Executive Summary for MCC

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EXECUTIVE SUMMARY

by

Dr. Murray Frost
ACKNOWLEDGEMENTS

This project was truly a team effort by the entire research and support staff at the Center for Applied Urban Research. Every person was active in at least one stage or another.

Since everyone is truly due acknowledgement and praise for their participation, I would like to reserve mention of specific individuals who played a particularly crucial role. These include the authors or co-authors of reports within the project: Ms. Carole Davis, Mrs. Kathryn Diesing, Dr. David DiMartino, Mr. Michael Eskey, Mrs. Margaret Hein, Dr. Joan Holley, Dr. James Johnson, and Mrs. Marian Meier.

I also must acknowledge the "behind the scenes" efforts of Jason Chen who served as my link with the computer from coding through programming, Marian Meier whose editorial skills served as my link with correct syntax, and Joan Holley who took over the duties of supervising both the high school student survey and the survey of employers' needs in the 15 specific program areas. I am also grateful to Jack Ruff who as Acting Director of CAUR stepped in at several crucial points to allocate and organize Center resources for this project.

It is customary--but no less sincere--to thank the secretarial staff (Joyce Carson, Dianne Fick, Beverly Walker) for their efforts.

It is also customary for the principal investigator to absolve the Center and the University of Nebraska at Omaha for any responsibility for errors and views expressed in the report. I hereby do so.
EXECUTIVE SUMMARY

I. Scope of the Study

The Educational Needs Assessment and Impact Survey of the Metropolitan Technical Community College conducted by the Center for Applied Urban Research of the University of Nebraska at Omaha was an extensive effort involving almost two dozen individual reports based on data from more than 7,000 surveys.

A telephone survey of residents in Metro Tech's service area (Douglas, Sarpy, Dodge, and Washington Counties) involved 1,222 interviews. The research design called for samples of 300 in each of the four counties, rather than a sample proportional to each county's population, because of concern about conclusions for each county as noted in the Request for Proposal.

In addition, a telephone survey of residents in the neighborhoods of each of the three current campuses and the new Elkhorn Valley campus was conducted. The research design called for samples of 100 in each of these areas; 405 interviews were conducted. The results of these two sets of surveys were reported in Surveys of the General Public.

Employers in the four-county service area were surveyed to determine their needs and their perceptions of Metro Tech's performance. A sample stratified by size of the employer was drawn and a combination of telephone and mail survey was conducted. A total of 284 private and public employers provided data for the study. The results were reported in Analysis of Employer Attitudes and Needs.

Surveys of current and former Metro Tech students were included in the research design. All current students were surveyed with a written questionnaire. A total of 1,957 usable answer forms were electronically scanned and analyzed. The results were reported in Survey of Current Students.

A random sample of students enrolled in the spring and fall quarters of 1978 were mailed questionnaires. A total of 212 questionnaires were returned and analyzed. The results were reported in Analysis of Former Students' Responses.

Full-time professional staff members at Metro Tech were surveyed by a written questionnaire. A total of 136 faculty, administrators, and other professional staff completed the questionnaire. The results were reported in Survey of College Professional Staff.
High school seniors in the four counties served by Metro Tech were surveyed. A total of 26 public and parochial schools agreed to participate. Answer forms from 3,352 seniors were scanned electronically and analyzed. The results were reported in *Survey of High School Students*.

A questionnaire was sent to a random sample of high school teachers (administrators, counselors, and others without classroom assignments were omitted). Responses were received from 158 educators. These results were reported in *Evaluation by High School Educators*.

Finally, employers were surveyed in person and by telephone about their needs in 15 program areas involving more than 36 individual programs. The results of these studies were given in 15 reports entitled *Employer and Training Needs*.

Section II of this Executive Summary will summarize the findings related to the evaluations of the performance of Metro Tech and the resulting needs. Section III will summarize the findings about program needs. Section IV will outline a procedure for future research.

II. Evaluations

One basic purpose of this study was to determine the perception by various "publics"--or clientele groups--of the performance of Metropolitan Technical Community College. This was accomplished by addressing several different questions to several publics. In almost every instance the evaluations of Metro Tech's performance were very high.

Recommendation. Briefly, almost half (48%) of the respondents in the Douglas County sample volunteered the name of Metro Tech as a school they would suggest if someone asked their advice about where to take technical or vocational courses. In this sample, 86% of those naming a school named Metro Tech. The results were almost as favorable in Sarpy County (42% of all respondents and 73% of those mentioning a school). They were less favorable in Washington County and least in Dodge County; in the latter only 14% of all respondents volunteered the name of Metro Tech, and only 29% of those naming any school mentioned Metro Tech.

These results, reinforced by responses to several other questions, suggest a need for Metro Tech to inform the residents of its outlying service areas about the College.

