CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Career Technical Student Organizations: California Community College's Best Kept Secret

A Dissertation submitted in partial fulfillment of the requirements
For the Doctor of Education
in Educational Leadership

by

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August 2012

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Dedication

"It was the secrets of heaven and earth that he desired to learn; whether it was the outward substance of things or the inner spirit of nature and the mysterious soul of man that occupied him, still his inquiries were directed to the metaphysical, or in its highest sense, the physical secrets of the world." ~ Mary Shelly

This is dedicated to all my friends, family, and colleagues for their continued support and encouragement.

To Joseph Christopher Napoli, my son, my father, S.C. Davis, and my mother, Helen Davis, who passed away prior to me finishing this project. To Dr. Lloyd McCabe for support, advice, and willingness to edit this project and Clay Mitchell, for all of his support, advice, and more along the way to find out how we could better SkillsUSA California and other CTSOs in California.

Acknowledgements

"Let the future tell the truth, and evaluate each one according to his work and accomplishments. The present is theirs, the future, for which I have really worked, is mine. Our virtues and our failings are inseparable, like force and matter. When they separate, man is no more." ~ Nikola Tesla

Writing a "thank you" speech or acknowledgment sections is hard, so in Hollywood style, I know I will inevitably leave someone out on one of these two pages. It has been said that, "It is better to ask for forgiveness, than permission." I am asking forgiveness of you now, if for some reason I missed someone. Thanks to my sisters in heart: Griselda Rosas, Jerrie Franco, Awanda Johnson, and Dian Torres for the friendship, love and support!

First to my dissertation committee members: Dr. Endrijonas, your friendship, mentoring, advice, and support has been invaluable over the years, without you as an example, I probably would not have come this far. Dr. Gregory, for being the Master's cohort advisor in Ventura five years ago, to spur the educational spirit onward, and being a great role model, and educator in the field of leadership. My chair, Dr. Kladifko, who at times was probably unsure if I would get to this point, thanks for your patience and seeing it through.

To my cohort family members: some stand out more than others, some we are closer to more than others – fact of life. But, I want each and every one of you to know you are appreciated and valued. We have all been through good times and bad; from personal issues, loss of parents, siblings, in laws, outlaws, and more. Although, we had many laughable quotes from some of our professors: "Whatever that means… and it's out

there somewhere…" will always be a part of our lives, as we go forth, out there, somewhere to make education a better place for the future.

My longtime friend and her family: Diane Gohr, Mark, Megan, and Markelle. Mostly to Megan…who gave up her room during this process, I owe you the most Meg. My former colleagues and Amiga's: Griselda Rosas, Jerrie Franco, Dian Torres, and Awanda Johnson, hugs to all of you. My Aunt Geneise, for reading this early on in the process, I love all of you deeply and dearly. To my close friend, supporter, mental and spiritual advisor, Steven Peralta. You have been a fabulous friend and supporter; listening and offering great advice, wisdom, and compassion over the past 10 years. But, most of all you have always been there for me, when I needed you - with the best hugs! Allowing me to laugh, cry, or complain, and all judgment free. You are the greatest!!

Last, but certainly not least, to those who have helped me with this project. Mr. Tim Lawrence, the national executive director for SkillsUSA, Dr. Richard Ross, for his dissertation study, advice and knowledge of SkillsUSA/VICA. Mr. Ryan Underwood, state executive director of California DECA. The various CTE faculty members and CTE deans who participated in this study from start to finish.

To two individuals at the California Community College Chancellors Office: Dr. Chuck Wiseley and Dr. Debra Jones. To the very special individuals at the California Department of Education: Dr. Patrick Ainsworth, Dr. Lloyd McCabe, the Career and College Transition Division of the CDE, and the most important one, who I have depended on mostly for his help, time, resources, and friendship, Mr. Clay Mitchell, SkillsUSA California State Director and Education Programs Consultant for the CDE, for the past three years, You're the Best!!!

Table of Contents

List of Tables

List of Figures

ABSTRACT

Career Technical Student Organizations: California Community College's Best Kept Secret

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This study examines the awareness, attitudes, beliefs, and perceptions of Career Technical Education (CTE) California community college faculty and administrators on Career Technical Student Organizations (CTSOs). It included looking at the barriers to starting CTSO chapters, as well as the continued support that is needed to sustain them long term. This research study attempts to discover why more California community college campuses do not participate in CTSOs for their students, who are enrolled in CTE programs. The research study looked at the two state system offices for CTE programs in California and six community colleges that are in California. This study focuses strictly on two of the six CTSOs available in California: SkillsUSA and DECA.

During the analysis portion the researcher found what apparently seems to be part of the problem or issue the lack of CTSO involvement on California community colleges is due to awareness, knowledge, and education/training. Educators and administrators cannot

understand or value the benefits of CTSOs with CTE programs when they have no knowledge or awareness about them. Educators and/or administrators who do not get the formalized training on CTE programs and the partnership with CTSOs, benefits, value or understanding, cannot implement them on their campus. It comes back to "they don't know what they don't know" and if they don't know it, how can they offer it, be a part of it, gain the understanding, or value it in anyway.

The results indicate that there is a need for more education, marketing, and training to help increase CTSOs on California community colleges. Better marketing and training needs to come from the state and national CTSOs on how California community colleges can incorporate CTSOs on their campus with success. This information can also help increase CTSO involvement in other community college/postsecondary institutions across the United States.

Chapter 1: Statement of the Problem

Introduction:

The purpose of this study is to investigate and uncover the attitudes, beliefs and perceptions of career and technical education faculty and administrators with regards to providing career and technical student organizations for community college students in California. Career technical student organizations have been an integral part of career technical education since its inception in the United States (Career Technical Student Organization Reference Guide, 2008). It has been said that the best kept secret for career and technical education (CTE) programs in the United States are the different career and technical student organizations (CTSOs) available. Those career technical student organizations are commonly recognized as being an "…important and integral part of the hands-on learning in CTE programs (Carl D. Perkins Act of 2006 (PL 109-270), 2006; Career Technical Student Organization Reference Guide, 2008).

CTSOs are fiscally supported from the federal government to local business and industry. They help CTE faculty and administrators prepare a highly skilled workforce in the various CTE programs and majors. CTSOs provide unique opportunities for students, faculty, administrators, and business representatives to develop career and leadership development, motivation, recognition, and a career networking options that do not exist in general education courses (Career Technical Student Organization Reference Guide, 2008).

Problem Statement

The primary issue is that not all of the California community colleges' (CCCs) CTE programs participate equally in CTSOs (SkillsUSA, DECA, FBLA, FFA, and

HOSA state and national membership information, 2010). Most of the community college CTE faculty in California comes from business and industry with specific training, education and/or licensure. Understanding how the history of CTE programs came about in the United States and in California is valuable for educators and administrators. Being trained on the value and understanding of how CTSOs partner with and help CTE programs is another component of teacher preparation.

Since the implementation of the California AB 1725 in 1988, minimum qualifications for CC faculty and administrators, most CTE faculty and administrators in California do not always have this training and understanding of CTE, like other states. On June 30, 1990, The Board of Governors of the CCCs replaced the system of credentials that faculty of all disciplines had to adhere to in order to teach at the college/postsecondary level in this state. It was then put in the Education Code and the California legislature in September 1988 put it in as part of AB 1725, also referred to as the community college reform bill (AB 1725, 1988, 1990; California Ed Code, 1988; California Community College Minimum Qualification Handbook, 2010).

Another barrier or problem to implementing and supporting CTSOs at California community college campuses could be the individual community college or district union contracts for faculty and administrators for involvement in campus student organizations. The various campus committees, funding, or other responsibilities that they must be involved in, may also be another reason as to why California community colleges have not offered or stopped offering CTSOs to the CTE programs and students on their campuses.

All levels of the educational system in the United States have an increased demand for accountability and student success for students whether they are in regular academic or CTE program to earn a certificate completion or degree. CTSOs offer CTE programs the ability to show viability and sustainability for student success and quality CTE programs. Community Colleges are not immune to students dropping out of programs or courses, similar to that of secondary schools across the U.S. There are perhaps other reasons for losing students at the college/postsecondary levels of education, but giving them a reason to persist in a program, certificate or degree is one of the many benefits of a CTSO (SkillsUSA Values Proposition, 2010; DECA Report 2009 and 2010).

In the United States there are several states and regions, like Tennessee, Utah, and the U.S. Virgin Islands, where there is 100% support and participation from state level leaders and state department of education offices, for CTE and CTSOs for students and faculty (FBLA, FFA, DECA, FHA-HERO, FCCLA, HOSA, and SkillsUSA national membership reports, 2010). Part of the rationale that seems to keep surfacing with regards to those states is that they seem to have more support for CTE and CTSOs, come back to a couple of key statements:

> The states support CTE and CTSOs more than just financial, they are involved and promote them on a state-wide scale. It is placed in their legislation that CTSOs must exist where there are CTE programs at both levels of education. Universities that have undergraduate to graduate programs for career tech educators and administrators are trained on the importance of CTE, history, and the roles of CTSOs. The value of CTE programs and CTSOs are supported more in the Midwestern, Southern, and Eastern parts of the United States versus west of Colorado (Scott and Sarkees-Wircenski, 2004; Mitchell, 2010; Underwood, 2011).

There is funding to support CTSOs on each campus or district in California from the Perkins Act, 2006 and SB 70 and AB 1130 California state grants. Yet, California is

one of the lowest in the United States if not the lowest with regards to membership and participation in the various CTSOs, in looking at the federal and state grants that are available to both the secondary and college/postsecondary CTE programs in California (PL 109-270, 2006; SB 70, 2006; AB 1130, 2009; FBLA, FFA, DECA, FHA-HERO, FCCLA, HOSA, and SkillsUSA national membership reports, 2010).

Significance of the Research Study

The significance and intent of this research is to show the differences in awareness, attitudes, beliefs, and perceptions with regards to the non-CTSO participating CTE California Community College faculty, administrators, and the California Community College system administrators versus those of the California Department of Education system administrators and the Career Technical Education faculty and administrators that participate in CTSOs. CTSO participation could add to their student's overall success rates at community college and career leadership abilities that could be achieved through active participation and involvement in a CTSO on their campus (SkillsUSA Values Proposition Report, 2011; DECA California and National Study, 2010).

Career technical student organizations (CTSOs) can influence higher student persistence, retention rates, student success in career fields, and potential matriculation benefits in CTE programs. In multiple other studies, research, dissertations, theses, and published works there is a consensus that student engagement, involvement, and participation in organizations in undergraduate studies around the United States has proven to be beneficial to student success, career success, and developing responsible and active citizens in the communities around which those students reside (Alfeld, et al, 2006

& 2007; Astin, 1993; Johnson, 2008; Kister, 2001; Kuh, 2001; Lathbury, 2006; Tinto, 1993).

According to the DECA Report (2009 and 2010) and the SkillsUSA Values Proposition Research (2010) they found that CTSOs are not only beneficial to the student's success, but they are beneficial to the faculty professional development, campus support and community and workforce needs of business and industry in California. This study could help CTE programs on California community college campuses to have CTSOs for their students and programs once they see and understand the values, benefits, and success that can be achieved for their students and programs.

Since there are accountability measures in the Perkins Act 2006 for secondary and college/postsecondary student success indicators, accountability measures could prove beneficial to college campuses for the Western Association of Schools and Colleges Accreditation reports to have CTE and CTSOs tied or linked together (CTSO, Guide to Accessing Federal Perkins Funds, 2008). This research study will attempt to present information on a statewide level as to the benefits of having CTSOs on all California community college campuses for students, faculty, administrators, community, and business and industry.

The benefits to students who are members of any of the six California and federally-recognized CTSOs include the following development of:

- Oral and written communication skills
- Leadership skills
- Community service and service learning
- Team-building and collaboration skills,

- Critical thinking and problem solving skills
- Maximizing their employability or soft skills
- Becoming productive and responsible citizens
- Career and job networking opportunities

All of these are due to the relationship that CTE programs have with business and industry participation through CTSOs (CTSO, Reference Guide, 2008; SkillsUSA, 2010; DECA, 2010; Derrickson, 2007).

The benefits to faculty and administrators are the connections to business and industry for the most current national technical standards, curriculum and classroom support. The ability to offer professional development courses and conferences, online professional support and software, business and industry connections for outside funding sources and scholarship abilities for students in a CTE program. Community colleges can gain funding and advocacy support from the state and federal level for CTE programs in the secondary and college/postsecondary levels of education. The accountability indicators that are listed in the Perkins Act 2006 for education at the secondary and college/postsecondary students which will help community colleges across this state and the United States (CTSO, Reference Guide, 2008; CTSO Federal Perkins Funds, 2008).

The benefit to the community and business and industry is the development of a highly-skilled workforce that not only has hands-on training in a specific trade or occupation, they also have the soft/employability or leadership skills that so many new employees are lacking when they have come out of various CTE programs at the secondary and college/postsecondary levels of education that the workforce is looking for in today's market. The workforce or business and industry partners get to work closely

with local schools, college and CTE programs. As they can see first-hand the quality, skilled workers that the CTE and CTSO programs are producing through this partnership. They can work with the schools and colleges to make sure that they have the most current, up-to-date curriculum, equipment and supplies to train the students, as well as being a mentor or role model for them in leadership and teambuilding skills on those campuses (CTSO, Reference Guide, 2008).

It is the aspiration of the researcher that this study will contribute to the knowledge base of CTE faculty, college administrators, state and federal educational agencies, and CTE research organizations. Along with regards to the beneficial relationship that CTE and CTSOs can have for the college/postsecondary level of education, not just the secondary or high school levels, where most of the research has been done previously. It is also the intent of the researcher to add to the knowledge base for further advancement, acceptance, implementation, and support of more CTSOs on all community college campuses in California.

Research Question(s)

1. What are the attitudes and perceptions of California Community College administrators and CTE faculty towards the participation of students in CTSOs?
2. What are the attitudes and beliefs of the administrators in the California Department of Education for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?
3. What are the attitudes and perceptions of the California Community College Chancellor's Office administrators for CTSOs for all students in

CTE programs in high schools, ROP/ROCPs, community college or universities?

4. What are the barriers for implementing and sustaining CTSOs on California college campuses?

Operational Definitions

The selected terms listed in this section are the ones more commonly or repeatedly used in this study. A full glossary of operational definitions that will be used in this study are included in the appendix (Appendix N) section of this research for the reader to refer to as needed.

California Community Colleges (CCC) - The California Community Colleges is the largest higher education system in the nation. The system is comprised of 72 districts, 112 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. That offers students associate degrees for two-year programs and certificate for non-degree programs.

Career and Technical Education (CTE) - Perkins IV defines career and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes,

general employability skills, technical skills, and occupation-specific skills (Also known as vocational, trade, technical, or industrial education).

Career and Technical Student Organizations (CTSOs) - Career and Technical Student Organizations (CTSO) are organizations for individuals enrolled in career and technical education programs that offer activities as an integral part of the instructional program (Formerly known as vocational student organizations, or VSOs).

Carl D. Perkins Career and Technical Education Act, 2006 (Perkins) - The Smith-Hughes Act of 1917 was the first authorization for the Federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included: The Vocational Act of 1973 and Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized as Carl D. Perkins Vocational and Applied Technology Act (Perkins II) in 1990, Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III), and Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Co-curricular – the actual course or class work compliments the outside activities or student organization that is associated with that particular program to enhance both the academic and technical skills needed to be successful and provide real world value. It is a part of and compliments the actual curriculum of the classroom to reinforce learning.

DECA (Distributive Education Clubs of America) – The national CTE organization for secondary and postsecondary students enrolled in marketing education programs.

FBLA-PBL (Future Business Leaders of America – Phi Beta Lambda) – The national CTE organization of secondary and postsecondary business courses. Students do not have to be in a vocational program to belong.

FCCLA/FHA-HERO (Family Career Community Leaders of America/Future Homemakers of America – Home Economics Related Occupations) – The national CTE organization for secondary and postsecondary education. The organization's goal is to help students assume active roles in society as wage earners, community leaders, and family members. FCCLA is the national organization; California is the only state to stick with the original name of the organizations, of FHA/HERO for secondary level students, but participates nationally with FCCLA.

FFA (Future Farmers of America) – The national CTE organization of secondary and postsecondary students in vocational agricultural programs. In California, currently FFA only has chapters at the secondary level and four-year universities, not the community colleges. This was the first nationally recognized and the oldest CTE or vocational organization for students, as well as getting legislation passed to support this and sequential CTE programs and CTSOs.

HOSA (Health Occupational Student of America) – The national CTE organization for secondary and postsecondary students who are enrolled in health occupation education programs.

SkillsUSA (formerly VICA – Vocational Industrial Clubs of America) – A non-profit national CTE organization for secondary and postsecondary students enrolled in trade and industrial occupations programs. A career technical student organization

dedicated to helping its members develop solid technical, leadership, and employability skills. In addition, it supports and rewards the efforts of its members through professional development and recognition programs.

Theoretical/Conceptual Framework

The theoretical framework for this study comes from Astin's (1993) and older studies of student involvement and engagement in college. Involvement is defined as the amount of physical and psychological energy that students devote to the educational experience in college (1984). Further, student involvement enhances the development of both cognitive and affective outcomes in undergraduate students involved in their collegiate experience. Activities related to academics could include: attending class prepared for discussion on the day's lesson; participating in study groups; and/or membership in academic honor programs or societies, career-related organizations, and performance groups in the arts. Involvement in outside-of-class, or co-curricular activities, could include campus based student organizations, college athletic or intramural sports, employment on-campus, and volunteer service experiences (Astin, 1984, 1993).

This study also considers the conceptual framework of Tinto's research on student success and the impact of learning communities on student growth and attainment in higher education. Tinto's book, *Leaving College: rethinking the causes and cures of student attrition*, is another aspect or part of successful CTE students in community colleges in California for this study. There are many other authors and researchers that will be used for this study in the basic framework of student success, student engagement, persistence, retention, and matriculation (Tinto, 1987).

This study will also look at attitudes, awareness, belief, involvement, knowledge, barriers, and perceptions of faculty, administrators, and staff regarding CTSOs and their role in CTE programs on community college campuses. It is the aspiration of the researcher that this study will help to educate and inform California Community College CTE faculty, administrators, California Chancellor's Office administrators, and California Department of Education administrators as to the benefits of the CTSOs and the partnership with the respective CTE program to raise the student success, persistence, and matriculation goals of the students and college.

Overview of Methodology

This will be a mixed methods research study using both qualitative methodology by conducting personal interviews on each of the six campuses and two state system offices for education in California. The quantitative methodology will consist of an online survey sent out to those six campuses to all of their full and part-time CTE faculty members and CTE deans, and the two system offices CTE specialists/education program consultants and administrators through the use of Survey Monkey. The information gained in this research study will be compared to the campuses that have active CTSOs, the campuses that have inactive CTSOs and those which never had CTSOs on their campus. It will also look to compare the beliefs, knowledge, and perceptions of the CDE to the CCCCO on the benefits of having CTSOs at the college/postsecondary level of education in California.

Limitations and Delimitations

The limitations for this study will be gaining participation of all possible CTE faculty and administrators on the six California community college campuses, CDE and

CCCCO administrators, education program consultants/specialist from the CTE departments/divisions for participation in the online survey. The focus will be to use a total of six California community college campuses; two campuses which have an active CTSO chapter, two campuses that formerly had an active CTSO chapter, and two campuses that never had a CTSO chapter.

Due to the limited campus selection, CTSO participation on CCCs, the research will focus on SkillsUSA and DECA. Because of the contacts made at the state and national levels, which have been willing to share data, advisors and campus names of current or active membership information. The researcher decided to focus only on two of the six CTSO organizations, due to the information that was made available in the time limits of this project with those state and national offices. Other issues with time constraints and limited participations for information from the various CTSO national organizations the researcher is only using only these two of the nationally recognized state organizations for this study. This makes the project more feasible and manageable to focus on just the two organizations at this time. Results from this study could be transferrable or applicable to other CTSO organizations since, they all have similar values, benefits, and purposes to offer students, faculty, administrators, the workforce, and community as a whole.

The delimitation of this study is that the intent was to incorporate all six of the CTSOs in California. Since one CTSO is strictly limited to K-12 participation, FHA-HERO and FFA is only at the secondary and four-year university systems. The study will only look at the two of the six CTSOs offered in California that participate at the college/post-secondary level in California, SkillsUSA and DECA. FBLA and HOSA, the

other two possible CTSOs that are at the college/postsecondary level in California do not have any active chapters or contacts at the CCCs that were willing to participate in the study at this time. Another delimitation of this study is that the researcher is currently employed by SkillsUSA California as the Female State Officer Trainer.

Organization of the Dissertation

Chapter one of this dissertation states the introduction, issues, and benefits of CTSOs at secondary/high school/ROP and Community College levels of education for CTE programs, students, faculty and campuses.

