The survey of a sample of high school faculty in the four-county service area of Metropolitan Technical Community College indicated widespread familiarity with its programs and services (66% were familiar or very familiar), but the teachers had less knowledge about detailed services at the College--63% were aware of its vocational testing and career counseling and 52% were aware of its financial aid programs. Much or some knowledge about the individual campuses was claimed by 14%-49% of the respondents, depending on the campus or site.

Evaluations of Metro were favorable. Approximately 80% of respondents who provided a rating (61% of all respondents) said Metro Tech was doing an excellent or good job serving the public's needs. Almost two-thirds of the respondents (62%) said they had recommended Metro Tech to their students. Of those who had not most said it was due to their unfamiliarity with Metro or the nature of the subject or students they taught; only four (or 10% of those providing a reason for not recommending Metro) were critical of Metro Tech.

High school teachers suggested more information be made available about Metro and its programs, as well as about job opportunities. Several respondents emphasized the information should be sent directly to them rather than to counselors or administrators only. Guest speakers were also suggested as a means of disseminating information.