While many residents in the four counties and in the four neighborhoods
around each of the current or future campuses of the College said they would recommend Metro Tech, other publics were asked if they, in fact, had ever recommended the College. These findings also should be satisfying to the College. More than three-fourths (78%) of each of the current and former Metro Tech students said they had recommended the College to others. More than three-fifths (62%) of the high school educators who answered the question said they had recommended Metro Tech; only 10% of those who had not recommended Metro Tech were critical of the College.

Rating. Several publics were asked, in one version or another, "Overall, how well is Metro Tech Community College serving the public's needs? Would you say they are doing an excellent, good, fair, or poor job?" Of respondents in the county samples who were aware of Metro Tech, those rating it as excellent or good ranged from a low of 51% in Dodge County to a high of 72% in Douglas County; the proportion ranged from 61% to 69% in the areas around each campus site. Of those in each of the eight county and neighborhood samples giving the College a rating, the proportion who rated it excellent or good ranged from a low of 80% to a high of 94%.

A sample of employers in the four-county service area also gave the College a high rating. More than three-fifths (61%) of all respondents and 90% of those with an opinion rated Metro Tech's overall performance as excellent or good. Ratings by high school educators were similar—61% of all respondents and 80% of those offering a rating said the College was doing an excellent or good job of serving the public's needs.

Other Measures. Several other groups were asked to rate Metro Tech's performance in general terms. Former students were asked, "Overall, how satisfied or dissatisfied were you with your general experience at Metro Tech?" Only 11% indicated dissatisfaction. Similarly, when Metro Tech professional staff members were asked to rate the success of the College in achieving its missions and goals, 78% said the College was mostly or very successful.

Other indications of general satisfaction could be seen in the proportion of former students who said they intended to take additional courses at Metro Tech (71%) and who felt their course work there helped their job performances (60% of all respondents and 72% of those employed). Similarly, 84% of the current Metro Tech students rated the quality of instruction as excellent or good. Approximately 91% of employers providing a rating said the College's occupational and technical education programs were excellent or good (this represented 57% of
all employers).

Former students and the professional staff were asked more detailed evaluation questions focusing on assessments of a number of College functions and services. Generally their ratings were favorable, but several areas were given lower ratings. Therefore, these may be viewed as targets for improvement. More than half (56%) of the former students reported they had not used the College's financial aid, placement, or other support services other than counseling, and three-fourths (75%) said they had not used student activities (e.g., government, clubs, recreation). Of students who used and rated a service, student activities received the worst rating.

The professional staff generally judged the College as mostly successful in fulfilling its missions but less successful in facilitating the delivery of educational services by creating a favorable environment or climate for its staff or in communicating the College's missions to the public.

Similarly, the professional staff's ratings of Metro Tech's performance in 14 services and activities ranged from 57% considering the Instructional Resource Centers as excellent or very good to only 12% considering the coordination of programs and courses across campuses as very good (no one rated it excellent). Based on these ratings, the three areas needing the most improvement are:

1) coordinating programs, 2) reviewing and revising existing programs, and 3) planning and implementing new programs.

Other Needs

In addition to these needs, the surveys indicated others not related to specific programs or course offerings. For example, the survey of high school educators indicated their greatest need 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 rather than being sent to counselors or administrators and expecting them to disseminate it. They also requested information on careers and job opportunities.

Metro Tech students and potential students were asked about their needs for several services. Although less than half of the current students at Metro Tech said they wanted help in planning a career or help finding a job (41% and 46%, respectively), the proportion was still substantial. Similarly, in the Douglas County sample, a large minority of those interested in vocational/technical courses said they wanted help in career counseling (48%), financial aid information (45%), and employment placement services (37%). High school seniors
indicating they were likely to attend Metro were more likely to express a need for these services; 67% wanted program planning assistance, 61% job placement services, and 60% financial assistance.

III. Program Needs

The second basic focus of this study was upon program needs. Several of the groups surveyed were asked questions in varying forms to assess Metro Tech's program needs. Needless to say, this methodology produced a variety of answers. In addition, training needs of employers were examined for 15 current and potential program areas.

County and Neighborhood Samples. When each of the four county and four campus neighborhood samples were combined, a total of 1,623 respondents’ educational interests were available for analysis.* When these data were analyzed separately for each sex, certain course and program interests were evident. For men, 23% of their course preferences were in the trades area, 18% were in the applied arts area, and 17% in business. For women, applied arts courses were mentioned most frequently (33% of all courses), followed by business (15%) and personal services (13%). An analysis limited to those indicating course interests related to occupational development (i.e., excluding personal interest courses) indicated the three most popular fields for men were business, trades, and technology; these fields, however, attracted only 5.7%, 5.1%, and 4.0% of all male respondents. For women, the major occupational area was business (5.7%); personal service courses (usually related to teaching) and office skills were rated next in popularity, with 3.4% and 3.3%, respectively.