Chapter two (the literature review) it will be covering the background/history of CTE and the six CTSOs found in California, the benefits of CTSOs and the factors that make a successful chapter on high school and college campuses, enrollment trends in California (secondary and post-secondary) for the six CTSOs in California, top five states in membership for SkillsUSA and DECA compared to other states, and the barriers to implementing CTSOs on California community college campuses, and rationale for this study.

Chapter three (methodology) will be a qualitative research project of an ethnographic design to include interviews, observations, document analysis, and online surveys from the various participants.

Chapter four will include the results or findings from collecting all of the data during surveys, interviews, observations, and document analysis that will be discovered for this research project.

Chapter five will give a final analysis, suggestions and implementations for what is found in the results section.

Chapter 2: Literature Review

Introduction

Colleges and universities are currently required to follow stringent regulations regarding accountability for student success. The accreditation agencies, federal and state branches of government, continually increases the requirements of all levels of education to prove that students are being successful on their campuses and programs. Those agencies want to see more college students earn a certificate, complete programs, graduate with a degree, or transfer to a university for higher educational opportunities (AACC, completion agenda, 2011). Those same agencies also want to see those students gain employment once they have completed their education in formal institutions. CTE is not exempted from having standards for success for their students, as well as abiding by the same standards that other traditional or core academic programs must adhere to with regards to accountability and student success (Perkins IV accountability requirements, 2006).

In this chapter of the literature review, the researcher will offer many sources for this section with regards to CTE and CTSOs. The literature review will include the historical overview or relationship between the two areas of co-curricular support and student engagement. It is important to include at the beginning, the history and overview of CTE and the relationship between CTSOs in the United States and California. It will cover the benefits of participation in CTSOs for all (students, faculty, college, community, industry, and the workforce). Including research on CTSOs regarding the factors of what makes a successful chapter on a campus or school. Along with what are

the factors that seem to exist in some of the top five states that have college/post-secondary level CTSO programs versus California Community Colleges.

Because there is not a sufficient base of research or literature for the CTSOs in the college/post-secondary, this study will include research in regards to the benefits of secondary or high school education programs and the differentiation between those two levels or divisions of CTE/CTSOs. A comparison of the top five states with high participation rates in CTSOs in the high school/secondary and college/postsecondary levels of education versus those levels or divisions California. Tables showing those variations of participation from the top five states will be put in this chapter to see the ranking order for comparison value to California.

The rationale for including the high school/secondary information, literature review and previous research studies is due to the fact that little to no research has been done on CTSOs at the community college/postsecondary level of education in California or the United States. The researcher feels that those same benefits could be transferrable to the community college students and CTE programs with regards to the CTSO/CTE partnership and what all participants could experience or gain from that involvement.

Review of Literature

The issue or problem under review is the fact that not all of the CTE programs in California community colleges (CCCs) participate equally in CTSOs. With an increased demand for accountability, student success, and retention, persistence to certificate completion or degree completion, the issue becomes one of viability and sustainability for quality CTE programs.

The research questions that will be used in this dissertation study will be used to compare the attitude, awareness, beliefs, and perceptions of community college CTE faculty and administrators, the California Department of Education administrators, and the California Community College Chancellor's Office administrators about the values and benefits of CTSOs to community college students. There are four questions to be researched for comparison in this study to find out the why so few community college campuses are involved in CTSOs for the CTE programs. Those questions are as follows:

Research Question(s)

1. What are the attitudes and perceptions of California Community College administrators and CTE faculty towards the participation of students in CTSOs?
2. What are the attitudes and beliefs of the administrators in the California Department of Education for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?
3. What are the attitudes and perceptions of the California Community College Chancellor's Office administrators for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?
4. What are the barriers for implementing and sustaining CTSOs on California college campuses?

Overview of Career Technical Student Organizations (CTSOs) and Career and Technical Education (CTE)

CTE predates the United States and can be traced to early European models and early Twenty-Century Progressive Educational models for apprenticeship and craftsmen trade models of education. Vocational education, occupational education, or trade and industrial programs were the former terms for what is now known as CTE. Those older terms were deemed to carry a stigma that they were "certain" populations in the United States, the non-college bound students. CTE was considered the more inclusive name that should be used to bring a better outlook and respect to all of the various careers that exist in the United States, regardless of the length of training and education required. The foundation for education in America was built on the types that were available in Europe. In Colonial America, responsibility of providing education, both basic and vocational, fell on the extended family with some instruction in reading and writing by the church (Scott and Sarkees-Wircenski, 2004).

New systems of education and training surfaced in Progressive America and apprenticeship was relegated to serving a small number of people in specific occupational areas. At the turn of the twentieth century, the impact of industrialism was being felt in every phase of life. American industry still needed additional skilled workers, and many skilled workers were immigrating to America. The Douglas Commission of 1906 was a legislative mandate by Governor Douglas, because of the industrial progress and the education of their citizens was important to the leaders of Massachusetts. Douglas appointed the commission on Industrial and Technical Education, which consisted of nine representatives from manufacturing, agriculture, education, and labor. Those

representatives were to investigate the need for industrial education, to determine the extent to which current programs were meeting the needs, or make recommendations for improvement on how to modify those programs to better serve a vocational purpose (Barlow, 1976; Scott and Sarkees-Wircenski, 2004).

There were two significant findings from the Douglas Commission released in 1906 and the formation and work of the National Society for the Promotion of Industrial Education. This paved the way for the passage of the Smith-Hughes Act of 1917, which provided federal funds for vocational education and established the federal-state-local cooperative effort of providing vocational education in public schools (Scott and Sarkees-Wircenski, 2004).

The number of agriculture education programs expanded rapidly after the passage of the Smith-Hughes Act of 1917. In 1920 there were more than 31,000 students enrolled in agricultural courses, and the growth continued by 1940 when more than 548,000 students were enrolled. In 1970, the number reached over 853,000 students. One of the significant events that led to increased enrollment in agricultural education was the establishment of the Future Farmers of America (FFA) (Scott and Sarkees-Wircenski, 2004).

The Smith-Hughes Act of 1917 also created the Federal Board of Vocational Education, which was required to conduct studies, investigations and reports to aid states in the establishment of vocational schools and classes and in the delivery of instruction in commerce and commercial pursuits (Scott and Sarkees-Wircenski, 2004). An executive order issued by President Franklin D. Roosevelt in 1933 changed the Federal Board for Vocational Education from an administrative to an advisory board. It also transferred it to

the Department of the Interior, which assigned the duties of the Federal Board to the U.S. Commissioner of Education (Scott and Sarkees-Wircenski, 2004). In 1935, the Commissioner placed the responsibility of rendering professional services to all forms of business education, both general and vocational, to the Commercial Education Service of the Vocation Division (Scott and Sarkees-Wircenski, 2004).

The George Dean Act of 1936 cleared the way for federal funding for one phase of business education and distributive education. Other aspects of business education were considered a part of general education or educational outcomes desirable for all students (Scott and Sarkees-Wircenski, 2004). The Vocational Act of 1963 finally cleared the way for federal funds to be used to support programs serving individuals who were seeking gainful employment in business and office occupations (Scott and Sarkees-Wircenski, 2004).

Scott and Sarkees-Wircenski (2004) state that, general business education prior to 1917 was offered for the purposes of preparation for life as well as for college entrance. Under an 1827 Massachusetts law, bookkeeping, along with other subjects, was specified for certain schools of the state. At the beginning of the twentieth century, a renewed interest developed in providing business education as part of the manual training high school curriculum for purposes of mental discipline, general education, and vocational usage (Scott and Sarkees-Wircenski, 2004). Business education remained an important part of the practical arts until federal legislation, in the form of the Vocational Education Act of 1963. The Vocational Ed Act of 1963 cleared the way for vocational business education programs to receive federal funds (Roberts, 1971; Scott and Sarkees-Wircenski, 2004).

The George-Reed Act of 1929 was the supplemental authorization enactment that provided additional funds (besides those provided through previous legislation) for home economics and agricultural education with no additional funds authorized for trade and industrial education (Scott and Sarkees-Wircenski, 2004). Then in 1934, the George-Ellzey Act increased the supplemental funds for agriculture and home economics, however it did reinstate support for trade and industrial education that had ended with the George-Reed Act, which lasted for only three years (Scott and Sarkees-Wircenski, 2004). Public Law (PL – 81-740) was an act to incorporate the Future Farmers of America (FFA), where congress officially chartered the vocational student organization (VSO) as a vital part of the vocational agricultural education component. It spelled out in great detail the purposes and objectives of the FFA and how it would be organized and administered (Scott and Sarkees-Wircenski, 2004).

The Vocational Act of 1963 (Perkins-Morse Bill), was signed into law by President Lyndon Johnson, marking a new era for vocational education. It affirmed the federal government's commitment to vocational education as an essential program for the common welfare and national defense of the country (Scott and Sarkees-Wircenski, 2004). The Vocational Education Amendments of 1968 changed a significant piece of legislation in that it virtually cancelled all previous vocational legislation except the Smith-Hughes Act, which was retained because it was the first federal legislation for vocational education at the secondary level. The overriding purpose of these amendments was to provide access to all citizens to appropriate training and retraining, which was nearly the same purpose as the VEA of 1963 (Scott and Sarkees-Wircenski, 2004). The major differences were that these amendments emphasized vocational education at

postsecondary schools and broadened the definition of vocational education to bring it closer to general education (Scott and Sarkees-Wircenski, 2004).

The Carl D. Perkins Vocational Education Act of 1984, known also as the Perkins Act, continued the affirmation of Congress that effective vocational education programs are essential to the nation's future as a free and democratic society. The act had two interrelated goals: economic and social. The economic goal was to improve the skills of the labor force and prepare adults for job opportunities – a long standing goal traceable to the Smith-Hughes Act. The social goal was to provide equal opportunities for adults in vocational education (Scott and Sarkees-Wircenski, 2004).

In 1990, the legislation was renamed, Carl D. Perkins Vocational and Applied Technology Education Act. It extended the 1984 act authorizing the largest amount of funds ever for vocational education. It placed a strong emphasis on improving vocational programs for the disadvantaged, integration of academic and vocational education, Tech Prep, accountability, and increased flexibility of state and local educational agencies. A set of core standards and performance measures had to be designed and used to form a benchmark for Perkins-mandated evaluations by each state (Scott and Sarkees-Wircenski, 2004).

The 1998 Reauthorization of the Carl D. Perkins was due to the direct response by Congress to the national concern that high school graduates lack the basic skills necessary to succeed in the global marketplace. The 1998 Reauthorization of the Carl D. Perkins Vocational and Technical Education Act was signed on October 31, 1998 by then President Bill Clinton. It continued its support for youth and adults to prepare for and make successful transitions to post-secondary education, employment and independence

(Scott and Sarkees-Wircenski, 2004). One of the categories or activities that is listed in the Perkins legislation that can be supported for students in vocational or technology courses is the support for career and technical student organizations (CTSOs) that are an integral part of the curriculum (Scott and Sarkees-Wircenski, 2004).

In California, the tradition of adult education or vocational education (VE) can be traced to the early beginnings of the state. The first-recorded adult school was sponsored by the San Francisco Board of Education in 1856, evening classes were taught in the basement of St. Mary's Cathedral. Subjects taught included elementary-level academic subjects and vocational subjects, such as drafting and bookkeeping. In 1898 a night school for girls was opened in Los Angeles and as more cities and more schools grew, and more subjects were taught (O'Connell, et al, 2005).

In 1920, E.R. Snyder, California's first Commissioner of Industrial and Vocational Education, reported that 74,000 adult students throughout California were enrolled in 108 day high schools. Those high schools included special day and evening classes for adults, and in 33 evening high schools. In the 1930's when the depression hit the United States, education enrollment dropped due to lack of jobs and money to continue education, creating the need for more trade-skills to support families (O'Connell, et al, 2005).

A "State Plan for Adult Education" was presented by Ethel Richardson in 1926 during a conference at Asilomar. The plan marked a change in the official goal of adult education from policies to remove educational handicaps toward the concept of organizing resources to improve the community. As a part of the provisions in the state plan, the California Association for Adult Education was formed to promote the goals

of adult education. This organization continued its activities until 1937, with offices in Los Angeles and Berkeley (O'Connell, et al, 2005).

When the State Department of Education was reorganized in 1927, the Division of Adult Education was created, a move signifying the statewide importance of adult education. Mrs. Ethel (Richardson) Allen, the first chief, served until 1930. The bureaus in the division consisted of Immigrant Education, Avocational Education, and Child Study and Parental Education (formerly known as the Bureau of Parent Education, which was first formed in 1926). By the end of the decade, adult education in California had broadened in scope. The Americanization and vocational programs had evolved into evening high schools (O'Connell, et al, 2005).

Beginning in 1933 during the depression and continuing until 1942, the federal government operated a supplemental adult education program in California, serving about 175,000 students per year. Its primary purpose was to provide work for unemployed teachers. Operated by the Works Progress Administration and supervised by the State Department of Education, the program included literacy classes, vocational training, parent education, and nursery schools. Instructors were also sent to the camps of the Civilian Conservation Corps, where they organized evening high school (O'Connell, et al, 2005). Participation in adult education in California grew steadily during the second half of the decade, and by 1940, annual enrollment exceeded half a million people. At that time, the population of the state was about eight million, a figure that included about five million adults. The attendance of one in ten adults in some type of adult education class during the 1939-40 school years shows a remarkable demand for services (O'Connell, et al, 2005).

During the 1950s adult education in California grew in proportion to the astounding growth of the population. Adult education programs were found in both secondary school districts and junior college districts, and classes were offered days, evenings, and weekends. Adult education was funded by a combination of local property taxes and state apportionment based on attendance. The types of classes offered had expanded far beyond high school, English, and citizenship courses to include a broad range of human knowledge (O'Connell, et al, 2005). The following courses were designated areas for adult education courses in the fifties and separate adult schools with a general program would offer courses in at least six of these curriculum areas: Agriculture, Mathematics Arts and crafts, Music Business education, Science Engineering and technological subjects, Socio-civic education, including-Health and physical education, citizenship, Homemaking education, Trade and industrial arts Language and speech arts (O'Connell, et al, 2005).

The sixties were characterized by a greatly enlarged federal role in adult education; federal legislation resulted in new sources of funds for adult basic education and vocational education programs and the corresponding growth of those programs. Also during this period the California Master Plan for Higher Education was enacted, and the governance of the junior (community) college's was moved from the State Department of Education to the new Board of Governors of the California Junior Colleges. The availability of funds and relatively few restrictions on operations made the sixties a golden age of expansion and innovation in adult education (O'Connell, et al, 2005).

Federal initiatives passed during the sixties also spurred the growth of adult vocational education in California, where enrollments in vocational education doubled in all segments, from just under a half million students to nearly one million. Three significant federal vocational education training initiatives were enacted into law during the sixties: The Manpower Development and Training Act of 1962, The Vocational Education Act of 1963, and The Work Incentive Program, 1967. These three initiatives were characterized by a "wonderful simplicity," leading to the development of programs and the delivery of corresponding services to persons needing training for employment. California was a prime example. Legislation in California further extended vocational training opportunities by enabling the development of regional occupational centers and regional occupational programs (O'Connell, et al, 2005).

A problem resulting from the separation in governance between adult education programs offered in high schools and those offered in community colleges, was how to meet the requirements that only one state board could be responsible for the federally supported vocational education program. The solution was to create a Joint Committee on Vocational Education comprised of three designees of the State Board of Education and three designees of the Board of Governors of California Community Colleges.

The State Board of Education retained statutory responsibilities for policy and accountability, and each board had responsibility for operations within its jurisdiction. This model became a prototype for other states facing jurisdictional problems in complying with federal funding guidelines (Smith 1979; O'Connell, et al, 2005). The problem of how to administer federal adult education funds was solved differently, with

the Department of Education maintaining jurisdiction over those funds allocated to noncredit programs in community colleges (O'Connell, et al, 2005).

New terminology was born: *standards-based education, performance-based accountability*, the *National Reporting System*, and *benchmarks.* By the beginning of 2000, accountability initiatives originating in the late nineties had affected all programs in California adult education. The federal government initiated funding for particular programs to meet the needs of immigrants in classes such as English literacy and civics education. To qualify for federal monies, schools had to demonstrate that students were advancing. State and federal initiatives included more rigorous *General Educational Development (GED) Test* in 2002 and the *California High School Exit Examination*—initiatives that challenged adult secondary education programs. Advances in technology improved communication among adult education providers and created opportunities for enhancing instruction to meet the challenges of the new century. Each of the changes and emerging trends affected adult education by bringing higher expectations of student performance, and adult schools were held accountable for students' performance (O'Connell, et al, 2005).

Today, in higher education, when looking at accountability, student success, and performance indicators, the educational system is complying with the mandates from accreditation organizations, such as the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) and federal guidelines for various funding and grants to help support vocational education. This leads us to our present day goals and objectives for community colleges and higher

education for students in not only career and technical education programs, but all disciplines and subjects.

In the 2008-12 California state plan for CTE, O'Connell, et al (2008) state that the California community colleges (CCC) mission in the California Education Code includes both academic and CTE, as follows:

> To offer academic and career technical education at the lower division level for both recent high school graduates and those returning to school and to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

The new emphasis in Perkins IV on articulation of CTE programs to the baccalaureate level and increased interest integration in the CCC suggest that closer integration of CTE and non-CTE ("general education") academic programs requires increased attention, to ensure that students have the foundation skills to progress to four-year universities if they so choose (O'Connell, et al, 2005).

The area of the plan that mentions student support and student leadership development mentions that not only students in CTE programs, but all students come to schools and colleges with a range of needs that must be addressed in order for them to succeed in their studies and transition to future endeavors. One of the suggestions for support in California is the recruitment of students into CTSOs. Recruiting students, particularly women, into nontraditional occupations is, in and of itself, a "support strategy." Recruiting men into high demand occupations such as nursing is also important (O'Connell, et al, 2005).

A primary vehicle for offering support and personalization, as well as leadership development opportunities, is through the extensive and deeply rooted system of national

CTSOs, already mentioned as structures that facilitate curriculum integration and career exploration. CTSOs are available to both secondary and postsecondary students, and currently exist in California in the five traditional CTE career areas listed below; a CTSO does not yet exist for students in the Arts, Media, and Entertainment area, as this is a relatively new career area (O'Connell, et al, 2005). SkillsUSA has expanded to incorporate most of the Arts, Media, and Entertainment sectors with its co-curricular activities, lesson plans, and competitions (Lawrence, 2010).

Benefits of Participation in a CTSO for Students, Faculty, College, Community, and Workforce

According to Gordon (2008), CTE has a commitment to student organizations, as they stem from the belief that the total development of individuals is essential to the preparation of competent workers. Research and experience have shown that student-organization activities are the most effective way to teach some of the critical skills that are necessary if students are to reach to their fullest potential (Gordon, 2008). These CTSOs are designed to allow students a vehicle for exploring their interest in an occupational field and to learn and refine leadership, social, and citizenship skills (Gordon, 2008; Threeton, 2006; Reese, 2003; Zirkle and Connors, 2003; Harris and Sweet, 1981).

CTSOs bring together students interested in careers in specific vocational fields, providing them with a range of individual, cooperative, and competitive activities designed to expand their leadership and job-related skills (Gordon, 2008). Some CTSO activities are incorporated into the regular classroom curriculum, while others support curricular efforts outside of the classroom. These activities can range from chapter

meetings, running for local, district/regional, state, national, and international offices, serve on committees, participate in fund-raising activities, service learning or community service projects, and attend workshops, conferences and competitions from the local to international levels (Gordon, 2008).

According to Astin (1977) many students attend college primarily to prepare for a career. Of the freshman entering college in the fall 1976, 71 percent reported that getting a better job was a "very important" reason in the decision to go to college (Astin, King, and Richardson, 1976). More than half (54 percent) also said making more money was a very important reason for attending college. Institutions may attempt to facilitate this career development process in various ways, for example, by developing special skills and competencies, certification or awarding credits and degrees required to enter particular professions, and guidance and counseling to help students crystallize career plans (Astin, 1976).

The construct of student involvement, first described in a study of dropouts is the time and effort expended by the student in activities that relate directly to the institution and its programs. Students at the low end of the involvement continuum were those who live off-campus. They only attended classes and were concerned primarily with persons and events outside of the institution (Astin, 1975b; Astin, 1977). At the high end of the continuum are students who spend most of their time on campus, are committed to their studies, are actively involved with campus organizations, and interact frequently with faculty and other students (Astin, 1975b; Astin, 1977).

Scott and Sarkees-Wircenski (2004) note that the mission of CTSOs is to provide the best learning environment and preparation possible so students can enhance their

leadership and technical skill development in their chosen occupational areas. CTSOs have been important to vocational and CTE programs for over 66 years. Soon after the passage of the Smith-Hughes Act of 1917, which provided federal support for vocational program, leaders recognized the need to provide organized clubs for CTE students that would provide them with social and recreational activities, motivate them to take full advantage of their instructional program (Scott and Sarkees-Wircenski, 2004).

Students and faculty who participate in CTSOs are provided with many benefits. These benefits include opportunities to develop positive self-concepts, social skills, problem-solving skills, communication skills, leadership skills, and occupational skills, all of which are valued universally by employers (Scott and Sarkees-Wircenski, 2004). CTE instructors often find themselves as the minority of the education staff in their schools and colleges. They may find that their views on the benefits of CTE are not always congruent with the other academic department opinions on campus. When CTE is criticized, CTE instructors, directors and administrators must put the facts in context and highlight the positive impact that CTE and CTSOs can have on the students' future and success in the long run (Derrickson, 2007).

Derrickson (2007) feels that some of the benefits to students and faculty that come from having CTSOs on campus or as a part of the CTE curriculum are academic application, being able to offer all courses that students take to finish their certificate, degree or diploma (secondary) is relevant and can build off one another to enhance their skills from the CTE prospective to the academic perspective. Many studies have included the increased need to learn math and science skills when integrating those concepts and ideas in CTE programs as they are relevant. Increased communication and writing, or

language art skills can be developed and strengthened through leadership activities, officer positions, and competitions.

Another benefit that Derrickson (2007) mentioned is the connection with business and industry during CTSOs involvement. This helps students at both the secondary and post-secondary levels of CTE to gain job interest, networking and future employment options that might otherwise be presented to students without CTSO support. CTSOs provide motivation and retention, reaching all students in their natural learning environments with quality education CTE programs. Steven Covey (2004) author of *"The Seven Habits of Highly Effective People*" states that we should "begin with the end in mind." Students will see the relevance of the course content, become more involved, and complete their programs on time have rewarding careers. Giving the students a purpose and focus is what CTSOs offer, among the other benefits listed by other researchers (Derrickson, 2007).

Most CTSOs were formed to serve students in a specific CTE service area with the exception of Future Business Leaders of America (FBLA), which was originally open to all business education students at the secondary level (Scott and Sarkees-Wircenski, 2004). At the collegiate level, it is called Phi Beta Lambda (PBL) which chapters exist not only at the community college or two-year institutions, but they also have chapters at the four-year universities and private institutions with bachelor's degrees offered (FBLA, DECA, FFA, HOSA, 2010).

According to Scott and Sarkees-Wircenski (2004) all CTSOs have similar purposes and focus on the following areas:

- Developing leadership skills
- Cultivating personal growth
- Exploring careers
- Improving home and family relations
- Developing citizenship and patriotism
- Improving scholarship and vocation preparation
- Improving school and community
- Developing respect for the dignity of work
- Developing high ethical and moral standards
- Participating in cooperative efforts
- Developing creativity and
- Developing social skills and worthy use of leisure time

Other benefits noted by Scott and Sarkees-Wircenski (2004) for faculty, administrators, colleges, schools community and industry included the following:

- Increasing program enrollment
- Enhancing program visibility
- Involving employers and community leaders
- Securing commitment of important support people and groups
- Motivating both CTE instructors/faculty and students to higher levels of individual and group performance
- Recognition for effort and achievement

- Providing the means by which personal and career goals become achievable for all CTE education students

Surveys have shown that adult learners need to belong, to be a part of something worthwhile, and to be recognized for their accomplishments and achievements. They also need to feel that their goals make sense and are within their reach. The main purpose of a CTSO is developing leadership, citizenship, and other desirable traits in adult learners. The skills and traits in leadership, citizenship, and cooperation that students develop in a CTSO can be valuable to them in modern business and industry. The traits acquired in a CTSO can determine one's success (Johnson, 2008).

In the 2010 SkillsUSA National Leadership and Skills Conference survey to students who attended the National Conference, 46% responded as to why students choose to be part of SkillsUSA over other CTSOs was that it was the open-door and opportunities that were available to students in SkillsUSA. Over 90% of those surveyed at the NLSC said that SkillsUSA will help them achieve their goals or aspirations in life. What was interesting in the survey details is that almost half (49%) of the respondents said their school administration should recognize more of what SkillsUSA is all about and be more proactive in supporting the organization on campus and in the community (SkillsUSA, 2010).

In a 2010 Distributive Education Clubs of America (DECA) study on students' perceptions of their involvement and the benefits to be gained from the organization, they found that over half of the students felt that DECA has influenced their future plans regarding careers 68.7% from attending the state conference and 62.6% from attending the national leadership conference. In that same study, over 60% of the students stated

that DECA has influenced their thoughts on attending college in a positive way. Over 90% of those respondents stated that they would choose or did choose a public college or state university to attend because of their experiences in DECA in California (DECA, 2010).

Factors That Make a Successful CTSO on a Campus

Derrickson (2007) notes that one of the factors that makes a successful CTSO on a school or campus is the connection to business and industry. Derrickson (2007) mentions the fact that one of the first national student organizations for trade and industrial students was the Future Craftsmen of America. The organization only lasted two short years, and probably would have ended up as part of SkillsUSA in the end, but the reason for the early demise of this organization was insufficient purpose and inadequate utility. The organization failed because it did not have the support of the business community (SkillsUSA, 2010).

As stated by Derrickson (2007), all CTSOs can serve as a conduit to assist CTE educators who see the necessity of connecting business and education closer together. Career and technical educators should have an acute awareness of the importance of the business connection to CTE and to CTSOs. Quality CTE programs already show the real-world application of their focused skills and general academic skills. This connection fosters increased student understanding which cultivates enthusiasm and persistence. CTE and CTSOs can positively impact drop-out rates, and CTSOs can be an important part of increasing motivation of CTE students, but it requires effort (Derrickson, 2007).

Gordon (2008) noted that the more that teacher preparation programs for CTE integrate CTSOs, their benefits, history and industry support will help to ensure that new

faculty have awareness and see the need for CTSOs in their particular campus or school, if they are not already in existence when they get their teaching assignments or first teaching position. In the Midwest and southern states, those who desire to teach a CTE course in a public institution (secondary or post-secondary) must have at least a Bachelor's degree in teaching in a CTE discipline. Part of the various universities pedagogy training for CTE is to have a CTSO background, history and understanding of these organizations and their relationship with CTE. Here in California that is not the case and could be another issue that needs to be looked at further.

According to the U.S. Department of Education (2004) CTE instructors are more likely than other disciplines to have their students listen to lectures, write essays, take tests or quizzes, and participate in a discussion of exploration of careers when a CTSO is tied to the CTE program on campus. It has been reported that more than two-thirds of all CTE programs are linked to a CTSO at the national level. In California, the number of CTE programs that are linked to CTSOs is less than 25% for the secondary students and less than 1% of all CTE programs are linked to CTSOs for the college/postsecondary students as of 2010-11.

Gordon (2008) states that another factor that makes for a successful CTSO is the involvement of the CTE faculty, serving as an advisor, regional coordinator or type of position within the CTSO organization to be an example for their students. This not only leads to modeling a way for students in being a part of the CTSO, but offers the faculty that participate in CTSOs other professional development opportunities and career growth. As the faculty member works closer with the state and national CTSO offices, the relationships with business and industry partners grow, and the potential for students

to gain employment with those partners increases more than CTE programs that do not participate in CTSO organizations (Gordon, 2008).

Other obvious factors that make for a successful CTSO on campus are student competitions for their career skills and leadership skills competitions at the local, regional or district level, state and national levels for competition and recognition (DECA Report, 2010). Some CTSOs have international or global competitions for career and leadership skills. This provides faculty to better prepare students according to occupationally derived standards for the workplace. These national standards also align to the international standards required in the work place and the ability to be competitive on a global scale for today's job market (SkillsUSA Values Proposition, 2010). Student can serve as officers of their local chapters, regional/district areas of their state, state officers, or national officer to provide more opportunities for leadership and professional development to be a leader in their respective career field (www.SkillsUSA.org, 2010).

Kuh (2010) states that "what students do during college counts more for what they learn and whether they will persist in college than who they are or even where they go to college." What he also mentions is that there are multiple research studies that show that time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development (Astin, 1993; Pascarella & Terenzini, 1991, 2005). Kuh writes that the best-known set of student engagement indicators is the "*Seven Principles for Good Practice in Undergraduate Education"* (Chickering & Gamson, 1987; Kuh 2010). These principles include student-faculty contact, cooperation among students, active learning, prompt feedback, time on-task, high expectations, and respect for diverse talents and ways of learning.

Kuh, Kinzie, Schuh, and Whitt (2005) also points out that the whole is greater than the sum of the parts. This is true for CTE programs that have a relationship with CTSOs; independently each one can offer students something more than what they might not normally achieve, but together they build and create something that cannot be achieved on their own. What successful CTSO campuses and their advisors say about their program is, "without a CTSO tied to the CTE programs there is no real relevance to the course." To have a CTE program that just "limps" along with nothing more to offer the students at the end of the program but a diploma, a certificate, or graduation. They have only done a portion of the educational training could have done with a CTSO tied to the learning and activities.

Pascarella and Terenzini (1991) agree with Astin's (1984) theoretical propositions that show a considerable body of evidence to suggest that a student's quality of effort or level of involvement in college had a significant and positive influence on various dimensions of general cognitive development. Specifically, perceived growth tended to be commensurate with involvement in activities that were consistent with cognitive development and supported that development, regardless if it was academic or vocational interests, classes or activities.

Scott and Sarkees-Wircenski (2004) state that the advantages and benefits of having CTSOs on campus when they are organized as an integral part of the educational program and properly implemented and that they are very influential in gaining the following attributes: increasing program enrollment, enhancing program visibility, involving employers and community leaders, securing commitment of important support people and groups, motivating both CTE instructors and students to higher levels of

individual and group performances. Recognizing their effort and achievement and providing a means by which personal and career goals become achievable for all CTE students, as well as being valued by the workforce.

In the factors that allow for a successful CTSO to exist on a community college campus is one that needs to be supported from the administrators and faculty to realize the benefits that can be achieved from the students. The faculty and administrators involved in CTSOs on college campuses, work more with their communities, business and industry partners, and the workforce for support of the program, students, and CTSOs. This helps to develop a program of best practice for all participants involved in the CTSOs and CTE programs. The CTSOs are not considered clubs or "busy work" that keeps them busy or in school, they offer professional development, leadership skills, and competitive skills on a global level to the students who work hard to develop the employability skills that are needed for a highly qualified workforce in most CTE or career pathway professions today (Derrickson, 2007; Gordon, 2008; Scott and Sarkees-Wircenski, 2004).

The Top Five States That Have Successful CTSO Programs at the College/Postsecondary Level and High School/Secondary Levels of Education

In the 2009-10 academic years for the six CTSOs that California offers, the national research shows that some of the top five states for membership in one CTSO are the same for membership in another CTSO. What is unique is that in the top five states for membership is that the rankings for the college/postsecondary chapters are very different from organization to organization. The top five membership states for the high school/secondary division of DECA in 2009-10 was: Virginia with 13,055 members,

Texas with 10,128 members, Wisconsin with 10,902 members, Washington State with 9,775 members, and Georgia with 9,004 members. The top five membership states for the college/postsecondary division of DECA in 2009-10 was: Rhode Island with 5,090 members, Minnesota with 2,986 members, Florida with 1,012 members, North Dakota with 544 members, and Colorado with 399 members (DECA membership rolls, 2010).

The top five membership states for the high school/secondary division of SkillsUSA in 2009-10 was: Ohio with 31,426 members, Massachusetts with 25,060 members, Pennsylvania with 15,254 members, Texas with 14, 254 members, and Virginia with 12,063 members. The top five membership states for the college/postsecondary division of SkillsUSA in 2009-10 was: Tennessee with 12,537 members, Utah with 7,379 members, Oklahoma with 3,763 members, Florida with 2,728 members, and Kansas with 1,814 members (SkillsUSA membership rolls, 2010).

In California, DECA only had 20 members for the college/postsecondary level in 2009-10; SkillsUSA California had 432 members (CDE CTSO/CTE enrollment program report, 2010; DECA membership rolls, 2010; SkillsUSA membership rolls, 2010). California is not as high in membership in the college/postsecondary division as other states, even though there are more potential students, who are enrolled in CTE programs across the state. California could be number one in all possible CTSOs available in this state, considering its CTE programs offered and the number of college students enrolled in CTE programs (CCCCO, Data Mart, 2011). This not only holds true for the college/postsecondary division, but the same could be said for the secondary/high school division of all CTSOs offered in California (CDE, CTSO/CTE enrollment program report, 2010).

Scott and Sarkees-Wircenski (2004) state that career technical education is an important component of the American education system. It serves the purpose of providing learning experiences that help students explore career areas, prepare for employment, retrain for job skills, or enhance existing job skills to stay competitive in today's economy. In the United States, most community colleges provide career technical education programs. In some states community colleges have "sister" technical schools where students go to a technical community college to gain their career technical education skills, certificates, and licensure, in certain fields. If the student decides to then earn an associate's degree in that discipline, they then move over to the "sister" community college campus to continue the regular academic required courses (Scott and Sarkees-Wircenski, 2004).

California community colleges are set up differently than most states, in that they are single campus or multi-campus districts, each offering similar programs for career technical education. Some only offer select career technical education programs, while others offer a broad range of options for certificates and degrees that can be obtained in that field (CCCCO, data mart, 2011). The largest difference that has been found by the researcher, regarding the attainment of degrees in CTE disciplines is the fact that California does not seem to regard CTE as a viable bachelor's degree program. Most CTE degree programs seem to end at the community college level for CTE students or their disciplines. Very few options remain for those who decide to go on to a four-year university to obtain a bachelor's degree or higher for most CTE disciplines in California (AB 1725, 1990; AB 2155 and SB 1590, 1989; SB 2298, 1990; SB 343, 1993).

In states that are located in the Mid-west, South, and Eastern parts of the United States, CTE programs are offered at many universities for those who want to pursue a bachelor or graduate degree. Those students tend to major in those programs because it is required if they want to teach or become an administrator in high schools, community colleges, or universities. Students enrolled in those programs had to learn the history of CTE, the importance and connection of CTSOs with CTE programs, why CTE programs are important to the educational system, the economy (local, regional, and national) as well as the global economy. The competitiveness that exists in today's technological advanced society of the educational system, having great importance to those states, their economy, and lifestyle.

Other researchers like Derrickson (2007), Astin (1997), Gordon (2008), Kuh (2009), Scott and Sarkees-Wircenski (2004), Tinto (1993) and many others have stated many times over that the reason or rationale that various community college CTE programs and other non-academic programs in the United States have success is due to the connection with business and industry. The motivational factors of students and faculty are the opportunities for direct and indirect leadership potential, respect and rewards, citizenship and community building, and the technical skills that are enhanced. These various factors that can influence a CTE program as being successful or not, ties directly back into the involvement of and ability to participate in a CTSO that is co-curricular to the CTE program of study.

CTE standards, like other academic standards are being incorporated more to become part of the No Child Left Behind Act (NCLB), having a high qualified teacher in CTE programs has not been part of the language of that legislation, but that could soon

change. In the future the U.S. Department of Education, Federal legislation, and state legislation may very well look to include CTE as part of the highly qualified teachers or instructors of these programs (Gordon, 2008). Most regional accreditation organizations are looking to the federal and state legislature members to determine what the accountability measures will be for education in academics and CTE programs.

In California over the past ten years or so, the Western Association of Schools and Colleges (WASC) has been working with secondary and college/postsecondary level institutions on their accreditation practices, policies and procedures. In 2005, The California Department of Education set out to define CTE standards for the 15 career pathways that exist in California and community colleges are using Student Learning Outcomes are part of that accreditation process (California *Education Code* Section 51226, 2005; California CTE Standards/Framework, 2007). In CTE programs, the student learning outcomes (SLOs) are sometimes easier for instructors, professors, deans and other administrators to develop, since most have industry or occupational standards that have to be taught, addressed, or displayed during state or national licensing exam procedures. The incorporation of CTSOs into college CTE programs could enhance and allow for more student success since programs and organizations have co-curricular activities, goals, and objectives to be met by the students and faculty.

According to Derrickson (2007), the states that have top quality CTE programs already make full use of CTSO activities in their curriculum. The effort to raise the quality of these programs leads to the higher involvement or partnership between CTE programs and CTSO organizations. The activities are engineered to be an integral part of the curriculum. They do not detract from what is taught or what needs to be accomplished

in CTE programs, but enhance and assist in developing more successful programs. Once the faculty has embedded the specific CTSO activities that work for their program, they become a natural extension or add more to their current curriculum for the day-to-day activities. Once they have been properly incorporated into the curriculum, they cannot be separated without leaving a hole in the curriculum or program (Derrickson, 2007).

Community College CTSOs: Trends in California Compared to Other States

Table 2.1 for DECA, is the comparison in the membership in California community colleges versus the top five states for membership at the college/postsecondary level includes the number of colleges, students, and programs that those states have in relation to California. Table 2.2 for SkillsUSA, also includes the comparison of membership in California community colleges versus the top five states for membership at the college/postsecondary level for the number of colleges, students, and programs that those states have in relation to California.

The numbers reflect that there has to be some kind of support, belief in and values tied to CTSOs and CTE programs as to why there are differences in the involvement in the various states. These states run and support their CTE programs and have higher educational requirements of the faculty. Involvement from the faculty, students, and stakeholders to make the programs a success are much different than California. This would seem to indicate a possible reason for the lower involvement or membership in CTSOs for California community colleges.

The CTE enrollment for 2010 is for all students enrolled in those states for CTE programs (acteonline.org, 2011). The number of CTE programs that are or could be affiliated with DECA (Table 2.1) or SkillsUSA (Table 2.2) for student membership and

participation and the actual membership numbers for DECA (Table 2.1) or SkillsUSA (Table 2.2) in 2010 for those states (DECA, 2011; SkillsUSA, 2011).

Table 2.1 *DECA Collegiate 2010 Membership Trends California Compared to Other States:*

State	2010 - CTE Enrollment (total)	Number of CTE Programs or Courses	2010 - DECA Membership
California (112 community colleges)	1,472,656	66	20
Rhode Island (4 community colleges)	17,612	19	5,087
Minnesota (25 community colleges)	142,996	200	2,802
Florida (28 community colleges)	105,587	40	1,154
Wyoming (7 community colleges)	3,659	57	648
North Dakota (6 community colleges)	9,145	50	582

Note. Enrollment numbers were obtained from the California Department of Education, California Community College Chancellor's Office Data Mart, and ACTE Online. The second column represents the number of possible or potential DECA CTE programs that could be affiliated. DECA Membership information was obtained from the National DECA organization.

Table 2.2 *SkillsUSA Collegiate 2010 Membership Trends California Compared to Other States:*

State	2010 - CTE Enrollment (total)	Number of CTE Programs or Courses	2010 – SkillsUSA Membership
California (112 community colleges)	1,472,656	230	432
Tennessee (27 technology centers & 13 community colleges)	53,743	104	12,537
Utah (9 technical and community colleges)	66,791	56	7,379
Oklahoma (18 community colleges)	32,592	25	3,763
Florida (28 community colleges)	105,587	235	2,728
Kansas (19 community colleges & 15 technical colleges)	18,717	60	1,814

Note. Enrollment numbers were obtained from the California Department of Education, California Community College Chancellor's Office Data Mart, and ACTE Online. The second column represents the number of possible or potential SkillsUSA CTE programs that could be affiliated. SkillsUSA Membership information was obtained from the National SkillsUSA organization.

High School CTSOs: Trends in California Compared to Other States

Table 2.3 for DECA, is the membership in California high schools or Regional Occupation Program centers versus the top five states for membership at the high school (secondary) level and includes the number of schools, students, and programs that those states have in relation to California. Table 2.4 for SkillsUSA, also includes the comparison of membership in California high schools or Regional Occupation Program (ROP) centers versus the top five states for membership at the high school (secondary)

level for the number of schools, students, and programs that those states have in relation to California.

The numbers reflect that there has to be some kind of support, belief in and values tied to CTSOs and CTE programs as to why there are differences in the involvement in the various states. That these states run and support their CTE programs and having higher educational requirements of faculty, involvement from the students and stakeholders to make the programs a success are much different that California, which could indicate a possible reason for the lower involvement or membership in CTSOs for California high schools or ROP centers.

The second column in the tables is CTE enrollment for 2010 is for all students enrolled in these states for CTE programs or classes. The third column is the number of CTE programs or classes that are or could be affiliated with DECA (Table 2.1) or SkillsUSA (Table 2.2) for student membership and participation. The last column is the actual membership numbers for DECA (Table 2.1) or SkillsUSA (Table 2.2) in 2010 for those states (CDE CTE program report, 2010; acteonline.org, 2011; DECA, 2011; SkillsUSA, 2011).