High School Seniors. The program preferences of the high school seniors in the study were gauged from a question asking them to list their career choices from among 104 program categories divided into eight broader fields. The most popular career area among seniors with vocational education aspirations was business, selected by 33%; the second most popular field was the trades and crafts category, chosen by 27%. The two most popular programs—each attracting

*The samples were designed as independent samples with the size not proportionate to population. If the combined samples are not weighted according to population, they do not constitute a representative sample of the four-county service area. Nevertheless, the preferences of these respondents provided some insight into interest in courses and programs in the area.
only 4.0% of these students, however—were computer programming and automotive mechanics. The most popular program not offered currently at Metro Tech was carpentry, chosen by 3.8% of the respondents interested in vocational education.

**Current Metro Tech Students.** Students currently enrolled at Metro Tech were asked, "If you were just beginning your education at Metro, which one of these programs would interest you most?" A set of 30 potential programs was listed. The most popular among males were: diesel mechanics (14.7% of those answering the question), carpentry (9.2%), and sport and specialty engines (8.6%). The most popular new programs among females were: human services (15.5%), medical office and record assistant (15.3%), and veterinarian assistant (14.1%).

**Metro Tech Professional Staff.** The question used in the survey of professional staff at the College was, "Are there any educational needs that you feel Metro Tech should be attempting to meet, but is not meeting now?" The need mentioned most frequently, albeit by only a minority of all respondents or even of those citing an unmet need, was for a general studies program.

**Employers.** The needs of employers were gauged in several ways. One used the same unmet needs question noted above. When their responses were grouped into broad occupational categories, 21% were in the industrial area, 18% were in the secretarial or clerical area, and 14% were related to computers. A second question asked, "What type of training or academic program should be Metropolitan Technical Community College's highest priority over the next 5 years?" Programs in technology (which included computers) headed the list, followed by industrial courses, and business. A third variation asked the employers what skills they needed in the next three years. The three leading categories were industrial skills, business, and health and teaching, with 16%, 15%, and 14% of all skills named, respectively. A fourth measure of employer needs was based on the number of employees needed in each skill area. Based on this criterion, leaders (omitting a general vocational area) were health and teaching (29% of the needed employees), secretarial and clerical (14%), and industrial (13%).

**Current and New Program Needs Assessments.** Finally, studies were made of 15 current or proposed program areas. These 15 areas involved examining at least 36 program options. These studies focused on the needs of employers in each occupational category in the Omaha area, the types of skills these employers needed, and, if needs existed, the types of instruction which should be offered.

A brief summary of these individual reports follows.
Ophthalmic Technology. Opticians were optimistic about employment opportunities in their occupation. Not all of them, however, preferred employees trained in ophthalmic technology; franchise owners preferred inexperienced workers who could benefit from on-the-job training. Two different needs were evident—the technician in the laboratory and the dispensing optician. Some inefficiencies have occurred when persons trained in one aspect take employment in the other. The employers praised the current two-year program but felt students needed more interpersonal relations skills and more practical experience. Some also suggested that Metro Tech consider participation in a certification or licensure process. Some of the employers also said that the recommendations made by industry leaders on advisory committees should be given careful consideration.

Apparel Arts. The survey indicated only limited career opportunities for those trained in Metro Tech's apparel arts programs. For example, sales clerk positions in fabric stores began at the minimum wage level. Managerial opportunities were limited, especially since job applicants competed with experienced clerks or assistant managers (i.e., internal promotions) and home economists with four-year degrees. Fabric buyers for franchise chains were centralized at corporate headquarters; others gained their positions through years of experience in the field. Seamstresses in factories needed manual dexterity and special personal attributes appropriate for factory work rather than formal vocational education. Alterations personnel needed experience rather than training.

Automotive Mechanics. A need for trained persons in this occupational area was found. Employers said that job applicants often were deficient in basic experience and in general knowledge in all areas of auto repair. Special needs were noted for training in electronics and emission control systems. The need for persons trained for new and used car preparation was quite limited as employers in this area preferred inexperienced workers who could be prepared sufficiently with on-the-job training. The need for auto machinists also was quite low due to a limited demand for their services caused by the high costs of parts and labor.

Agriculture. The survey of occupational opportunities for students trained in Metro Tech's agriculture programs indicated the future of agriculture was bright. A need for persons with farm backgrounds to have additional specialized training was cited frequently. Employment stability (i.e., low turnover), however, limited the need for new employees. Of the programs available or planned
for Metro Tech, the greatest opportunity existed in agriculture cooperatives management; skills especially needed were business, accounting, economics, and agricultural technology. Opportunities in agricultural business management were more limited. Positions in the area of agricultural chemicals technology usually called for either unskilled workers (e.g., for production or application) or training in four-year programs in chemical engineering, nutrition, or agronomy.