Table 2.3 *DECA High School 2010 Membership Trends California Compared to Other States:*

State	2010 - CTE Enrollment (total)	Number of CTE Programs or Classes	2010 - DECA Membership
California (1,204 High schools & 74 ROP centers)	8,624	412	2,540
Virginia (348 high schools & 9 technical centers)	593,429	38	12,786
Texas (1,711 high schools)	1,107,508	25	11,028
Wisconsin (370 high school districts)	49,104	35	10,367
Georgia (356 high schools)	450,458	38	10,292
Washington (433 high schools)	333,670	20	10,084

Note. Enrollment numbers were obtained from the California Department of Education and ACTE Online. The second column represents the number of possible or potential DECA CTE programs that could be affiliated. DECA Membership information was obtained from the National DECA organization.

Table 2.4 *SkillsUSA High School 2010 Membership Trends California Compared to Other States:*

State	2010 - CTE Enrollment (total)	Number of CTE Programs or Classes	2010 – SkillsUSA Membership
California (1,204 High schools & 74 ROP centers)	229,734	9,159	2,128
Ohio (850 high schools)	153,227	136	31,426
Massachusetts (26 regional vocational high schools)	75,824	57	25,060
Pennsylvania (85 regional centers & 300 high schools)	112,933	124	15,472
Texas (1,711 high schools)	1,107,508	150	14,254
Virginia (348 high schools & 9 technical centers	593,429	64	12,063

Note. Enrollment numbers were obtained from the California Department of Education and ACTE Online. The second column represents the number of possible or potential SkillsUSA CTE programs that could be affiliated. SkillsUSA Membership information was obtained from the National SkillsUSA organization.

The Six Recognized CTSOs in California and the Overall Benefits to Having CTSOs on Community College Campuses

Distributive Education Clubs of America (DECA) and the college/post-secondary level is now known as collegiate DECA. DECA's mission is to prepare the emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, management, and business management and administration that are in high schools and colleges around the globe. DECA is one of the few that is also an international organization. DECA's history is long, they were formed in 1946, and the collegiate DECA just celebrated its 50th anniversary in 2010. DECA's guiding principles for the organization explains how they fulfill their mission by addressing outcomes that is expected.

DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into the classroom instruction, applying the learning in the context of business, connecting business and community, and promoting competition. Some of the benefits for students are the networking with business and community, as well as developing the following characteristics, traits or attributes from participation in DECA: academically prepared, community-oriented, professionally-responsible, and experienced leaders. They develop a sense of teamwork, integrity, and innovation.

Benefits to the faculty, staff, and administrators included high-focused learning experiences, high-quality, continuous professional development, workshops, and seminars, networking with business, industry, and community to produce the type of employees, leaders, and entrepreneurs that is being sought out in today's workforce. Business and industry professionals get to have direct connection to classrooms, instructors, advisors, administrators to make sure that they are training the young professionals with the necessary technical skills needed for the workforce, assisting in curriculum standards and development of leadership training for students, advisors, and alumni (DECA, 2010).

Future Business Leaders of America (FBLA) and Phi Beta Lambda (PBL) is the collegiate level of this CTSO. FBLA-PBL's mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. FBLA is typically the name of the chapter in secondary and two-year institutions. There are a few community colleges which use the Greek name Phi Beta Lambda or PBL. Those chapters are typically found at private and public four-year institutions around the United States. This organization was founded in 1937 at Columbia

University in New York, stressing the importance of a national business organization for high schools and colleges.

The goals of FBLA-PBL are to develop competent, aggressive business leadership, strengthen the confidence of students in themselves and their work, and develop more interest in and understanding of the American business enterprise, develop character, leadership skills, prepare for useful citizenship and foster patriotism. They encourage and practice efficient money management, promote school loyalty, and assist in developing occupational career goals for students and advisors. The benefits of this organization for the students are developing leadership, communication and teamwork skills; as well as the networking abilities with business and industry partners. The benefits for the faculty, staff, and administrators is the connection to business and industry technical standards and workforce skills need to develop the best curriculum for programs or disciplines that would be a part of this particular CTSO.

Future Farmers of America (FFA): The mission of FFA is to make a positive difference in the lives of the students by developing their potential for premier leadership, personal growth, and career success through agricultural education. In California FFA chapters are found solely on the secondary level or high schools. The collegiate FFA was discontinued at most of the community colleges or two-year institutions; there are active chapters on the various four-year public universities of UC and CSU. Some California community colleges have a different version of the collegiate FFA, called Cal-AgEd. This is strictly a professional organization that exists in California only, started by some of the community college agricultural teachers or educators.

FFA was founded in 1928. It is the oldest of all the CTSO and the strongest federal legislation, lobbyist, and educator groups supporting the continued existence for schools and colleges. This is the only organization which has, since its inception, developed two other sub-CTSO groups that are designed primarily for college/postsecondary students or adults. The purpose of FFA and collegiate FFA is to enhance experiences through service and engagement to create premier leaders, enable personal growth, and ensure career success of their graduates. Students involved in either level of the FFA organization will gain the benefits of career advice, hands-on training, leadership training, competitions, awards, and conferences.

Future Homemakers of America- Home Economic Related Occupation (FHA-HERO), in California, is the only CTSO that is still going by the original name, as the parent or national organization affiliation is Family, Career, and Community Leaders of America (FCCLA). It is the only CTSO that has only secondary chapters or affiliations at this point in time. When speaking with the national director of programs, she indicated to the researcher that, currently the FCCLA is running a pilot studying 14 different states on a voluntary basis to have FCCLA in the college/post-secondary levels of education similar to the other CTSOs. Other information about the overall benefits to students will be included to show common goals, traits, and similarities among all of the CTSOs in California.

The mission of FHA-HERO and FCCLA is to promote personal growth and leadership development through the family and consumer sciences education. FHA was founded in 1945 in Chicago, Illinois. They later merged with the HERO chapters across the United States, making a larger CTSO group as a whole. In 1999, FCCLA became the

organizations official name, as all of the United States and U.S. Territories changed the name to FCCLA, all but California. California, feels that they should not change the name as it "may" not be recognized by the community or schools, if they change the name.

Health Occupations Student Association (HOSA), one of the newest CTSOs to be officially recognized by the federal department of education was established in 1975. Originally, this CTSO was part of VICA (now known as, SkillsUSA) and the Future Nurses Club. Their mission is to enhance the delivery of compassionate, quality, health care by providing opportunities for knowledge, skill, and leadership development of all health science technology education students. The purpose of HOSA is to develop leadership and technical skill competencies through a program of motivation, awareness, and recognition, which is an integral part of health sciences education instructional program.

HOSA is like any other CTSO in that it is co-curricular in design, function, and purpose. The benefits for the members or students are that it offers networking with professionals already in the health sciences field, internships for various career opportunities, leadership development, gives the students an opportunity to gain useful field work experiences that might not be gained outside of HOSA. Instructors gain the development of curriculum and instruction that is designed to meet the national standards for health sciences, provide for opportunities for professional development, working with leaders in the political arena and educational partnerships to enhance their programs, keep up with the latest technology and skills needed to pass on to their students. HOSA is critically important to business and industry with the acute shortage of qualified workers

in the health care industry. This partnership builds and strengthens a high quality, high-demand workforce that exceeds the educational standards in the health care industry (HOSA, 2010).

SkillsUSA, formerly known as Vocational Industrial Clubs of America (VICA), SkillsUSA is a partnership of students, educators, and industry professionals working together to ensure America has a skilled workforce. Their mission is the help each student excel and help its members become world-class workers, leaders, and responsible American citizens. SkillsUSA is one of the other few organizations that offer competition on the international level, giving those students at high school and collegiate level of the educational system the opportunity to showcase their talents, skills, and leadership abilities on a global scale.

SkillsUSA was founded in the 1920's as the Trade and Industrial Education organization, and then changed its name to Future Craftsmen of America which only lasted a few years due to the lack of industry and labor support. In 1960, American Vocation Association was formed and is now known as the Association for Career and Technical Education. In 1965 VICA, Vocational Industrial Clubs of America was the name choice for the organization; this remained until 1998, when it adopted the name of SkillsUSA-VICA, later on in 2004 the organization dropped the "VICA" end of the name, and now is officially known as SkillsUSA. One of the main reasons for most of the name changes over the various decades was the movement from industrial, to occupation, to vocational, to career and technical education programs, and the varied amount of programs or disciplines that SkillsUSA now serves.

There are over 94 different occupational, trade, industrial, hospitality, health sciences, and technical programs that are involved in SkillsUSA. SkillsUSA's purpose is to unite in a common bond all students, educators and business and industry professionals to develop leadership, educational, civic, and social activities. Students gain the benefits of developing their technical skills through competitions at the local, regional, state, national, and international levels. They develop leadership skills, participate in community service and service learning projects and programs during their tenure with the organization, and after as alumni members. SkillsUSA delivers a better, more prepared graduate and future employee to the business and industry workforce (Derrickson, 2007; Gordon, 2008). Faculty and instructors gain benefits from using co-curricular, industry designed technical standards that meet all the various states licensing and certification requirements.

The network connections to business and industry for classroom and lab support for supplies, equipment and other supplies is beneficial to schools and colleges as more money gets cut from various academic programs across education as a whole. Professional development, workshops, and seminars are just a few more of the benefits to faculty, administrators and staff that belong to SkillsUSA. Business and industry get to be involved in the preparing of young people and adults who about to enter the workforce, as well as hiring the best of the best because of their leadership, communication, and team-building skills that students have learned while being involved in SkillsUSA (SkillsUSA, 2010).

Barriers to Implementing CTSOs on California Community College Campuses

In the *Career Technical Education Pathways Initiative* (2010), prepared by the Chancellor's office and partnered with the California Department of Education, they describe the benefits of CTSOs for secondary and college/postsecondary CTE students and programs. Yet, even though the implementation of AB 8 (Perkins legislation for California fund use) and SB 70 funds was intended to support CTE programs through many ways, one of which was to incorporate more CTSOs for CTE programs, has not come to fruition (AB 8, ; SB 70, 2006).

Another barrier is the lack of professional support or advocacy from college administrators on campus or through the Chancellor's office to promote the idea of having CTSOs on college campuses more in California. Unions and Collective bargaining agreements regarding how the instructors or professors are to spend their professional development activities, committee involvement and more could be another issue (Alfeld, et al, 2006; Astin 1977, 1997; Derrickson, 2007; Gordon, 2008; Johnson, 2008; Scott and Sarkees-Wircenski, 2004).

The majority of California community college CTE instructors/professors and deans, or other college administrators may not have postsecondary or higher educational degrees in CTE majors, like a majority of other states offer (California Community College Minimum Qualification Handbook, 2010). California is lacking the education and awareness of the beneficial partnership between CTE programs and CTSOs for their students, faculty and college program success. Other barriers to implementation could be

due to the budget and finance issues that have been going on in California for the entire state, but more so for the educational systems at large.

Since the federal government recently cut the Perkins funding, completely eliminating the Tech Prep section of the Perkins Act, and reducing the overall funding for CTE programs to every state, this is not only harmful for CTE programs, it also affects the ability of schools and colleges to continue offering or starting up new CTSOs chapter organizations (acteonline.org, 2011). State funds that support CTE and CTSOs for local chapters on school and college campuses will soon come to an end in 2014, if other legislative initiatives or the governor of California does not produce a new bill to support these programs and partnerships, such as SB 70 has done over the past several years for CTE programs in California.

Summary

Currently, CCCs do not all equally participate or offer CTSOs as a part of their CTE programs for students, faculty, staff or administrators. Some states, according to the research and history of CTE and CTSOs are more supportive and have more opportunities for students to participate and have membership in CTSOs while in high school and community college CTE programs. This study is designed to find out the attitudes, awareness, beliefs and perceptions of CCC CTE faculty, administrators and the California state systems offices administrators for education at the CDE and Chancellor's office.

Understanding the history of CTE and CTSOs, their relationship, how they support and enhance the hands-on learning experience, as well as develop better leaders for today's workforce (Derrickson, 2007; Gordon, 2008; Scott & Sarkees-Wircenski,

2004). Having this background or historical knowledge may be one of many reasons that most faculty or administrators in California do not participate, offer, or support CTSOs on their campus. This research study is looking to find out what those attitudes, awareness, beliefs, and perceptions are with regards to CTSOs.

The majority of the research that has been conducted in the United States as to the benefits of having CTSOs partnered with CTE programs for students has primarily been focused on the high school levels of education. The research finding should be relevant and transferable to students in CTE programs at the community college level of education. Those benefits according to researchers extend to faculty, staff, and administrators as well. With more accountability guidelines and need to prove that students are learning essential skills and competencies to go out into the real world and obtain a career or job. CTSOs have been known to provide more for students in the same CTE programs for gaining those careers and jobs, than those who have not participated in a CTSO. Most of the research that has been done about student success, stems around students being involved, engaged, and excited about what they are learning, that they feel they are a part of something that is bigger than just a classroom education. They can see how things are relevant or how they can make a difference in their communities and personal lives from this kind of involvement (Alfeld, et al, 2006; Astin, 1977; Brown, 2002; Johnson, 2008; Kuh, 2007; Ross, 1980; Tinto, 1993; Threeton and Pellock, 2010).

Successful CTSO program on high school or college campuses highlight various CTE programs that participate, have higher student success, completion, and graduation rates according to research that has been conducted in recent years in the United States. As state and federal funding gets cut more and more from public education, having that

partnership with business and industry, and the community the schools and colleges can continue to gain support for successful program, provide a highly qualified workforce, and stay on top with the need technical skills and competencies that are required for those jobs or careers (Alfeld, et al, 2006; Astin, 1977; Brown, 2002; Johnson, 2008; Kuh, 2007; Ross, 1980; Tinto, 1993; Threeton and Pellock, 2010).

Most of the states that currently have high membership or participation rates in CTSOs are structured differently than California. That does not mean that California cannot be a leader and innovator in this arena for education. California having one of the largest student populations and one of the highest enrollments in community colleges, could very well begin to produce a more prepared, highly qualified workforce for various CTE fields, if CTSOs were part of the curriculum and campus life for students (ACTEonline.org, 2010; CDE CTSO/CTE program report, 2010; DECA membership roster, 2010; O'Connell, et al, 2008; SkillsUSA membership roster, 2010).

The trends for California in the six CTSOs that are available for students in the K-12 and community college CTE programs have gone up and down for years. One would think that with increased enrollments in CTE programs at both levels of education, CTSOs in California would show a continued growth pattern. There are only six of ten federally approved CTSOs that are available in California and only four of those are available at the community college level. CTSOs should be made available for all students to continue to grow or develop into that highly qualified workforce to help California's economy, as well as the U.S. economy (ACTEonline.org, 2010; CDE CTSO/CTE program report, 2010; California Chancellor's Office Data Mart Report, 2010; DECA membership roster, 2010; O'Connell, et al, 2008; SkillsUSA membership

roster, 2010).

Finding out what the barriers are to starting, sustaining, and growing CTSOs on CCCs for students is the intent of this research study. It is the aspiration of the researcher in finding out all the aspects that could be factors as to why CTSOs are not as prevalent in California; and developing a strategic plan to help those CTE programs and CCC to start, maintain, and grow CTSO membership for their students. According to other research done at the high school level, CTSO can help with student success in completion and graduation of various CTE programs, gain employment with job networking skills, and develop leaders for the community in which they reside. It would seem that those end results could be transferrable to the students in community college CTE programs as well.

Chapter 3: Methodology

This dissertation study was conducted using mixed methods research design. The mixed methods study included personal interviews with CTE faculty and deans on six California community college campuses, along with CTE administrators and education program consultants/specialist from the California Community College Chancellors Office (CCCCO) and the California Department of Education (CDE). The survey was sent to CTE faculty members (full and part-time), CTE campus administrators at six California community college campuses and the two CTE divisions/departments at the CCCCO and CDE system offices in Sacramento. Interviews were conducted with at least one CTE faculty member and dean at each of the six campuses and two state system offices as well. Using mixed methods allowed the researcher to collect more in-depth information on this topic within a single study. Creswell (2008) states that it allows for the analyzing and reporting of this data based on a priority and sequence of the information that has been collected.

The personal interviews are the qualitative research methodology portion of this study that has given the researcher deeper understanding of the research topic. Which has allowed for the researcher to get to the heart of attitudes, beliefs, knowledge, and perceptions, that community college CTE faculty members and administrators, the CCCCO and CDE CTE administrators, and program consultants have in regards to career technical student organizations at the college/postsecondary levels of education in California. Responses to the personal interview questions focused on a deeper understanding of the subject of interest through interviews and observations, when appropriate or available (Johnson, 2008).

The online survey is the quantitative research methodology portion of this study that was used to reach more of the community college CTE faculty, administrators, and state offices for their perspective regarding CTSOs on California community college campuses. The researcher used the online survey tool, Survey Monkey, to send out the survey questionnaire to six community college campuses and two state system offices. The survey was designed to ask the questions about general knowledge, attitudes, awareness, beliefs, and perceptions of career technical student organizations (CTSOs) at the college/postsecondary levels of education in California. Quantitative data on the historical trends of the membership rankings and numbers in California and across the U.S. was provided by the national and state CTSO offices. This information provided a context or basis of which states are doing better with membership and participation than California.

The intent of the researcher was to gain as much insight on the topic by using mixed methods design for this research study. Mixed methods design research according to Creswell (2003) is defined as a research method with the philosophical assumptions, as well as methods of inquiry that involves a collection of data (quantitative and qualitative) which can be numbers and words. It focuses on collecting, analyzing, and mixing both types of data collection into a single study or a series of studies. This combination of methodologies provides a better, more in-depth understanding of the research and problems than either approach can do alone.

A Schwandt (2007) state that the uses of mixed methods study allows the researcher to collect and analyze data for a deeper understanding of the problem. It is a popular trend in research studies for fields of social and education programs where an in-

depth analysis of the situation or problem needs more than a simple statistical reference or narrative analysis. Since this study is looking at the attitudes, beliefs, knowledge, and perceptions of CTE faculty and administrators on California community college campuses with regards to having, formerly had, or never had a CTSO affiliated with their CTE programs for students and faculty to be involved in or with on campus, it is fitting that this study should be conducted with a mixed methods design.

Research Design

Quantitative Research Methods

The online survey questions were developed using previous research studies used on CTSOs in the K-12 and community college systems (Alfeld, et al, 2006; Alfeld, et al, 2007; Astin, 1977; Gordon, 2008; Johnson, 2008; Mitchell, 2010; Underwood, 2010) and were edited or revised for this research study with the assistance of the two State Directors from SkillsUSA and DECA. The online survey questions were sent out through the online survey tool, Survey Monkey to all six California community college campuses and two state system offices. Survey participants were from the CTE faculty members (full and part-time), CTE deans, and VPs at college campuses. It was also sent to the state office CTE administrators, education program consultants, and specialists to participate in this study.

The deans at each of the six campuses, the CTE dean at the CCCCO and a program consultant at the CDE have all agreed to assist the researcher in forwarding the email and survey link for this research to all need participants in CTE programs on their campuses or in their department/division at the state offices. The two state directors

helped the researcher to pick six campuses to study, through the historical state and national membership records for community college participation in California.

Creswell (2008) defines research design as the specific procedures involved in the last three steps of the research process: data collection, data analysis, and report writing. The designs themselves will differ from qualitative, quantitative, and mixed methods research. Survey design is another form of quantitative research methods that would seek to describe the trends in a large population of individuals. This allows for larger groups to be surveyed or to take a questionnaire in order to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (Creswell, 2008).

Schwandt (2007) explains that mixed methods is the notion of using multiple methods to generate and analyze different kinds of data within the same study. Schwandt states that using narrative analysis of in-depth interviews with a content analysis of questionnaire responses, or using an ethnographic study alongside a quasi-experimental study of the same social phenomenon, will provide for a deeper understanding of the issues or problems being researched.

Research Question(s)

1. What are the attitudes and perceptions of California Community College administrators and CTE faculty towards the participation of students in CTSOs?
2. What are the attitudes and beliefs of the administrators in the California Department of Education for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?

3. What are the attitudes and perceptions of the California Community College Chancellor's Office administrators for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?
4. What are the barriers for implementing and sustaining CTSOs on California college campuses?

According to Creswell (2011) when a researcher uses a mixed methodology to collect data on quantitative instruments and qualitative data reports, it allows the researcher to see if the data shows similar results from different perspectives. Creswell also mentions that when a researcher is trying to bring about change or understanding of an issue or problem, using a mixed method research design help to guide the researcher and inform all aspects of the study from the issues being researched in order to create change or reform on the topic being studied.

Qualitative Research Methods

The interview protocols were designed from using a pilot study in the doctoral program of the researcher from a qualitative research methods course. The interview protocol questions were reviewed and edited to gain more information than the pilot study provided at that time. The researcher made contacts with the potential interviewees, some through previous working relationships already in place. Other participant contacts came from the researcher's dissertation committee member/mentor contacts, as well as the state and national CTSO directors. The CTE faculty members, CTE deans, and two state system office administrators volunteered to be interviewees for this research study early on, as they felt the study would be insightful.

Fetterman (2010) states that using survey questions is like having a "grand tour" of the situation, designed to elicit a broad picture of the participants or groups and to map the cultural terrain. Survey questions can help the researcher define the boundaries of the study and plan wise use of resources. This allows for the researcher to focus and direct the investigation to a more in-depth understanding when the personal interviews are being conducted (Fetterman, 2010). It allows for a more well-rounded approach, a bigger picture of the culture being studied. In the case of this research, why is it that only a few CTE programs at California community colleges participate in CTSOs on their campus for their students? Why did other campus discontinue offering a CTSO to students? And why have others never offered a CTSO to their students?

Creswell (2003) mentions that using personal interviews in a mixed method research design, allows for the researcher to get a broader explanation for the behavior, attitudes, and perceptions of the cultures being studied in the research setting. Creswell states that using this type of research tradition is distinct from other theoretical styles in qualitative research in which the research theory becomes the end point for the study. It can be an inductive process by using the data from the survey instrument (quantitative) to the broad themes and generalizations collected in interviews and observations (qualitative).

The researcher used the mixed method research design in order to gain that deeper understanding and rational. To find out why some campuses have an active Career Technical Student Organization (CTSO) chapter and others do not. It has allowed the researcher to show the Community College Campuses, the California Community College Chancellor's Office, and the California Department of Education, that CTSOs in

California are beneficial to student success. They incorporate the diversity of the student membership, reflective of their own campuses, especially in California. Administrators and Education Program Consultants of the California Department of Education, state and national CTSO organizations have fully supported this notion and research to better understand how more CTSOs can be implemented and supported more on California Community College campuses.

Research Setting

This study looked at six California community college campuses. The study is limited to only two CTSOs organizations for this research study due to the information available to the researcher. The SkillsUSA State Director informed the researcher through the database connection of the state and national offices of SkillsUSA, which community college chapters would qualify for my research study or definition of: active chapter, formerly active chapter, and colleges which never had a chapter on a California community college campus. This information that the DECA State Director provided was similar to that of SkillsUSA California.

The six campuses selected range from a large city campus to a rural fringe campus description of their sizes, according to the national center for educational statistics (IPEDs, 2011). Student population ranges from 8,000 to 35,000 students annually, and the total number of full and part-time faculty members range from 200 to 830 on all six campuses. In the six campuses selected, female students are earning more certificates and degrees from all of these campuses, which seem to be the trend in all educational systems in California. All of the six campuses have a variety of ethnic backgrounds for students, as some campus were close to being considered an

Asian/Pacific Islander or Black serving institutions because they are a close second in the number of students for those ethnic backgrounds in student population. According to IPEDs (2011), three of the six campuses are ranked as being predominately white student population based, while the other three are predominately Hispanic-based populations. Retention rates for full and part time students for all campuses were within percentage points of being consistent, regardless of location, size, and type of student population that is being served on those campuses (National Center for Educational Statistics, IPEDS Data Center, 2011).

The common thread of these campuses is that they all offer a variety of CTE programs that have membership in a CTSO or could have membership in a CTSO, like SkillsUSA or DECA. Three of the campuses used in this study are multi-district campuses while the other three are single-campus districts. WASC accreditation standards for accountability, student success, and student learning outcomes for all programs, including CTE are another common factor that they all share regardless of size, location or number of CTE program available to students.

During the doctoral program, the researcher conducted a pilot study for a qualitative class. This pilot study was used to design the interview protocol questions and observations for this research study. The pilot study provided some information that allowed the researcher to pursue this topic of research in more detail. The original research was to look at student success rates of students who participate in CTSOs versus non-CTSO participants in the same cohort or program of students. Due to state and campus budget constraints that request was denied by the community college campus institutional research offices.

The researcher with the assistance of the two State Directors, university professors, and committee members edited and revised the interview questions that were be used for this study to get a better understanding of the information from the participants. The researcher shared the results with the interview participants, once the data analysis and completion of the dissertation process was completed. The two state systems office administrators, education program consultants/specialists, and the state and national directors for SkillsUSA and DECA are looking forward to the results of this study to find areas on how to improve membership and participation at the community college level in California. Letters of support or endorsement for this study from the California Department of Education, SkillsUSA state and national directors, and DECA state director are included in the appendices of this study (Appendix I-M).

Sample and Data Sources

The research study was more manageable and feasible to limit the participants of the study to campuses that either have active CTSO participation, those that formerly had active CTSO participation, and those that never had CTSO participation, and the two state system offices in Sacramento. The research study found that the awareness, knowledge, and perceptions of California community college CTE faculty and administrators with regards to CTSOs plays a big reason as to why they are not more prevalent in California. Similar findings from interviews and surveys from the two state systems office about CTSOs in California was due to understanding, value and knowledge about them in general.

The six campuses were chosen based on the historical information gained from the two state directors, regarding community college participation as current, former, or

never involved campuses with SkillsUSA or DECA in California. Most of the six campuses have similar CTE programs that are offered, but some have a community specific, workforce or community driven CTE programs that best suit that campus. All of those programs are qualified to have membership with either SkillsUSA or DECA as a CTSO organization, depending on the specific discipline. SkillsUSA incorporates more than 90 different CTE programs of study, whereas DECA focuses more on business, marketing, hospitality, and entrepreneurial courses.

The six different community colleges being studied have an average of 60 plus CTE courses, programs, or disciplines that could be partnered with SkillsUSA. There are another 12-15 courses, programs, or disciplines that could be partnered with DECA to have active CTSO chapters on these campuses. The student enrollment of these CTE programs and campuses could potentially have at least 200 hundred students or more enrolled and have active membership in one of these CTSO organizations. Currently, in California at the college/postsecondary level of education DECA only has 19 members on one college campus; SkillsUSA has 432 members on six of 112 community college campuses in California (SkillsUSA membership records, 2010; DECA membership records, 2010).

The unique aspect of the research, that has been uncovered through the assistance of those in the California Department of Education, is that in the secondary/high school level of education the students enrolled in CTE programs in California that could be involved in SkillsUSA is well over 600,000 students. The number of students for DECA that could be involved is over 9,000 students who are currently enrolled in CTE programs at the high school level. The community college level would potentially run around

100,000 or more students that could be members and participate in SkillsUSA and/or DECA across the state (CDE CTE program report, 2010; acteonline.org, 2011; DECA, 2011; SkillsUSA, 2011).

Quantitative Sources and Samples

The researcher used the standard IRB request form and protocol proposal to ensure that the rights and privacy of the participants at all of the campus locations for this study were protected. Each of the participants were given an informed consent, a letter requesting permission from each campus executive vice-president to use their campus for this study, along with their specific campus IRB form request, if available or required. The participants were chosen from each CTE departments or divisions, the deans and VPs over those CTE programs on the six college campuses, and CTE departments at the state system office administrators, program consultants, and specialists. The participants were emailed the online survey with anonymity.

Qualitative Sources and Samples

The individuals who volunteered to participate in personal interviews during this research study have consent to participate forms and a copy of the interview protocols. The researcher has taken every precaution to ensure that their names, positions, and campus locations were given a pseudonym for privacy and protection purposes. Letters of request for each campus that did not have a formal IRB form or process were sent to the specific institutional research dean, director or manager of that campus. The IRB form request for California State University Northridge was sent to the graduate studies, research and international programs for approval of this research study.

Instruments and Procedures

Mixed methods research allows for the researcher to be in the natural setting, going to the site of the participant to conduct research. The data collection of the online survey that went out to the participants used some descriptive statistics in order to make comparison and the overall analysis of the results. Descriptive statistics allows for researcher to present information to describe responses collected from each question in a database to determine overall trends, frequencies, and distributions (Creswell, 2008). Creswell (2003) states that using mixed method research design enabled the researcher to develop a level of detail about the individuals or places and to be highly involved in the actual experiences of the participants. Within qualitative research there are multiple methods that are interactive and humanistic (Creswell, 2003).

Procedures for Mixed Method Study

Data used within this research project was collected in the following manner:

1. The researcher requested permission from each of the six community colleges Institutional Research Offices via email and the California Department of Education and the California Community College Chancellor's Office via email for permission to survey faculty, deans, VPs, system office administrators, educational program consultants and specialists of CTE programs in the spring of 2011. The community colleges, CDE, and CCCCO granted permission accordingly (see Appendix G).

2. Permission was obtained from the California State University Northridge standing advisory committee for the Protection of Human Subjects Committee to collect data in the spring of 2012 (see Appendix F).
3. The researcher designed the online survey questionnaire that was sent out with the support and help of the SkillsUSA California State Director, through the online website survey tool, Survey Monkey. The survey was open for two weeks for the participants. The participants were selected because they fit into one of the following groups: CTE faculty members or Deans at California Community Colleges, Administrators or Educational Program Consultants from the California Department of Education, and Administrators or Program Specialists at the California Community College Chancellor's Office (see Appendix H).
4. The researcher gained support and letters of endorsement for this research study from the following departments, organizations, and agencies: California Department of Education, Career and College Transition Unit, Career Technical Education Leadership and Instructional Support Office Director, the Career Technical Education Leadership and Instructional Support Office Administrator, Educational Program Consultant and SkillsUSA California State Director; the California DECA executive director; and the SkillsUSA National executive director (see Appendix I-M).
5. The researcher worked with the research staff in the ELPS office at the California State University Northridge to display the results from the

online survey respondents through the use of SPSS or Excel. The results, charts, and graphs that were used to display results and comparing the responses.

6. The researcher developed a list of volunteer community college CTE faculty and deans that were open to completing a personal interview on each campus in the research study. Volunteers from the state system office administrators, education program consultants/specialists were also open to completing personal interviews for this study. Each of the participants were given a copy of the consent to participate forms at the beginning of the interview sessions (see Appendix A).
7. The researcher compiled a set of open-ended questions for interview protocol forms for each of the participants, to get a deeper understanding of why some of the campuses in the study have active CTSO participation, why others have dropped their CTSO participation, and the reasons that others have never had a CTSO on their campus (see Appendices B-E).
8. The researcher has information from a previous pilot study that was conducted on another campus earlier in the dissertation development process for a qualitative research methods project. That interview with a faculty advisor of a CTSO was on another campus in eastern Los Angeles County. The interview protocol, questions, and analysis were used to develop the final questions for interviews for this research study (Appendix P).

9. All of the interviews were recorded, transcribed and reported in the research. The researcher used the ATLAS.ti software program to disaggregate the data collected from interviews to identify any patterns, themes, and trends that were used to code the data for analysis of the responses recorded.
10. A total of 14 interviews were conducted on the six campuses being studied. Interviewing at least one CTE faculty member (full and/or part-time) and CTE dean.
11. A total of four interviews were conducted at the CDE and CCCCO level of education in Sacramento with CTE administrators, program consultants/specialists.

The researcher believes that the interviews have shown patterns that can help the CTSOs be more readily available to all CTE students on all college campuses in California. In conducting this research study, the researcher wanted to reinforce the relevance and importance that CTSOs, their experiences, and benefits would be seen as the integral part of CTE education at both the high school and community college or higher education process in California. To show the need for more support and continued funding for CTE and CTSOs that have that partnership for co-curricular development and support for learning at all levels of education.

Data Collection Procedures

In the spring of 2012 the researcher sent out an email with the link to the online survey tool instrument via Survey Monkey to each of the six campuses selected for this study. Surveys were sent to all of the CTE faculty, the deans over those CTE programs,

and Vice-Presidents of instruction for that campus. Surveys were also sent to the two state level system offices of the CDE and CCCCO for CTE administrators, educational program consultants, and specialists in those divisions. The survey was originally to be open for two weeks; due to spring break at various campus locations it was left open for three weeks to accommodate those campuses. The researcher reminded the participants three days before the survey was to be concluded to complete the survey, if they have not already done so.

In the spring of 2012, the researcher went to the six campuses to spend one day interviewing at least one CTE faculty member and dean, observing the campus and/or programs, and collecting documents (if any) for support of the research analysis. The researcher added interviews with an administrator and program consultant from the CDE and CCCCO to add to the research study for their perspectives, attitudes, and general knowledge of CTSOs from the state systems office level of education. The interviews were recorded and transcribed, then coded into themes and patterns. Field notes from observations and document analysis of items that were available to the researcher for this study was used to find other themes or patterns as to why CTSOs are successful on some campus, not on others, and why others have never tried to implement or support CTSOs for CTE programs on their campuses.

Data Analysis

Online survey responses were downloaded from the web page in Excel. The results are being displayed in charts, graphs, and tables through the use of Excel. The ELPS research faculty member from California State University, Northridge and the researcher decided that there was no need to run the information in SPSS; because only

simple comparisons of the results were to be looked at for this study. The survey was broken into three different themes or areas of concentration: general knowledge and background of CTSOs, values and benefits of CTSOs for all participants from students to the community, and fiscal and informational support regarding CTSOs. There was a general demographic background section that is common in all survey studies regarding the participants and their working environment.

A previous pilot study for a qualitative research methods course during the dissertation process of the researcher was included to use similar open-ended question. The original questions were revised, edited, and enhanced for the six campus and two system offices, prior to the interviews in this study (see Appendix P). The pilot study was conducted for the qualitative research methods course during the doctoral program of the researcher to conduct on a college campus that has two active CTSOs; the interview was with a CTE faculty member who serves as the campus advisor and regional coordinator for SkillsUSA California. The researcher feels that the pilot study has provided support the findings of the research study interviews conducted with CTE faculty members and administrators at California community college campuses regarding support for CTSOs.

Role of the Researcher

The researcher, who is a female state officer trainer for the SkillsUSA California organization, has connections and networking ability through the organization to collect data, develop the opportunities for interviews and observations on several of the campuses in this study. Other points about the researcher is the support of the CDE and the state and national CTSO organizations for the dissertation study, which have helped to connect and develop relationships with others for informational research collection.

Summary

A mixed method research study looks at both the data information collected and personal perspectives and beliefs of the participants; to get a deeper understanding of why California community colleges do not participate in CTSOs, for their students as some of the other states (SkillsUSA national historical membership trends 1965-2010, 2010; DECA national historical membership trends 1970-2010, 2010; Alfeld, et al, 2006, 2007; Gordon, 2008; Johnson, 2008, Ross, 1980; Scott and Sarkees-Wircenski, 2004). This study was a brief look into the culture and climate of the six campuses and two state system offices selected for study, which is why a "big picture" online survey tool or instrument is needed, to find the general understanding or awareness of CTE faculty and administrators regarding CTSOs on community college campuses.

The interviews and observations were conducted during and after the closing of the online survey that was sent out to all of the participants in this research study. It is the hope of the researcher that it can be used to gain a deeper understanding and more insight, as to why some of the community college campuses in California support and have active CTSOs; while others no longer have active CTSOs, and what would it take to change that or help them re-activate those chapters again. Finally, it also seeks to find out why some campuses have never had a CTSO chapter affiliated with their CTE programs and what information or support would be needed to help them offer this beneficial add-on to their CTE programs for students and faculty.

Chapter 4: Results/Findings

Introduction and Explanation

The purpose of this study was to investigate and analyze the attitudes, beliefs and perceptions of career technical education faculty and administrators with regards to providing career technical student organizations for community college students in California. Career technical student organizations have been an integral part of career technical education since its inception in the United States (Career Technical Student Organization Reference Guide, 2008). It has been said that the best kept secret for career technical education (CTE) programs in the United States are the different career technical student organizations (CTSOs) available (Director of CTE at Franklin County Schools, Virginia, June 18, 2011, personal interview). CTSO participation could add to their student's overall success rates at community college and career leadership abilities that could be achieved through active participation and involvement in a CTSO on their campus (SkillsUSA Values Proposition Report, 2011; DECA California and National Study, 2010).

This research study is a mixed methods design in order to gain a deeper understanding and knowledge of why California community colleges do not participate at higher rates in CTSOs at the college/postsecondary level of education as other states do in the United States. The qualitative portion of this study included in-person interviews and telephone interviews on each of six campuses and two state system offices for education in California. The quantitative aspect came from the use of the online survey questionnaire which was sent out to the CTE deans on each of the six campuses via email. The deans agreed to forward to all potential full and/or part-time CTE faculty

members on those campuses, deans, and administrators. The researcher was able to send the online survey link via email to all of the CTE education programs consultants, specialists, and administrators at the two system offices.

This study was conducted on six different community college campuses and the two state system offices for education that work with career technical education at the secondary, regional occupational center programs (ROCPs), adult education, and Community Colleges in California. The campuses varied in location throughout the state, their demographics ranged from rural to large urban campuses. Their student population varied in size, but the breakdown of age, ethnicity, and programs studied were similar to each campus.

The participants were from a variety of career technical education programs, serving as CTE faculty and campus deans over those programs. The participants from the two state system offices for education, California Community College Chancellor's Office (CCCCO) and California Department of Education (CDE) with the administrators and education programs consultants/specialists over the CTE programs of those campuses or programs. All participants have varied educational backgrounds, experiences, and discipline majors, ethnicities, ages, and gender.

Participants were asked to complete an online survey about career technical student organizations in regards to their awareness, knowledge, perception, attitudes, and beliefs about being on California community college campuses. Interviews were pre-selected with CTE deans and faculty members at each campus and system offices. The campus comparisons are categorized with two campuses that never participated, two formerly participating campuses, and two participating campuses.

The interviewees selected were eight females and nine males from various disciplines (teaching or administrating) backgrounds ranging from:

- Aerospace Engineering
- Agriculture
- Automotive Service Technology
- Business Education
- Carpentry/Drafting, Carpentry/Weatherization/Energy Efficiency
- Computer Information Systems
- Cosmetology
- Drama/Theater/Fine Arts
- Fire Science Technology/Academy
- General Academics/ESL/Basic Skills, Liberal Studies
- Nursing/Medical Sciences
- Welding

Qualitative Findings

Interview Findings relating to the Problem Statement

The primary issue is that not all of the California community colleges' (CCCs) career technical education (CTE) programs participate equally in Career and Technical Student Organizations, like a number of other states do in the United States (SkillsUSA, DECA, FBLA, FFA, and HOSA state and national membership information, 2010). Most of the community college CTE faculty members in California come from business and industry with specific training, education and/or licensure. Formalized teacher training

(undergraduate and graduate programs in California) only exists in certain majors and does not always cover the understanding and value of CTSOs in those programs.

When interviewing the participants in this research study, half of the faculty and administrators at the community college campuses and one of the administrators at the state system office in this study, said that they had either never heard of CTSOs or never participated in them while in high school or college. Another question asked of the participants to find out their level of awareness, knowledge and perceptions of CTSOs was to ask them what they could tell me about the organizations, more specifically SkillsUSA and DECA. The participants in this research study that could tell the researcher about one or both of those organizations, said there are benefits to having the organizations on a community college campus, but the time, workload and scheduling is sometimes the hardest thing to deal with at a CC level versus the secondary level of high school students, since they are a "more captive audience."

The interviews showed a common thread or theme as to why California community colleges' CTE programs may not participate equally or at greater rates than other states nationally in the various CTSOs (SkillsUSA, DECA, FBLA, HOSA, or FFA). The CTE faculty at the six California CCs consensus seems to come down to awareness, knowledge, and the value of CTSOs at the college/postsecondary level. In looking at the same problem statement the six California CCs CTE faculty and California system offices of education agreed that benefits, educational component of CTSOs, knowledge, beliefs, perceptions, understanding and valuing of CTSOs were common themes that came out of the analysis. Another comparison between the six California CCs CTE deans and California system offices of education was similar to the above findings

but with a different emphasis on benefits, knowledge, perception, and value of CTSOs. Lastly, when comparing all four groups overall the common theme was benefits, knowledge, perception, and values of CTSOs for community colleges.

As part of the pilot study that was conducted for a qualitative research methods class, the researcher had a conference call on September 27, 2010, with members of the California Department of Education to get some background information on CTSOs in California. I spoke with the Director of the Career and College Transition Division, Special Supervisor and consultant for Agriculture and FFA and Administrator for Career Technical Education Leadership and Instructional Support Office, State Director for SkillsUSA California and Educational Programs Consultant in Career Technical Education Leadership and Instructional Support Office, the former State Director for FFA, Educational Programs Consultant and Director of Career Tech Prep Programs, and an Career Technical Education Specialist, California Community College Chancellor's Office.