Laboratory Animal Technology. The opportunities for employment for laboratory animal technologists was limited in the Omaha area. One of the seven organizations employing such personnel trained its staff, while several of the others felt the Metro Tech program was not the best preparation for positions in their organizations. Similarly, opportunities for employment as veterinary assistants also were limited. Students with medical, medical technology, and nursing training, as well as veterinary assistant training at the College of Veterinary Technicians at Curtis, were likely competitors for positions.

Machine Technologies. Omaha employers were very optimistic about the future job market for machine technologists, even though there was less demand in this city than in larger, more industrial metropolitan areas. The employers interviewed strongly recommended that Metro Tech establish a program in this area, although some questioned its costs. Especially desirable skills were machine skills, mathematics, and good work attitudes. Specific courses also included drafting/blueprint reading. A work-study program in conjunction with the formal training also was advocated.

Diesel Mechanics. A need and desire for a program to train diesel mechanics in the Omaha area was found in the study of potential employers. Although the program at Milford was cited several times as a model, this recommendation often was qualified by a statement concerning Milford's outdated equipment. Besides knowledge about diesel engines, employers saw a need for the diesel mechanic to be knowledgeable about the entire vehicle.

Sport and Specialty Engines. Employment in the sport and specialty engine field is seasonal. Most employers felt the number of qualified applicants for positions either equaled or exceeded the number of available positions. Major training competitors are the engine manufacturers which offer their own training schools. One suggestion made about the curriculum was to increase the time spent on actual work on the engines.
Human Services. Interviews were conducted with employers in several classifications: public welfare, gerontology, physically impaired, family substitute services, mental health, employment counseling, and criminology. Most respondents saw a need for training paraprofessionals in the area of human services, except in the areas of gerontology and employment counseling. The recommended length of the training program varied, but many stressed that an essential skill was the ability to work with people, including good communication skills.

Wastewater Treatment Plant Operator. The majority of officials contacted said there was a need for trained people in this field, although a majority did not anticipate any new jobs in this category in their organizations. The most frequently mentioned skill needed for the job was mechanical ability; other skills noted frequently were a knowledge of chemistry and mathematics. Some training is available currently by correspondence and at Southeast Community College in Lincoln.

Media Production. Little need for people trained in media production was expressed since the field is over-populated with graduates of four-year programs in communications, broadcasting, and journalism.

Law Enforcement and Private Security. A need for personnel in the private security and law enforcement fields was expressed by many of the respondents in these fields. The appropriate level of training, however, was less likely to be agreed upon. Half preferred applicants with no previous education experience, while the other half recommended programs ranging from three months to four years. Although some respondents were unfamiliar with Metro Tech's program in private security, most law enforcement and private security employers approved the program after examining the curriculum. A special need for seminars, workshops, and courses to supplement training at the Nebraska Law Enforcement Training Center was noted.

Health Careers. Although health careers are attracting many students and often are cited as growth fields, the specific careers examined in this study presented a mixed picture. A need for trained technicians was cited in some, but an oversupply of job applicants was noted in others. The specific career programs cited as needing more trained personnel included two currently offered by Metro Tech: respiratory therapy technician and dental assistant. Those interviewed felt the former program should be two years in order to accommodate the
certification process. Also cited as needed was a program for electronic biomedical technicians. The latter was seen as a rapidly expanding field. A two-year program with an emphasis on electronic technology was advocated. Additional needed skills mentioned were an aptitude for science, communication skills, and a knowledge of medical terminology.

A need for a program for medical office and record assistants also was cited by a majority interviewed, but one respondent said that an oversupply of registered record administrators was serious competition in the job market. A correspondence course currently is available.

The other health career areas examined in this study were seen as inappropriate for Metro Tech to enter. For example, occupational therapy requires a five-year program. The demand in several other fields were seen as being met either by current programs in the Omaha area or by new programs about to graduate their first classes. The latter were EEG and EKG technician and medical laboratory technician. A demand for X-ray technicians was cited, but the existence of four local programs was seen as sufficient, especially since two of the programs had the facilities and faculties to expand their currently limited class sizes. An oversupply of surgical technicians was claimed, especially since there is low turnover in that occupation as well as serious competition for positions from registered nurses. The supply of dental hygienists also was considered to exceed demand. There was no consensus on the need for dental laboratory technicians.