During this phone conference, all parties discussed the various issues surrounding CTSOs, secondary participation and post-secondary participation, and the perspectives of the CDE and CCCCO on CTSOs and CTE. As it stands right now, the CCCCO does not track or implement involvement of CTSOs on community college campuses in California, as it is done in some other states. It is purely voluntary at this point, as they have not seen enough research or perhaps the lack of research at the college/postsecondary level of education to get behind the organizations at the state level in California, to be pro-CTSO at the systems office (CTE Specialist at CCCCO, September 27, 2010, phone interview).

The Director from the Career and College Transition Division of the CDE (September 27, 2010, conference call) said that in addition to the Perkins Act of 2006, the Federal Legislation which includes funding for CTSOs, leadership activities and professional development, that Governor Arnold Schwarzenegger had in the 2005 initiative on improving and strengthening CTE, also known as the Senate Bill (SB) 70, which allocated $20 million from the Community College reversion account to be specifically used for the improvement of CTE at CCs and secondary levels. The bill was extended by SB 1130 in 2006, to allow additional funding for the next five year or through 2013-14 fiscal years. The funding actually increased with SB 1130 to still allocate the original $20 million, plus $32 million more each year through 2013-14 (SB70, 2005; SB1130, 2006; Director, Administrator, State Director, CDE CTE Educational Program Consultants, and CCCCO CTE Specialists, personal communication, September 27, 2010).

The Director, et al, during the phone conference stated that California, with this funding from the state and federal levels has more money to support CTE and CTSOs and yet has one the smallest participation and membership levels in the United States. The national offices of the various CTSOs, also agree with the statement from the Director at the CDE and members of the California Department of Education (CDE) with regards to funding and potential membership for California. The information shows that California is at best ranked 25 out of 54 in the U.S and its territories; and at worst ranked 45 out of 54 of those same states and territories. The only CTSO that has membership numbers to be classified within the top five states is FFA. The Director, et al, feel that as a state, California should have one of the largest, if not the largest, participation and

membership levels in all CTSOs, considering there is funding for this opportunity and the enrollment numbers in CTE programs at the secondary and college/postsecondary levels of education in California (CDE Director, Career and College Transition, Administrator for CTE Instructional program, CTE program consultants, and CCCCO CTE program specialist, personal communication, September 27, 2010).

The phone interview with the members from the CDE and CCCCO helped the researcher to structure this research project to go in one of two ways. One thought or suggestion was to do a comparative study of students over a period of time from a campus which has an active CTSOs to gather information about student success rates for those CTE programs, graduation, completion rates, employment rates, and transfer to four-year institutions, when available. Preliminary requests to some of those campuses with active CTSOs was turned down due to current fiscal community college budget cuts and the time it would take for the institutional research office to help collect and code the raw data to protect student identity. The second suggestion and the one that the researcher used for this project was comparing the various community college CTE faculty members and deans (administrators) about their knowledge and perception about CTSOs for community college students.

The preliminary findings in the pilot study project for a methodology course during the doctoral program had similar findings in what was discovered in the actual interviews and online survey for this research study. That the lack knowledge, awareness, values of CTE and CTSOs, understanding CTSOs and their value and benefits to students, faculty, and community college programs is part of the problem. Formal teacher training or credential process would allow for CTE faculty members to be aware and

understand the value, ties, and benefits of CTE and CTSOs together for all levels of education. Faculty members could potentially learn about CTSOs and their partnership with CTE programs and the benefits to their students and programs. California does not require higher educational teaching credentials or degrees in most CTE disciplines for community college faculty.

Interviews with faculty members from two non-participating CTSOs campuses, and who had either no knowledge or had not participated in a CTSO during their life time had this to say about CTSOs for their current programs and possible future participation:

> … I would like to see these programs or organizations offered for our students and program. It will help with their (faculty/staff) motivation and desire to be a part; because the staff that I have right now, they are all interested in seeing their student succeed and will do whatever it takes to make that happen. They (faculty/staff) are willing to put in their time, they are willing to learn, and they are willing to give the students every possible advantage they know of to be able to help them (CTE faculty member, Community College 1, March1, 2012).

> I think your leaders (students) are going to step up, but if the instructors can identify who's who and then maybe rotate, so that the leaders are breeding leaders, then now you have created a stronger group… It would help them tremendously, I can see the benefit to the students and faculty or staff that participate or become involved in those organizations on campus at multiple levels or aspects (CTE faculty member, Community College 3, March 9, 2012).

Since one of the other problems in California is the lack of teacher training and preparation for all CTE programs and disciplines, not all faculty members have undergraduate, much less graduate degrees. They all have industry certification, licensure in their various industry professions, and work experience (California Community College Minimum Qualification Handbook, 2010). This seems to be another area that may inhibit the awareness, knowledge, perception, understanding and values of CTSOs for college/postsecondary students. In speaking to the six college campus CTE faculty

members and deans, as well as the system offices of education administrators; their overall perception and opinions is that

> California does not (a) seem to value CTE programs and education and therefore there is less teacher preparation and training as a requirement teaching at the college/postsecondary level, (b) if one majors in agriculture education or industrial technology education at certain CSU/UC campus locations, then they may very well get the understanding and value of CTE programs and the relationship of CTSOs, but as a whole it does not seem to be a critical component such as in other parts of the United States (CTE Deans, Community College 2,5, and 6, March 2012; CTE Faculty members, Community College 2 and 4, March 2012; CDE Administrator, CDE, March 2012).

Some of the comments from the six campuses CTE faculty members, deans, and system offices of education administrators during the interview sessions about the claims regarding, the value of CTE/CTSOs relationship, benefits to the students and programs, and lack of teacher training and preparation in California was:

> It doesn't take much exposure to SkillsUSA to really become a believer. So, you know I don't know eventually what your study is going to eventually do, but if you can get administrators to go to a SkillsUSA thing, you will sell them, boom, that is it. I think a lot of people just don't know about… I think, especially for me, I have somewhat of a military background… when I go to a place and I see a bunch of young men and women and they are all sharply dressed, they are all looking you in the eye, they can speak well… there is a whole bunch of soft skills there, that just can't be taught in a traditional classroom or program without SkillsUSA being part of it. That was just an incredible sale for me on the support of why the programs should be a part of those CTE programs on college campuses (CTE Dean, Community College 2, March 5, 2012).

> I am just saying I see a slipping in society where there are fewer and fewer people who know how to build and fix things and I believe that is to our detriment as a whole. I think celebrating those who build and fix things, and the importance of that plays and having a quality of life and people being able to earn livable wages… and I think is a conversation that most of shied away from. You know we talk about career education, and they say well we don't want people to end up this or that for the rest of their lives… do we want a bunch of people running around with student loans and ill-prepared for work the rest of their lives? Because we do a good job at getting people in that predicament… So, you know. It was just amazing

> to see the young people there and their soft skills that have been taught and reinforced through SkillsUSA, people are really missing that today in society (CTE Dean, Community College 2, March 5, 2012).
>
> I think the whole de-valuation of CTE programs in California in general is one issue and that is a broad paint brush - because there are bastions of good CTE support in various areas of the state, but as a whole, not so much. I mean Agriculture is our number one industry in California and we have large FFA chapters and involvement, but they have longer history, more backers/lobbyist, etc. than most CTE disciplines have… My gut feeling is California does not value CTE as much as other states; at the secondary or postsecondary level in particular. If you look at the public sector secondary level in California… they relegated their CTE instructors or pushed them off into ROPs; then the budget is driven by faculty and is just falling off. It is obvious that other states just value it (CTE) more all the way up…and that is something that we would have to change mindsets on that… so it is a cultural issue, most definitely (CTE Dean, Community College 5, March 20, 2012).

During the interviews at different campuses and systems offices, several stated that their CTE faculty training either had not covered or just barely covered CTSOs while they were working on their undergraduate and/or master's degrees. The individuals who majored in Agriculture gained a thorough understanding and education in the value of CTE/CTSOs in their discipline areas:

> I went to Cal Poly SLO. My major was agricultural business management. They had the college level of FFA, I don't recall what it was, of course I did not participate in it… if there were other CTSOs I was not aware of them at that time. After college I was working at a local dealership, my former college roommate asked if I wanted to come teach? I said… No! Well, one thing lead to another, so when I up and got a designated subjects credential, started teaching, worst two months of my life, literally, but a couple of really good, seasoned teachers helped me through it. I wasn't real involved in CTSOs… There had not been any training about CTSOs at that time for the credential process or even covered in college, with the exception of majoring in agriculture education. Because of my skills set, my principal started getting me on certain committees. I ended up becoming involved with what was called the school-to-career steering committee... the big topic was sustainability, this would be about 2001, 2002 - how are we going to sustain this school to career process? When the grant money runs out, and me and my big mouth… I got an idea, I know there is this CTSO called SkillsUSA, I don't know anything about it,

> I know it is like FFA, but its right in-line with this whole school to career thing… I would like to do is some research, and come back and report back to the, the steering committee… so they gave me a couple of thousand dollars at the time, and I went to the national contest in 2001 and I was hooked that this was the right thing to do for our students, programs and school, and I have been involved ever since (CTE faculty, Community College 2, March 5, 2012).

> I went to Cal-Poly SLO for undergraduate - Cal State LA for graduate, majoring in industrial arts and industrial technical studies. There was not anything available as far as for us to participate as students at either of those campuses. However, it was kind of part of our education, we knew about them and how to align them with our classes, we knew the benefits, we knew the organizations, and how they worked, and it was not SkillsUSA at the time, it was VICA… but that was it (CTE faculty, Community College 4, March 12, 2012).

The codes used in the interviews for the ATLAS.ti program were designed from the problem statement, research questions, and contextual framework. Other codes or terms that were common in almost every interview processed was also used; since they kept being repeated by the various interviewees, and sometimes in different contexts, they seemed an important aspect that needed to be analyzed. The researcher used a spreadsheet to analyze the results of the codes, themes, and patterns of the interviews to see the frequency or number of times that certain ideas, thoughts, beliefs or perceptions came out of those interviews. This allowed for the researcher to see the themes and patterns that were emerging from the interview results from various campus and system office locations in California. Table 4.1 is summary of the common codes and themes that repeatedly came up on all six California CC campuses and the two state system offices of education with at least a frequency of 200 or more times on the following codes: benefits, knowledge, perception, and value of CTSOs.

Table 4.1 Top Codes with more than 200 Frequency Units from Data Analysis Software (ATLAS.ti) During Interviews:

ATLAS.ti Codes for Interviews based on research study	Frequency of the codes/terms used for this research study appeared
Understanding of CTSOs	225
Awareness	241
Beliefs	244
Benefits	277
Perception	288
Knowledge	293
Value of CTSOs	315

Note. These codes were used during the analysis portion of the interviews transcribed from the six California CC campus CTE Faculty and Deans; as well as the two state system offices of education in California to develop themes and patterns that had a higher or greater frequency in the results (# >200 frequency units on these terms/codes).

One CTE dean had a personal story about the value of CTE and perhaps is why we as a society need to change our mindsets and value CTE programs and occupations more in our country as a whole. Since our current thinking is that "only a college education, transfer and graduate studies" is the way to push our students, and that CTE is only for those "who are not college material." He asked me to put it in my dissertation because the story speaks volumes to the mindsets of millions of people in America, which needs to change, to place a higher value on all CTE programs.

> My father was a welder, and my uncle was a plumber. My father died about eight years ago, and I went home, and I hadn't been home in a long time, and my uncle who I was very close with… we were getting to know each other again and spending some great time together. He told me "we are so proud of you… you know? You went so far in college, you know, you're a dean, you do all of these different things"… boy, you know, ah, how many years were you in college? I told him, and he says, "Wow!"… With all of your degrees, how much money do you make? And I told him… and he looked shocked… and he turned away and said do you need me to send you some money every month? I said, no, no, that is a good salary or amount for those positions… and he says you borrowed money to get that job? I said what do you mean borrowed money to get that job? He said you went to school - you got student loans - I said, yeah, you know I had to pay for it somehow - well, then he responded - I never had to take a loan for anything except for my plumbing equipment - and my

> truck when I started, and had my business went bad, I could have sold those… who are you going to sell your college loans to… His point was he could not wrap his head around the whole idea, you know what I considered the professional life. You know essentially he makes three times what I make as a college administrator, you know and with the plumbing business, and he was really kind of taken aback by all of that… now my uncle was a little bit more of a successful plumber than the average person… But, you know what he was saying, wow, this kind of changes everything, me and your father didn't want you in the trades because that you know… We were second generation immigrants from Italians, and we felt that the trades were are way up into the suburbs, our way up into the next level, and we saw that for our children we saw that it would be college and the professions would make them better off than we had… He said based on what you are telling me you could not live in the house I live in, you can't drive the car I drive, you know, honestly we would have been a lot better off teaching you to weld and plumb… I think that is an interesting story and I just wanted to share. But, even these guys who were tradesmen, looked down on the trades. I think that has started to come around where people are becoming proud of the occupation or trade that they have pursued and changing the mindsets of others, I hope (CTE Dean, Community College 2, March 5, 2012).

The partnership with CTSOs will show that people in CTE occupations are highly lucrative, respected, and needed in our society, in order to train students of all ages on the employability or soft skills that business and industry demand. Business and industry does not have the time to train new employees in soft skills; they want them to come in with those skills, ready to go to work. Technical skills are something that employers say they can enhance with the job, but soft skills, need to be a part of the employee's skills set and abilities when they apply for any position from any of the Automotive, Engineering, Health Sciences, Personal and Public sector career pathways.

Findings to the Research Questions

1. What are the attitudes and perceptions of California Community College administrators and CTE faculty toward the participation of students in CTSOs?

In comparing the information gained from the interviews regarding the attitudes and perceptions of California CC CTE faculty and administrators on what may be restricting the participation of students in CTSOs, the common thread, theme, or outcome in this state seems to come back to awareness and knowledge of CTSOs. In California, most CTE faculty members do not have a formalized teaching credential or degree pathway, nor is it required if they have a certain number of years of working experience in the field or career pathway or perhaps have a professional licensure or certification from their industry. This is one opportunity that is missed by most faculty members and administrators that are not aware or have any knowledge of CTSOs in California. As mentioned in chapter two of the literature review, other states expect that CTE faculty from the secondary level up through higher education will be required to have a CTE teaching credential, higher degree attainment in CTE education; where they then learn about the relationship and value of CTSOs who are partnered with CTE programs of their specific disciplines or teaching areas.

Some times as mentioned by many of the CTE faculty, deans, and state system office administrators, is you will always have faculty, instructors, teachers, professors, administrators who will go out of their way to provide time and resources to students through opportunities like CTSOs. Then the flip side is you will always have those that will only do what their campus or school contracts say they must do and that is all they do. Many said that is fine, but just don't stand in the way of others who want to provide those opportunities for students, be their own or others who just want to be involved. As the state office administrator mentioned, CTSOs must do business differently than in the

past, in order to get more college/postsecondary students involved or community colleges back involved or participating in CTSOs for their students and programs.

2. What are the attitudes and beliefs of the administrators in the California Department of Education for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?

Since CTSOs are overseen or run through the help of the California Department of Education and their staff, it is easy to see that most, not all of course, see the positive benefits that come from being involved in CTSOs for the various CTE programs. As the researcher discovered those that work in the CTE division of the Department of Education know and believe in the CTSOs value and their attitude is that it should be a part of every CTE program in the state, regardless if it is a secondary (high school), ROP, Adult Ed, or community college campus. When asked what the department as a whole thinks about CTSOs, their response was:

> Well, from our vantage point, most of the CDE does not know they even exist… Every time we get a new group that comes in here, you have to re-educate them. They just don't understand it; they don't understand why we are even involved in it, and when we tell them we have been involved as far back as 1928. So, it is a lot of reeducating and that is what we are doing right now. We are reeducating them, what is the purpose of these organizations, why does the department have staff that is involved in that? So, we meet with them about every eight years and reeducate them. And of course they have an appreciation for them most of the time, but not all of the time (CDE administrators, CDE, March 19, 2012).

Another point that that both the CDE administrators made about the attitude and belief about CTSOs, that may very well be what is needed for other CTSOs and CTE programs is this:

> It seems to be somewhat a lack of knowledge in this state, with the exception of Agriculture, because in every Agriculture program in the state they have to have an FFA component, it is required and so all

> students who sign up for those classes are members, automatically. We don't differentiate between an Ag student and FFA member or leadership student, they are one in the same. It is integral to instruction and if it is integral to the instruction then we don't charge dues we don't do any of that; they just get the best training that we can provide or our teachers can buy them or give them in the learning environment (CDE Administrator, CDE, March 19, 2012).
>
> Skills' (SkillsUSA) is different and depends on the advisor, because some Skills' (SkillsUSA) advisors just use it as a competition, and do no leadership training or education with their students or classes. So, it is just a way for them to compete, and they don't integrate into their programs as well as they could or should. It is more ancillary kind of thing, which is short changing the students on what they could be getting out of the involvement, even more so (Perkins Administrator, CDE, March 19, 2012).

3. What are the attitudes and perceptions of the California Community College Chancellor's Office administrators for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities?

One of the administrators at the Chancellors office for California community colleges said,

> It did not seem to be on anyone's radar and felt it was not really "no one's fault." Since, there was a time in years past when the CDE and the Chancellor's office was more involved together on a multitude of projects, CTSOs being one of them; she said that perhaps with all of the retirements, budget cuts, and other issues that it was "just crossed off their list of what they could do or had to be done" during a work day, week, or year. Workloads and reassignments are not only for the school districts, college campuses, and universities, we are all doing more with less these days and that may be part of the issue (CTE Dean, CCCCO, March 19, 2012).

As far as her perspective of the values and benefits that are there for students, faculty, administrators on California community college campuses she believes that:

> Yes, absolutely, there are benefits, for a couple of different reasons that go on, the networking that goes on and the sharing of ideas, I see sharing of best practices, I could do that at my campus, or how are you working that out with schedule changes, etc. I could take this strategy and use it in my

> classroom. I am a firm believer in leadership, and especially today in looking at the age demographics, and the emerging leaders, and being able to harness that energy is really important. I think that these kinds of, these CTSOs are one way of bringing up emerging leaders, as well as everyone else, as baby-boomers retire, so I do see the benefit, absolutely (CTE Dean, CCCCO, March 19, 2012).

The perspective from the majority of her colleagues at the Chancellors office stated that she found out when asking in a departmental meeting was:

> I did not hear the perception at all with regards to the CTSOs not fitting in because they are adults, at our staff meeting and I was talking to people about getting involved and being more partnered with the CDE to make that connection and relationship again. I heard they are not reaching out to us, SkillsUSA folks are not asking us to be involved. In previous years, we would be able to plan the conference, be involved, and perhaps along the way it just got lost. No one knows why, or who is in charge, and no one took that responsibility on to find out either from our end. But folks at the Chancellor's office want to though, when I spoke to them about it at our staff meeting as I said earlier. I have heard only a few and I mean few people in this office that feel that CTSOs do not represent the larger demographics of California community colleges, with regards to age, ethnicity, socioeconomic status, gender, and other issues. But, knowing what I have seen, read and heard from you personally, I know that is just not the case, and those select few people really need to see it themselves, to see that "their" perception is all wrong (CTE Dean, CCCCO, March 19, 2012).

4. What are the barriers for implementing and sustaining CTSOs on California college campuses?

The question about barriers to implementing and sustaining CTSOs on California community college campuses, participants in the interviews seemed to all have the overall common issues of fiscal or budgetary problems. Especially in this economic situation that California is still in since the recession began three to four years ago. Other issues or barriers would go back to the awareness, perception, beliefs, benefits, workload, time, campus culture, and value of CTSOs. Table 4.2, lists the codes that were used to determine what the barriers are for implementing and sustaining CTSOs on California

community college all (never participated, formerly participated, current participation) campuses was the following:

4.2 Table. *Barrier Codes from Data Analysis Software (ATLAS.ti) during interviews with the six California CC campuses and two state system offices of education:*

ATLAS.ti Codes for Interviews based on research study	Frequency of the codes/terms used for this research study appeared
Tenure - Unions	27
Advisor Training	61
External Funding Sources	80
Workload	83
Funding	88
Time	99
Administrator Support	105
Attitudes	122
Culture	149
Organizational Support (CTSOs)	150
Understanding of CTSOs	225
Knowledge	293
Value of CTSOs	315

Note. These codes concerning the barriers to implementing and sustaining CTSOs on California CC Campuses were used during the analysis portion of the interviews transcribed from the six California CC campus CTE Faculty and Deans; as well as the two state system offices of education in California to develop themes and patterns that had a higher or greater frequency in the results.

The information that resonated from the interview from all participants seemed to be the issue of resources. Whether the resources was of a fiscal nature (funding and support) or human (advisor, administrator, faculty, or staff) with their time and workload schedules was two of the most recurrent themes found. Others mentioned that having campus administration support, board of trustees, their foundation members to help support, advocate, find funding and release time to oversee or be the advisor for CTSOs was important and needed if a CTSO was to start or survive on a college campus.

Several of the participants gave the researcher ideas or suggestions from the interview participants on how the organizations (CTSOs) could, should, or might want to

incorporate for new advisor training. The differences between high school and college/postsecondary structure to get more involvement and participation. Assist and train advisors how to gain the funding and/or advocacy to start a CTSO on their campuses. The continued support to sustain a CTSO would also be beneficial to them for the long term. Streamlining the information, making materials more readily available to advisors, which could come from formal advisor trainings and meetings on campuses or virtually. How to get the awareness and knowledge out there about the CTSOs, their value, benefits, and importance to students, faculty, programs, and accountability for their programs is something that needs to be addressed by the organizations as a whole. Since knowledge and awareness in this state is something that is an issue with faculty and administrators. Other barriers that were mentioned by the state office administrators:

> I think some kind of training in the degree and credential process for educators or future educators and for the administrators as well, personally. Train them that the student organizations are part of what you are expected to do as a teacher, educator, and professor whatever and explain why they are important, how they help your classes or program, your students, etc. Information about the organizations, how to be an advisor - resources and things like that should all be included, would be very helpful. I think that the other student organizations most people look at them like they are a club not part of their curriculum and a component to their class room that is integral. So, you have to change that old mind set and people who don't see it as an organization versus a club (CDE Administrators, CDE, March19, 2012).

Having the two state offices (CDE and Chancellor's Office) with more presence of working together, being involved, address the issue of the use of Perkins leadership dollars with allowable expenses, even stipends for advisors willing to oversee the CTSO and the SB 70 grant dollars that can be used to help support CTSOs on college campuses. Gaining support from business and industry in the CTE programs for more incentive

funding structures, similar to the Agriculture incentive and now as was mentioned at from the CDE administrator, the health sciences incentive grant funding in California.

As one of the administrator's from the CDE explained about the allowable expenses for CTSOs from the leadership dollars and his perspective on it:

> We allow Perkins funding to have stipends for advisors and some schools choose to do that others choose not to. Especially, at the postsecondary level, I think the only way to entice them is to tie it to funding or showing them the benefits of what their students and programs could gain so that it would be worth their extra time committed to doing the advising of the chapter. I would like to say that they don't get the money (Perkins and/or SB 70) unless they are doing these activities… But, I have been told I can't say that… it is too harsh. Which is my personal opinion, and even in the last state plan, I said let's not fund anybody that does not include CTSOs as part of their course work or class… But, I got shot down for that because it was "too harsh." Because there are so many schools that aren't and they would lose their funding, because they use it for the other "allowable expenditures." I honestly think and believe that it should be tied to it." Another point to mention is that they (the community colleges) actually get more percentage wise of the total funds from Perkins. In the Perkins funding they get more, in fact, last year they got around 60% for the community colleges and 40% for secondary. But overall every year they have got the bigger share of the Perkins funding (Perkins Administrator, CDE, March 19, 2012).

Findings to the Theoretical/Conceptual Framework

The theoretical/conceptual framework of this research study comes from Astin (1993) and older studies of student involvement and engagement in college and the benefits to students. Involvement is defined as the amount of physical and psychological energy that students devote to the educational experience in college. Further, student involvement enhances the development of both cognitive and affective outcomes in undergraduate students involved in their collegiate experience (Astin, 1984, 1993).

Activities related to academics could include: attending class prepared for discussion on the day's lesson; participating in study groups; and/or membership in

academic honor programs or societies, career-related organizations, and performance groups in the arts. Involvement in outside-of-class, or co-curricular activities, could include campus based student organizations, college athletic or intramural sports, employment on-campus, and volunteer service experiences (Astin, 1984, 1993). CTSOs offer these valuable benefits to those students in CTE programs and prepare them for the world of work with the leadership and soft skills development skills that is so critical in the workforce today. Employers demand it, so educators and educational institutions, like community colleges should be offering and preparing students for that aspect of the work environment, as much as the technical skills, hands-on competitions, or involvement that is part of being in a CTSO.

Tinto's (1987) research on student success and the impact of learning communities on student growth and attainment in higher education. Tinto's book, *Leaving College: rethinking the causes and cures of student attrition*, is another aspect or part of successful CTE students in community colleges in California for this study. There are many other authors and researchers that will be used for this study in the basic framework of student success, student engagement, persistence, retention, and matriculation (Tinto, 1987). As mentioned in chapter one with community colleges, not just the K-12 educational system, having to be held to more accountability; involvement in CTSOs will provide a structure that perhaps colleges and universities alike were unaware of the benefits to accountability and educational programs, especially CTE programs, CTE teacher training, degrees, certification, and credentials. This opportunity for accountability to reinforce student success, learning, involvement, and engagement is crucial at this point and time in our educational system, especially in California. To

address that CTE programs are not the "old" vocational programs of the 1920s, 30s or 40s, needs to be included. These students at all levels are learning critical thinking skills, teambuilding, professional etiquette, and responsibility. They all have to know how to read, write, speak, and calculate problems with their various CTE program or career pathways. Each CTE program does this to a different degree or higher levels of continued education, but they all have some kind of foundational academic skills sets that are reinforced in CTE programs and with the partnership of CTSOs.

Academic instructors, professors, or teachers could provide essential knowledge, education, and experience to students in leadership areas, like public speaking, debate, technically related math skills, physics, and chemistry. This is not just an opportunity for CTE faculty, staff, and administrators, this is an opportunity for all members of a college campus, to come out of their silos and work together for the common good, their students. CTE students that are more actively involved or engaged in CTSOs, pursue certificates and degrees on their college campuses, so these students are in those other GE or academic courses, which is a great reason to work together.

Other Potential Barriers or Issues to CTSOs on California community college campuses

Other things that came out of the interviews and the online survey, that was listed as a potential problem as to why CTSOs are not as prevalent on California CC campuses is the issue of tenure, workload and unions. California CCs have various unions that represent the faculty and classified staff members in this state and there is the issue of whether the campus academic senate and college administration supports the involvement or participation in CTSOs for students and faculty. Most of the faculty and deans that

were interviewed said that their campus would allow or might allow the involvement to fulfill their contractual obligations as being involved with a committee, professional development time, and/or student involvement as an advisor. But, there were some who said that they knew their campus leadership would "not approve" those activities, because they had already tried, so they either do not participate any longer, or do it on their own free will and no support.

Some of the codes, key terms, and emerging themes for the qualitative analysis listed in the tables in chapter four came out of the interviews with the participants which could be a positive, negative, or neutral perspective, answer, or belief by those interviewed for this study. Terms or codes, like administrator support was from both the faculty and administrator's point of view of how much or how little administrators interviewed either fiscally, physically, or morally supported CTSOs on their campus. The attitudes, campus culture, time to be involved, workload as a faculty member or administrator, was from the interviewees perspectives or personal experiences of their own campuses or other campuses that they have worked on in California as far as support, involvement or buy-in regarding CTSOs. Tenure, unions, and professional development dealt with the support of campus contracts and ability to use the time involved as an advisor of a CTSO for their professional development requirements, as well as gaining professional development workshops at the state and national level in CTSOs as an advisor. Not all California community college campuses agree on how their contracts can be fulfilled with this portion of their obligations, it was another point that awareness, benefits, understanding, and value of CTSOs needs to be heightened to all of the community college employees.

The following comments were made by deans and faculty with regards to these codes on their campuses regarding CTSOs. Some of which are from all three groups compared (never participated, formerly participated, and currently participating in CTSOs):

> … Given in the budget situation that we are in currently, or have been over the past three to four years… with all the extra cut backs and extra work that has been piled up on top of them (faculty), if they had to be responsible for an organization, like a DECA, SkillsUSA, or something like that I don't think they would be very in favor of it. Because it is just the time element, which is something, most of them don't have right now, there is just too much work to do, and that this is the big thing right now (CTE Dean, Community College 3, March 9, 2012).

> I would say that they (faculty on my campus) are somewhat ambivalent it is one of those things that - yeah, yeah, yeah it's nice for you to do, but not for me to do. And I think that is the way it worked out, so they did not quite have the same interests. But remember, it is time outside of class and that is the rub - they don't want to do that - they don't want to do more than their contracts require of them - most of them - not all. They might be in ruts or silos and it would depend on who you talk to on campus, which disciplines. Certain ones definitely have that silo mentality and they don't want to play nice, others it is just ruts, this is the way they have always done it, and since there is no "evident" carrot (personal benefit) for them (i.e., money and release time), they don't want the extra workload and to do it free, if you will (CTE Faculty, Community College 4, March 12, 2012).

> I know what it takes to be prepared to be in business today, so it is a personal reward, I get no compensation for doing this… I get almost no, well my dean is a great advocate and support, but no other support or thanks from anyone else on campus or even in my department for having this or doing this for our students. Well to be very frank… I don't think they understand or appreciate the value of this kind of practical worldly experience there is not a person here that runs their own business or ever has or has a private practice or had a private practice business prior to teaching (CTE Faculty, Community College 5, March 20, 2012).

The problem then comes back to the attitudes, awareness, beliefs, benefits, culture, funding, knowledge, perceptions, understanding, and valuing CTSOs. It was repeatedly said in this study that once the faculty member, administrator, student,

business and industry partner, or community has all of those areas covered regarding any of the CTSOs, like SkillsUSA and DECA, and then it is a "no brainer," "they will be hooked," "they will want this in their programs, courses, campuses, etc." So, it would seem as one administrator from one of the state system offices explained to the researcher:

> …Making an all effort to bring CTSOs to the community colleges the way we did 15, 20, or even 30 years ago may not be the way we should be doing it now; integrating and horizontal networking has to happen, no more silos. Usually it's a person, so much can happen in a relationship that is built. But, it takes a person that wants to take this on; a person makes the contacts, or it is on their radar because of the value and benefits, but it is important to get those colleges or campuses involved. The person or persons that contact them, make that relationship will need to be passionate about it, showing that it is a priority, and why getting more people on board or involved is beneficial to that campus, college, or program. Then, I believe you will get more faculty, administrators, students seeing the value, benefits, and believe in CTSOs is the right fit for them. You have to be willing to do whatever needs to be done to get the information out about the CTSOs and their value; this is where I am talking about that you have do things differently than in the past to get involvement… Like attend or go to department or campus meetings, visit the campuses, and make the relationships. I think a strategic plan to reach out to those community colleges would be a great start (CTE Dean, CCCCO, March 19, 2012).

Quantitative Findings

Survey Findings relating to the Problem Statement, Research Questions, and the Theoretical/Conceptual Framework

An online survey was sent out to prior to the personal interviews in order to gain a broader understanding of other CTE faculty and administrator perceptions regarding CTSOs. It allowed the researcher to look for similarities from the participant's results from the online survey only to the ones who did the online survey and personal interviews. The online survey was originally sent to the CTE deans on the six campuses

to forward to their CTE faculty members and deans. In lieu of the annual spring break that was occurring when the survey went out to the various groups, it was open for three weeks to attempt to yield a higher return rate on the surveys. The deadline was extended for one extra week due to complications at one campus and to make it equal for all participants. There were 53 online surveys taken and completed at the end of those four weeks. It is not a significant number in and of itself, but the results matched almost identical to the personal interviews on the questions that are the most relevant to this research.

Once the results were back from the online survey, the researcher decided that it was not necessary to use the SPSS software for comparisons and data analysis. The researcher was doing a general comparative analysis of the information from those participants to see if it was the same or different types of responses when posed to a larger group, in a more blind study situation. The use of charts, bars, and columns to display the results on the awareness, attitudes, beliefs, and perceptions of other CTE faculty members and administrators on those six community colleges and the two state system offices of education would be sufficient to show a relationship to those areas being looked in regards to CTSOs and CTE programs at the community college level in California.

The questions in the interview process were similar to the questions posed on the online survey. A total of 28 questions on the survey that asked questions regarding the participant's level of awareness, attitudes, beliefs, and perceptions about CTSOs on California community college campuses. These questions reiterated the problem statement, research questions and the basis of the theoretical/conceptual framework used

for this research study. The findings are similar to the interview results with regards to those areas being looked at in this study. When it came to the questions posed about awareness of CTSOs the questions asked and responses indicate that this is an area which is answering part of the problem as to why there is not more college/postsecondary participation in CTSOs in California.

Table 4.3 Which of the six of the ten federally recognized career technical student organizations (CTSOs) that are in California, are you familiar or have a general understanding and knowledge of (if any):

CTSOs	Has a general understanding or knowledge	Has no general understanding or knowledge
HOSA	3	41
FBLA-PBL	4	43
FHA-HERO (FCCLA)	6	41
FFA	9	37
DECA	13	38
SkillsUSA	18	35

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

In asking the survey respondents if they had ever held membership in or participated in one of the six career technical student organizations, their response was extremely low. This could indicate the lack of understanding and value that CTSOs add to CTE programs, especially at the community college/postsecondary level of education today in California. If the respondents have no awareness, knowledge or general understanding of what benefits the CTSOs offer, have not participated themselves as members or competitors could be where part of the problem lies as to why CTSOs are not more prevalent in California, like other states.

Table 4.4 Have you ever participated in any of the six CTSOs while in high school or college? (If so which one(s)):

CTSOs	Participation and/or membership in a CTSO
FHA-HERO (FCCLA)	0
HOSA	0
FBLA-PBL	1
DECA	3
FFA	3
SkillsUSA	5

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

When questioned about whether or not community college CTE programs could participate and/or have membership in CTSOs in California, the majority of the respondents said they felt were not sure if it was available or an option to their students or programs.

Table 4.5 In California, which of the four CTSOs can students from the college/postsecondary level participate/have membership in:

CTSOs	Not Sure
DECA	38
SkillsUSA	38
FFA	40
FBLA-PBL	43
HOSA	45
FHA-HERO (FCCLA)	46

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

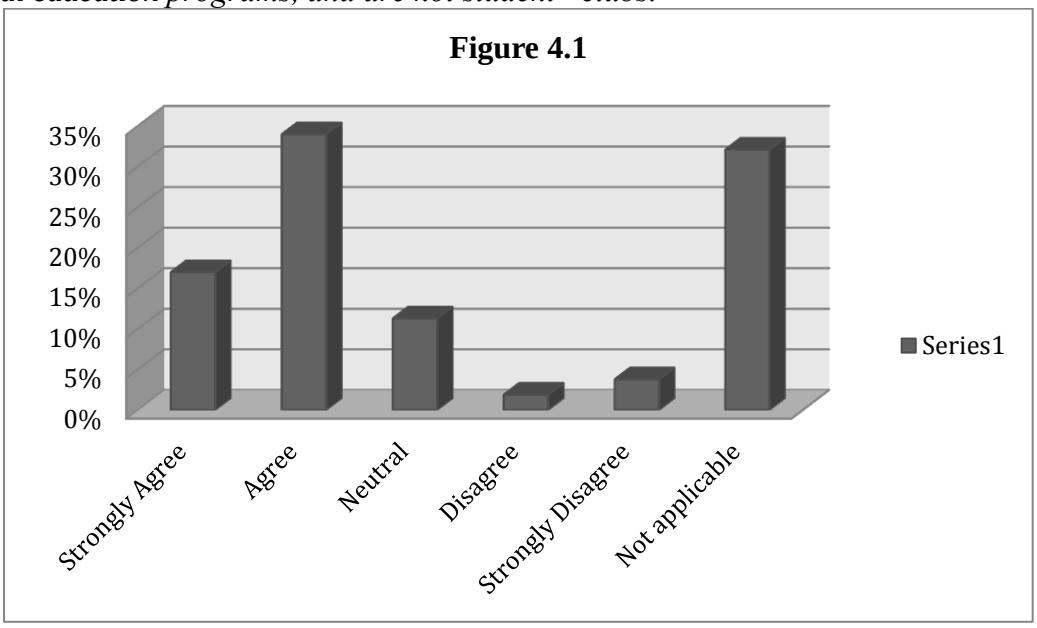
These three questions from the survey results would seem to indicate that the lack of awareness, knowledge, prior participation, availability, and understanding of CTSOs in California, especially at the community college level seems to be one of the largest

factors contributing to non-participating campuses in this state. Which is consistent with the results gained during the interview portions of this research study.

In a Delphi research study done conducted by Ross (1980) he was looking at the *"Formulation of Goals for the Collegiate Organization of the Vocational Industrial Clubs of America"* (VICA; former name of SkillsUSA). There were 16 goal statements that emerged from Ross' study for the collegiate levels of participation. Out of those 16 goals the group then placed a priority on what should be accomplished for a collegiate chapter or organization. Some of the goals from that study group are: Develop skills in leadership and leadership training; Assist, organize, and implement stimulating VICA activities at the local, district, state, and national levels; Foster the competencies that individuals need to be VICA chapter advisors; Recruit potential VICA advisors and Trade and Industrial instructors into teacher education programs; and Enhance the image of vocational education and VICA (see Appendix O) (Ross, 1980).

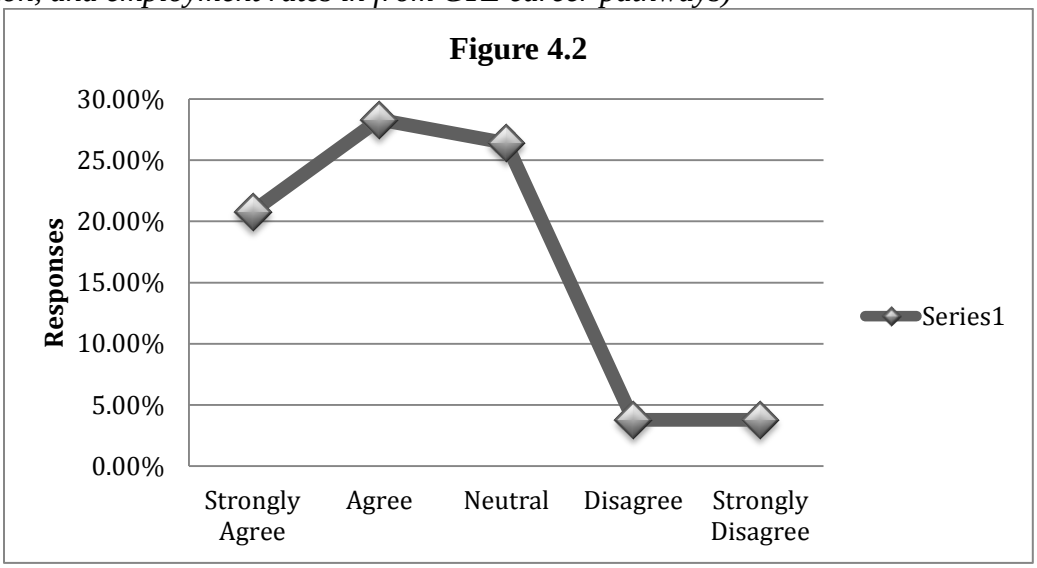
The goals that Ross (1980) found as important or priority for college level chapter in SkillsUSA (formerly VICA) reflect some of what seems to be missing in California to help start, maintain, and potentially sustain a collegiate level chapter on a California community college campus. Some of these same points, although not worded exactly, are similar to the findings in this research study, both in the online survey and personal interviews that was conducted. Other areas regarding the attitudes and beliefs of the participants of this study are reflected in the following questions and tables.

Figure 4.1 Career technical student organizations are co-curricular with career technical education programs, and are not student "clubs."