Construction Technologies. Whether a need exists for Metro Tech to develop programs in the construction technologies is summarized best by noting that, generally, non-union contractors said there was a need, while union contractors and union representatives said there was not. Non-union contractors thought union apprenticeship programs were too long, while those in the unionized sector were concerned about what they considered to be the inadequate length and quality of programs at technical community colleges. They favored lengthy on-the-job apprenticeship programs. The current economic slowdown further complicates the picture.

Electro-Mechanical Electronics. The field of electro-mechanical electronics (including electronic instrumentation and electronic bio-medical technology noted in the discussion of health careers) is continuing to expand. A need for trained technicians to install, maintain, and repair this equipment exists and, therefore, those interviewed saw a need for Metro Tech to offer a program in
this field. The respondents suggested a two-year program with a strong electronics focus and courses in basic mechanics and computer science.

IV: Future Research

Evaluation research has been defined broadly as: "The collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands."* Since planning, improvement, and accountability are required constantly, so is evaluation research.

This evaluation and needs study is just a part of a much larger process that includes other research and also decisions based upon the research. This study focused on only a few types of data needed. It was concerned with the assessment by several publics—or clientele groups—of Metro Tech's performance, and it was concerned with determining demand for a number of current and potential programs. Not all aspects of Metro Tech's performance were covered by questions in any single questionnaire (or even in all of the questionnaires combined) nor were all data relevant to decisions on addition or deletion of programs considered. Further research is needed to fill in the gaps. For example, this study did not focus upon process variables—i.e., how programs operate, how they are designed and implemented. This study did not focus on such critical input variables as money, manpower, facilities, or other resources or costs nor did it assess program outcomes in sufficient detail for decision-making (e.g., it did not examine placement rates or career mobility of graduates).

Instead of detailing the steps necessary in a complete and continuous evaluation process, the remaining remarks will be related to procedures for research to facilitate decisions about new program additions and current program modifications or deletions.

New Programs. Research to determine the feasibility of establishing a new program should consider several variables. These include employment needs, student interest, potential curriculum, previous experience of institutions with similar programs, and an estimate of the program's costs and benefits.

Employment needs may include national, regional, or state estimates but should be based primarily on the needs of employers in the Omaha metropolitan area and the counties served by Metro Tech. The local employer needs survey

begins with a list of the types of firms which require the skill being studied. This list can be generated from instructors in related programs (at Metro Tech or at other institutions) or from other knowledgeable sources. Trade association and telephone directories and initial interviewees also may serve as sources.

To be scientifically pure, the list of employers should be stratified by type and size and the sample of respondents selected randomly from each of the strata. All employers selected should then be interviewed by phone or in person. Some compromise with scientific rigor can be tolerated, however. For example, interviewing the entire sample may not be fruitful if a clear consensus emerges from a smaller subset of interviewees.* It may be useful to mail a questionnaire to some or all of the employers not interviewed. Although their responses would not alter the conclusions, some useful input (e.g., curriculum suggestions) could be gained, and the procedure could serve a public relations function.

The survey of employers should try to determine their needs for employees with the skills to be developed in the proposed program, their perceptions of the need for a program to train such employees, their opinions of the desirability of Metro Tech offering the program, and their suggestions for the curriculum.** Other questions such as their willingness to participate on an advisory committee also can be asked.

Potential student interest can be gauged directly or indirectly. Direct measurement would involve surveys of high school seniors, but problems of their inadequate knowledge of careers and the instability of their preferences limit the utility of these data. Surveying current students about hypothetical interests may be too artificial to be an accurate predictor of student interest. The utility of the general public is limited by the fact that the number sampled would have to be very large in order to find a pool of potential vocational education students. These limitations suggest that an indirect measure of student interest—e.g., perceptions of high school counselors and teachers or the experience of other institutions—may be the most cost effective.

The survey of other institutions which offer the proposed program could

*This assumes the data will be treated qualitatively rather than used to project a numerical need.

**A sample of one of the questionnaires used in this study is included in the Appendix.
include questions about their experiences with student demand, placement, curriculum, organization, and costs.

Some consideration of curriculum content should be included in the research. Attention should be given to course and program objectives, course content, evaluation methods, organization, and potential personnel. At a minimum, this will be necessary for the preliminary cost-benefit analysis. The costs to be examined should include both program development costs (especially the expense of authoring instructional materials and running a pilot program) and program operation costs (including instructor salaries, administrative costs, facilities, equipment, and material as well as insurance and maintenance costs). Program benefits should be enumerated with consideration given to the receivers of the benefits--the individual, the employer, and/or society. Non-financial costs and benefits should not be ignored.

Current Programs. Any review of current programs for modification or deletion should go beyond analyses of employer needs. The study should include a focused survey of former students of the program. These students should include both graduates of the program and those who dropped out. Reasons for incompletion should be ascertained. Graduates should be surveyed about their success in obtaining a position utilizing their acquired skills, their mobility, and assessment of the adequacy of their training and the support services at the College. They should also be asked to provide a description of their job duties, as this might prove helpful in redesigning a program to fit the realistic needs of the job. Similarly, employers should be surveyed to determine their assessments of former students (including comparisons to other employees) and to solicit their recommendations for program improvement.

Some consideration also should be given to assessment of student skill achievement and to observation or other evaluation of the faculty involved in a program.

Finally, the research process for program additions, modifications, or deletions should involve more than an outside consultant. The entire process should include participation of administrators, faculty, other professional staff, students, employers, and community representatives.
APPENDIX

Employer Training Needs Surveys
for New/Current Programs
Hello, I'm from the Center for Applied Urban Research at the University of Nebraska at Omaha. We're assisting Metropolitan Technical Community College in assessing employer needs in this area. I'd like to ask you a few questions that would help them in evaluating their (ophthalmic technology, apparel arts, etc.) program of studies.

Name of respondent __________________ Name of firm ____________________

Type of firm ________________ Address __________________ Phone Number ______

A. General

1. How many employees do you have in this job category (apparel arts, ophthalmics, etc.)? ________________

2. What are the different types of jobs that you have in this category? (fabric buyer, fabric store manager, fabric seller, etc.)? Approximate starting salary?
   1. ________________________________
   2. ________________________________
   3. ________________________________
   4. ________________________________
   5. ________________________________
   6. ________________________________

3. Will your firm be creating any new jobs in this job category in the next ___ years?
   Yes____ No____

3a. If yes, what will they be?
   __________________________________________________________

4. Are you anticipating any other changes in your firm, or in the ____________ business, that would affect the need for employees in the next ___ years?
   Yes____ No____

4a. If yes, what will they be?
   __________________________________________________________

5. Are you aware of these Metro Tech programs?
   a. The Job Placement Service Yes____ No____
   b. The Cooperative Education Program Yes____ No____
   c. The Industrial Training Program Yes____ No____
   d. Special training programs at employer's facility Yes____ No____
Now I'd like to ask you a few questions about the different types of jobs in your firm.

B. Specific

Type of Job (Refer to A 2.)

1. How many employees do you have in this job category? 

2. How many of these employees have you hired in the past two years? 

3. What skills and knowledge are required for this job?
   1. 
   2. 
   3. 
   4. 
   5. 

4. What type of education/training is needed for this job? Circle the number of the appropriate answer.
   1. No previous training or education.
   2. An apprenticeship program in the company is the best training.
   3. A three-month program at a technical community college.
   4. A one-year program at a technical community college.
   5. A two-year program at a technical community college.
   6. A four-year program at a college or University.
   7. Other 

5. What specific courses would be needed for this job?

6. When there is a job opening, do you have too many , too few , or about the right number of qualified applicants? 

7. What needed skills, knowledges, or experiences are often lacking in job applicants?
   1. 
   2. 
   3. 
   4. 

8. Do you have Metro Tech graduates working in this job category?
   Yes  No  If yes, how many?
How well prepared for the job are these Metro Tech graduates? Circle the number of the appropriate answer.

1. Outstanding preparation
2. Well prepared
3. Adequate education/training
4. Some education/training deficiencies
5. Inadequate preparation

10. In what areas of education/training were these graduates prepared?

11. In what areas of education/training were these Metro graduates lacking?

12. How would you rate this Metro Tech program of studies as preparation for the job? (Show the program)

<table>
<thead>
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<th>Support Courses (blue)</th>
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<td>1. Excellent program of support courses</td>
</tr>
<tr>
<td>2. Good program</td>
<td>2. Good program of support courses</td>
</tr>
<tr>
<td>3. Some changes needed</td>
<td>3. Some changes needed in support course program</td>
</tr>
<tr>
<td>4. Major program revision needed</td>
<td>4. Major program changes needed in support courses program</td>
</tr>
</tbody>
</table>

13. What changes in this Metro Tech program of studies would you suggest?

14. Do you anticipate that in the next ___ years your need for employees in this job category will increase___, decrease___, or remain about the same___?

15. How would you assess the need for trained people in this job category in the Omaha metropolitan area? Circle the number of the appropriate answer.

1. Great demand for trained people
2. More job openings than trained people available
3. Trained applicants about equal to jobs available
4. Number of trained people exceeds number of available jobs
5. Number of trained people greatly exceeds number of available jobs

16. What other job opportunities would be available to a Metro Tech graduate with this education/training?
Metropolitan Technical Community College Study: Employment and Training Needs

Hello, I'm ________ from the Center for Applied Urban Research at the University of Nebraska at Omaha. We're doing a study for Metropolitan Technical Community College that will assist them in determining the need for possible courses of studies. I'd like to ask you a few questions about the field of _________.

1. How many employees do you have in this job category? ____________

2. Will your firm be creating any new jobs in this category in the next three years?
   Yes ______  No ______

2a. If yes, explain ____________________________________________________________________________

3. Are you anticipating any other changes in your firm, or in the ________ business, that would affect the need for employees in the next three years.

4. Do you anticipate that in the next three years your need for employees in this job category will increase ______, decrease ______, or remain about the same ______?

5. When there is a job opening, do you have too many ______, too few ______, or about the right number ______ of qualified applicants?

6. How would you assess the need for trained people in this job category in the Omaha metropolitan area? Circle the number of the appropriate answer.
   1. Great demand for trained people
   2. More job openings than trained people available
   3. Trained applicants about equal to jobs available
   4. Number of trained people exceeds number of available jobs
   5. Number of trained people greatly exceeds number of available jobs

7. What skills and knowledges are required for this job?
   1. _______________________________________________________________________________________
   2. _______________________________________________________________________________________
   3. _______________________________________________________________________________________
   4. _______________________________________________________________________________________

8. What needed skills, knowledges, or experiences are often lacking in job applicants?
   1. _______________________________________________________________________________________
   2. _______________________________________________________________________________________
   3. _______________________________________________________________________________________
   4. _______________________________________________________________________________________
9. What type of education/training is the best preparation for this job? Circle the number of the appropriate answer.

1. No previous training or education.
2. An apprenticeship program in the company is the best training.
3. A three-month program at a technical community college.
4. A one-year program at a technical community college.
5. A two-year program at a technical community college.
6. A four-year program at a college or university.
7. Other

10. What specific courses should be included in a program of studies preparing students for the job?

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11. Do you think that Metro Tech should establish a program of studies to prepare individuals to work in this job category?

Yes____  No____

12. What other job opportunities would be available to a Metro Tech graduate with this education/training?

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HIGH SCHOOL STUDENT QUESTIONNAIRE

General Instructions

This questionnaire is to determine future plans of high school students. Please answer each question to the best of your ability. Mark you choices on the answer sheet provided. Do not mark more than one response for each question. Thank you.

1. My class is:
   a) Senior
   b) Junior
   c) Sophomore
   d) Freshman

2. I am a:
   a) Male
   b) Female

3. My race or ethnic group is:
   a) American Indian
   b) Asian
   c) Black
   d) Hispanic
   e) White

4. My overall grade average is:
   a) A
   b) B
   c) C
   d) D
   e) Below D

5. The education level I hope to achieve during my life is:
   a) High school graduate
   b) Some vocational, technical or business training beyond high school
   c) Some college but not a degree
   d) A 4-year college degree
   e) Advanced or professional degree after college

6. In the year right after I leave high school I plan to be
   a) Employed full-time
   b) Employed part-time
   c) Serving in the military
   d) Not employed

7. In the year right after I leave high school I plan to be
   a) Attending school full-time
   b) Attending school part-time
   c) Not attending school

8. The school I plan to attend is:
   a) Technical community college
   b) Four-year college or university
   c) Business or trade school
   d) Do not plan to attend any of the above
9. I have heard _________ about Metropolitan Technical Community College?
   a) A lot
   b) Some
   c) Very little

10. My major source of information about Metropolitan Technical Community College was:
    a) High school teacher or counselor
    b) Metro counselor
    c) Friend or relative
    d) Advertising from Metropolitan Technical Community College
    e) Other

11. The type of Metropolitan Tech advertising which gave me the most information was:
    a) Radio advertising
    b) TV advertising
    c) Newspaper advertising
    d) Brochures
    e) None of the above

12. I am ____________ to attend Metro Tech.
    a) Very likely
    b) Likely
    c) Unlikely
    d) Very unlikely

13. I would most like to attend the campus at:
    a) Ft. Omaha (30th and Fort)
    b) South Omaha (27th and Q)
    c) Elkhorn Valley (204th and Dodge)

14. I would ____________ apply for financial assistance.
    a) Probably
    b) Probably not

15. I would ____________ need the College's assistance in planning a program of study.
    a) Probably
    b) Probably not

16. I would ____________ use their job placement service.
    a) Probably
    b) Probably not

*Less than .5%
**Based on those likely to attend Metro.
17. The following list contains broad career categories followed by a number of possible career training programs. Examine each group carefully and select the career category you think you are most likely to enter. Then select the program within that category that interests you most. If you can't find a program you want within the career category you chose, please review the other categories or select one of the 2 choices at the end of each list which indicate you selected a career category but not a specific program.

Please mark your choice in Section 3 on the back of the answer sheet (at the top of the page); also write the number of your choice at the head of that column.

<table>
<thead>
<tr>
<th>Agriculture Related</th>
<th>Creative and Applied Arts</th>
<th>Health Services and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>101  Agricultural business management</td>
<td>301  Commercial art</td>
<td>401  Dental programs</td>
</tr>
<tr>
<td>102  Agricultural chemicals technology</td>
<td>302  Commercial photography</td>
<td>402  Dental lab technician</td>
</tr>
<tr>
<td>103  Agricultural cooperatives management</td>
<td>303  Graphic arts (printing)</td>
<td>403  Dental hygiene</td>
</tr>
<tr>
<td>104  Farm and ranch management</td>
<td>304  Interior design</td>
<td>404  Dental assistant</td>
</tr>
<tr>
<td>105  Horticulture program (including floriculture, general horticulture, landscape development, nursery management, and turfgrass and recreational grounds management)</td>
<td>305  Media production specialist</td>
<td>405  Laboratory animal technology</td>
</tr>
<tr>
<td>106  A career related to agriculture, but none of the options listed above</td>
<td>306  A career in creative and applied arts, but none of the options listed above</td>
<td>406  Veterinarian assistant (pets and small animals)</td>
</tr>
<tr>
<td>107  A career related to agriculture, but I am not sure about the specialty area</td>
<td>307  A career in creative and applied arts, but I am not sure about the specialty area</td>
<td>407  Medical office and record assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>408  Nursing program</td>
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<td></td>
<td></td>
<td>409  Nursing assistant</td>
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<td></td>
<td></td>
<td>410  Practical nursing</td>
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<td></td>
<td></td>
<td>411  Ophthalmic (including ophthalmic laboratory techniques, ophthalmic prescription technician, and ophthalmic technology)</td>
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<tr>
<td></td>
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<td>412  Technological</td>
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<tr>
<td></td>
<td></td>
<td>413  Bio-medical technician</td>
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<tr>
<td></td>
<td></td>
<td>414  EEG (electro-encephalogram) and EKG (electro-cardiogram) technicians</td>
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<td></td>
<td></td>
<td>415  Medical lab technician</td>
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<td></td>
<td></td>
<td>416  Respiratory therapy technician</td>
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<tr>
<td></td>
<td></td>
<td>417  Surgical technology assistant</td>
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<tr>
<td></td>
<td></td>
<td>418  X-ray technician</td>
</tr>
<tr>
<td></td>
<td></td>
<td>419  Medical doctor</td>
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<td></td>
<td></td>
<td>420  A career in health services and sciences, but none of the options listed above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>421  A career in health services and sciences, but I am not sure about the specialty area</td>
</tr>
</tbody>
</table>
Natural and Social Sciences

501 Natural sciences
502 Mathematics
503 Social sciences
504 Legal services
505 A career in the natural sciences, but none of the options listed above
506 A career in the social sciences, but none of the options listed above
507 A career in the natural sciences, but I am not sure about the specialty area
508 A career in the social sciences, but I am not sure about the specialty area

Social and Personal Services

601 Child care program (including child care assistant teacher, child care head teacher-director, and child care technician)
602 Human service technician
603 Youth services specialist
604 Interpreter for the hearing impaired
605 Law enforcement
606 Private security (including private security management)
607 Social services
608 Teaching
609 A career in social and personal services, but none of the options listed above
610 A career in social and personal services, but I am not sure about the specialty area

Technologies

701 Architectural drafting technology program
702 Civil engineering technology program
703 Electronics technology
704 Electro-mechanical technology
705 Instrumentation
706 Mechanical drafting and design technology program
707 A technological career, but none of the options listed above
708 A technological career, but I am not sure about the specialty area

Trades and Crafts

801 Air conditioning, refrigeration and heating technology program
802 Apparel arts program
803 Automotive body technology (including automotive painting, automotive radiator repair, and automotive upholstering and trim)
804 Automotive mechanics program (including brake and alignment, engine rebuilding, fleet maintenance and management, new and used vehicle preparation, service station mechanic and operator, tune-up and air conditioning)
805 Diesel mechanics
806 Sport and specialty engine mechanics (including small-engine repair)
807 Automotive parts technology
808 Construction technologies
809 Brick and block layers
810 Carpenter (including framing and finishing)
811 Cement workers
812 Drywall installer finisher
813 Electrician
814 Heavy equipment operator
815 Iron workers
816 Operating engineer
817 Plumbers and pipe fitters
818 Sheet metal workers
819 Machinery technology (including machinist, machine tool operator, tool and die workers)
820 Welding technology program (including welding and fabrication technology)
821 A career involving trades and crafts, but none of the options listed above
822 A career involving trades and crafts, but I am not sure about the specialty area

See Table 1.