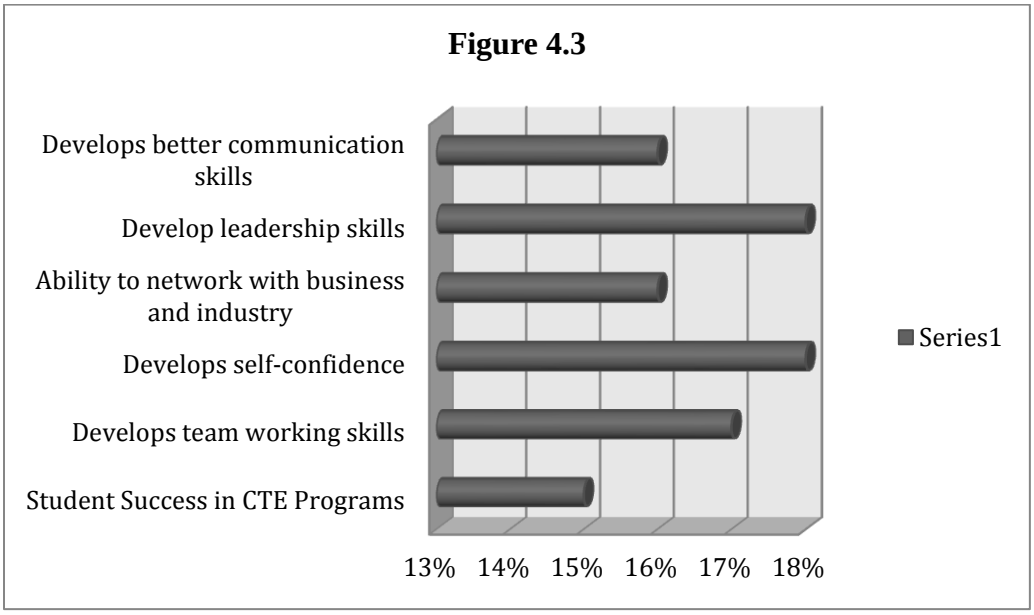
Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Figure 4.2 The mission of the California community colleges and CTSOs are striving for the same goals (student success, certificate/degree completion, transfer/advanced education, and employment rates in from CTE career pathways)



Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Figure 4.3 Students participating in career technical education programs that are actively involved in a CTSO will lead to:

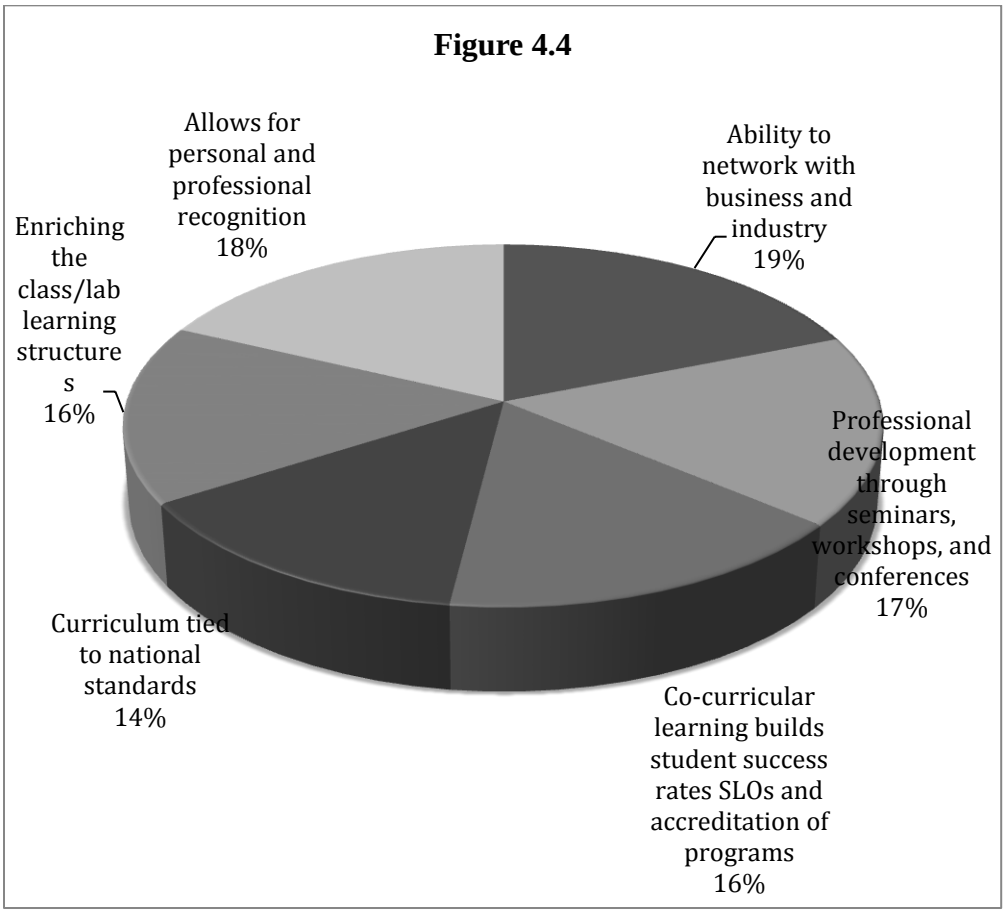


Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

These findings suggests, just as multiple faculty advisors, deans, and state system offices of education administrators explained to the researcher in the interview portion of this study, the benefits to the students are numerous. The repeated comment from the participants and the faculty advisor from the pilot research study during the doctoral program about the benefits to the students, faculty and their programs was "this is a no-brainer." Students who are involved in the CTSOs are motivated, more engaged, have more participation in the class. They are more willing to help other students to succeed, becoming peer mentors to one another which the work of the faculty member/advisor becomes much easier and more rewarding.

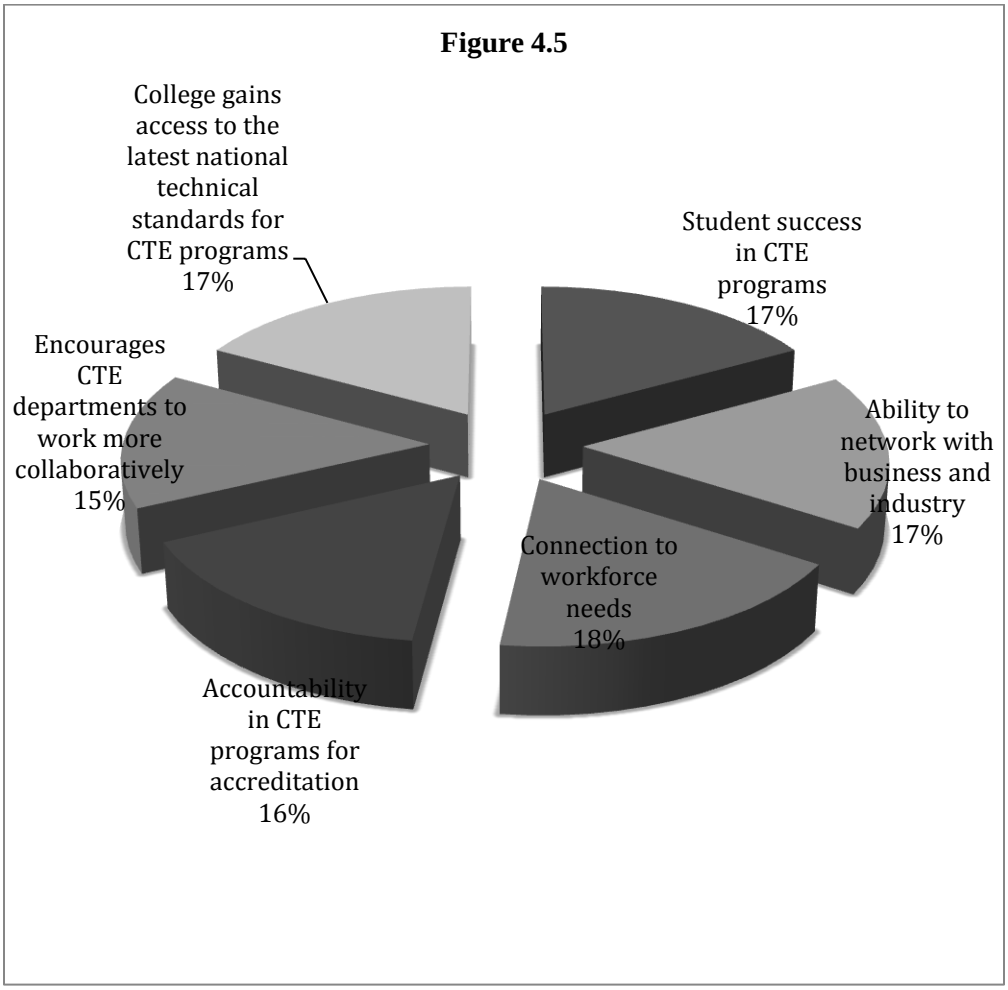
Figure 4.4 and 4.5 answers questions about accreditation, Student Learning Outcomes (SLOs), and program support from the CTSOs. The results shed positive light that California community college faculty, administrators, and state system offices of education are looking for as many resources as possible to make their students and programs successful.

Figure 4.4 Faculty participating in CTE programs that are actively involved in CTSOs will lead to:



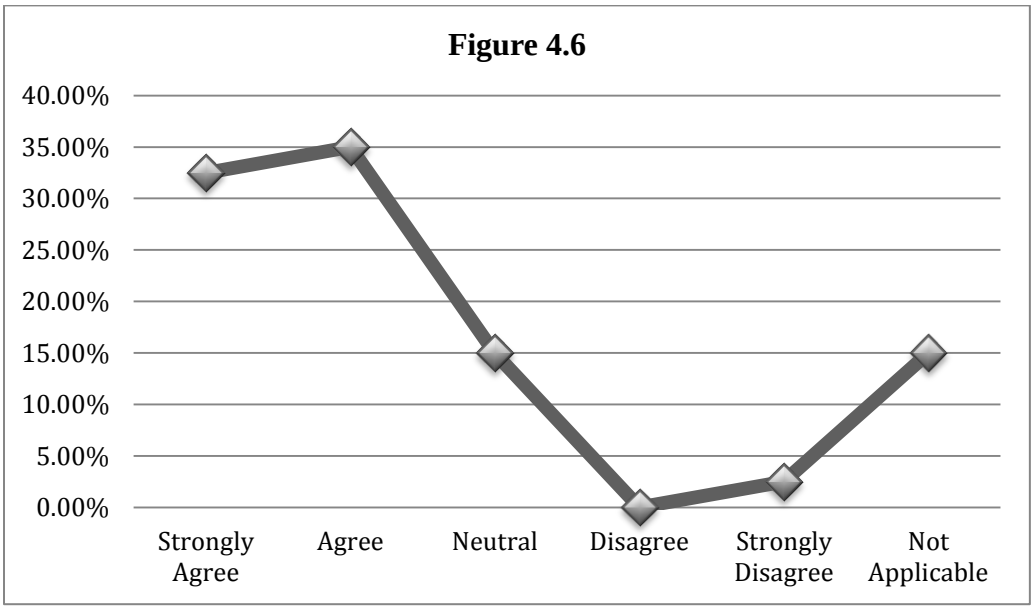
Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Figure 4.5 College administrators participating in or supporting CTE programs that are actively involved in a CTSO will lead to:



Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Figure 4.6 WASC/ACCJC standards, student learning outcomes, and success rates can all be improved with the addition of CTSOs for CTE programs on college campuses in California:



Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Respondents agreed to most of the same reasons that the in-person interview participants felt were some of the barriers as to why California community college do not have more participation in CTSOs on their campuses and campuses around the state as a whole. The question regarding the ability to sustain a CTSO chapter on a community college was also asked of the online participants, which provided similar results as the in-person interviews. The following Tables (5.1, 5.2, 5.3, and 5.4) show the results from the participants with regards to the barriers for having and sustaining CTSOs on California community college campuses. The results seems to suggest that perhaps more information, education, awareness, knowledge about the CTSOs and their relationship with CTE programs would help promote and increase the level of involvement in California.

Table 4.6 What do you feel the barriers may be to having CTSOs (SkillsUSA, DECA, and others) on California community college campuses? (Select all that may apply)

Options	Response percentage	Response count
Not supported by local union contracts	17%	9
Does not see the benefits to having CTSOs as part of the curriculum	20.8%	11
Lack of campus administrator support for CTSOs	26.4%	14
Too time consuming for faculty or administrators	34%	18
Too many responsibilities on campus (i.e., committees, meetings, etc.)	45.3%	24
Lack of financial support for CTSOs	50.9%	27
Lack of time to be an advisor	60.4%	32
Lack of knowledge on CTSOs	84.9%	45

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Table 4.7 Why do you feel that California does not participate in CTSOs (SkillsUSA, DECA, and others) as the research has shown other states do for the college/postsecondary level of education?

Options	Response percentage	Response count
Lack of administrator support for CTSOs on college campuses	34%	18
Lack of understanding on what the values and benefits of CTSOs are offering college students	49.1%	26
Lack of financial support on college campuses	52.8%	28
Lack of information on what the value and benefits of CTSOs are to faculty and college programs	54.7%	29
Lack of information on CTSOs	71.7%	38

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Table 4.8 What do you feel the barriers may be in sustaining or keeping a CTSO (SkillsUSA, DECA, and others) on California community college campuses? (Select all that apply)

Options	Response percentage
Union contracts	14.3%
Lack of motivation by students to be involved	42.9%
Departmental responsibilities	47.6%
Lack of support by administrators on campus	52.4%
Workload assignments in the department	57.1%
Lack of motivation by faculty or staff members	61.9%
Budget cuts or program cuts	64.3%
Lack of financial funds to support CTSOs	83.3%

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Table 4.9 The value of having co-curricular career and leadership development experiences for students, faculty, and college administrators is something that should be included on your college campus.

Options	Response percentages
Disagree	0%
Strongly Disagree	0%
Not applicable	12.5%
Neutral	15%
Strongly Agree	32.5%
Agree	40%

Note. This table reflects 53 respondents (CTE faculty, administrators, education program consultants/specialist) from the six California Community Colleges, California Community College Chancellor's Office, and California Department of Education from the online survey results.

Overall Findings Summary

In this mixed methods research project the researcher was able to see that the questions posed to a larger, blind group of participants did not delineate much in the way of the responses compared to that of the personal interviews. The interviews allowed for a deeper understanding, more personal aspects regarding CTSOs and their involvement at the college/postsecondary level of education in California. The personal interviews did allow the research to gain what had been suspected through the pilot study at a separate California community college campus prior to conducting the official data collection. Other opinions and beliefs from tenured CTE faculty and administrators, educational program consultants, program specialist, and educational administrators from the Chancellor's Office and California Department of Education individuals from interviews prior to this research study suggested some of these findings, but were not factual at the time. Those opinions, beliefs, attitudes and perceptions seem to be in line with the findings of the data that was collected for this research study.

The research problem again, is that California community colleges do not participate or offer CTSOs to their CTE programs equally or greater than other states do at the college/postsecondary level. California community colleges do not offer or participate in CTSOs for their CTE programs equally within the state as well, right now there are only a five out of the 112 campuses that participate on a regular and successful basis, but not all of the CTE programs are involved that could be on those five campuses as well (DECA membership roster, 2010; SkillsUSA membership roster 2010). Theoretical/conceptual framework that Astin (1984), Tinto (1987) and others have found that student engagement, involvement, persistence, retention, and success all hinges on

being part of the campus, college, or university setting in some kind of activity, organization, or club. That involvement and engagement keeps the students motivated, excited, willing to learn, willing to participate, and feel that there is a value to their education and the time invested in obtaining it. This is not a gender, ethnic, age, or socioeconomic study about student engagement or involvement. As several of the CTE faculty members and administrators reminded the researcher, for the students in CTE programs:

> Being a part of a CTSO, competing in hands-on skill events in their particular or specific trade, occupation, vocation, or career pathway discipline or in a leadership event, it is the first time that many of them have ever been recognized for their achievements, competed against others in their field from across their local regions, state-wide, nationally or the select few who get the honor of competing internationally." Most were not recognized in their academic achievements in high school or college, and now they have developed a sense of pride, self-esteem, confidence, and feeling of accomplishment that they can do anything that they set their minds to, if they only apply themselves and the college programs provide an opportunity for them to attempt that goal (CTE Faculty members, Community College 2, 4, 5, and 6, March 2012).

Chapter 5: Discussion/Conclusions

This research study investigated, uncovered, and analyzed the awareness and perceptions of career technical education (CTE) faculty members and administrators regarding career technical student organizations (CTSOs) on California community college campuses. California does not participate in CTSOs at the college/postsecondary level of education like many other states in the South, the Midwest, and Eastern portions of the United States for the students enrolled in CTE programs (CDE Membership Trends, 2000-2010; SkillsUSA National Membership Trends, 2000-2010; DECA National Membership Trends, 2000-2010). Very few studies have been done on the value, benefits and success rates of CTSOs for the college/postsecondary level of education. Previous research studies show that the values and benefits of CTSOs to students in CTE programs at the high school are just as relevant at the college/postsecondary student's as well. (ACTE, October, 2006; ACTE, June, 2007; Alfeld, et al, 2006 and 2007; Astin, 1977, 1984, and 1997; Derrickson, 2007; Howard, 2008; Ross, 1980; and others).

The data analysis from this research study is consistent with the literature review which shows that there is that same value and benefit, if not more so for the college/postsecondary level of students. Community colleges are dealing with more students who are older, preparing for the workforce, who need quality leadership training, and the ability to network in their specific career pathways, and to learn the soft skills or employability skills that may have been missed or forgotten over time. CTSOs offer the same values and benefits to the students, faculty, their CTE programs, departments, divisions, and the college as a whole (Figures 4.2 and 4.3).

Summary of Study

The problem lies within several factors that can be corrected, some easy, some more challenging and some a bit more difficult given the economic crisis that California is in financially, as well as the rest of the United States at this time. Some of the problems that can be corrected to help promote and start CTSOs on California campuses is the ability to market the organizations to community colleges better from the state and national offices.

The fact that knowledge and general understanding should be a focus for all of the CTSO organizations in California, and other states that have lower college/postsecondary membership enrollments or involvement. The results of this study have shown that the various CTSOs in California for the college/postsecondary level of education need to do more effective marketing. They need to do more education and awareness for all community college campuses and their CTE programs, in order to increase membership and participation in California. California higher education institutions (universities) should offer more CTE teacher preparation programs. Earning teaching certifications, credentials, and degrees for all CTE educator programs from secondary to college/postsecondary to incorporate CTSOs and add value to CTE education as a whole.

Discussion

Research question 1: What are the attitudes and perceptions of California Community College administrators and CTE faculty towards the participation of students in CTSOs? The repeating theme from the survey and interviews has led the researcher to believe that the less people know about CTSOs or understanding how they can work with CTE programs at the community college level is one of the biggest factors determining

why more community colleges are not participating in CTSOs (Tables 4.1 and 4.3). The national CTSO offices should be working with the state CTSO leadership help to develop a strategic plan. Part of that plan should help the state directors, leadership team, and the organizations in educating, marketing, and promoting of their own organizations to the California community colleges. Designing a platform that works well for the unique qualities of community colleges for meetings, competitions, and leadership trainings would benefit all CTSOs, advisors, and students. Assisting campuses and programs with funding, ideas, sources, or contacts is another aspect that the national and state office needs to implement for support at all colleges, and high schools or ROPs in California, during this difficult economic time.

California does not require CTE teaching credentials for community colleges or offer higher educational degrees in most disciplines taught at CCs. It would serve the CSUs and UCs to broaden their teacher educator program to be more inclusive and not so specific to disciplines for training educators in CTE programs. This is another aspect that California differs on with regards to CTE teachers/faculty and administrators compared to other states (Scott and Sarkees-Wircenski, 2004). So there are several challenges that need to be addressed:

- Emphasis on quality and rigor in teacher education will help to recruit students who can meet higher academic standards.
- Teacher preparation programs should ensure that teachers possess a good background pedagogical knowledge, subject-matter knowledge, general knowledge, and CTE/CTSOs.

- Emphasis on developing the student's cognitive and technical skills in an integrated context.
- Administrator preparation programs to ensure that CTE has educators and administrators focused on background knowledge, pedagogical teaching practices, most up-to-date business and industry related training needs of California for its workforce needs.

Research question 2: What are the attitudes and beliefs of the administrators in the California Department of Education for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities? Making CTSOs a part of any CTE program helps faculty to develop those skills sets, engage the students in the learning environment, allows for more collaboration between peers, and higher success rates overall in the programs. When students and faculty are engaged in more meaningful activities dealing with what is being taught in the classroom. Students have a more positive outlook and reported intellectual and personal growth in their personality and attitudes (Astin, 1984, 1993; Gordon, 2008; Kuh, 2007, 2009, 2010). The other positive outcome that happens with this relationship during CTSO advisor/faculty and student participation is that students do more peer mentoring and tutoring. The students want to see each other succeed from their own programs or campuses, especially when they are involved in a competition (Figures 4.3 and 4.4).

Several of the faculty members during this research and the pilot study shared this thought about the perceived benefits to the students who have membership and participate actively in CTSOs on their campus

> … The students might go into their courses or programs not caring about anyone but themselves, and sometimes not even that. Then come out

> without any pushing or requesting from the faulty to help their classmates, taking initiative, being responsible, and they all feel it is the experiences and value that the students directly receive from being involved in CTSOs as part of their education." Students gravitate to becoming student leaders, even if it is in an "unofficial" position, as one faculty member stated, "Those students just can't help themselves, they want to help the other students. As a faculty member, that makes my job easier (CTE Faculty member, Community College 6, March 26, 2012).

Understanding and valuing CTSOs and their tie or relationship with CTE programs is another issue that has to be addressed in the marketing campaign. The value of CTE programs in general really has to be supported and marketed more in California to the general public as being vitally important to our state economic, educational, and workforce development success rates (Figures 4.1, 4.2 and 4.6). The old mind-set needs to change with regards to their view about CTE programs as a whole, how CTE is only for those students who are not cut out for the professional world of work, or not college material (CTE Faculty and Deans, Community College 2, 5, and 6, March, 2012). Students are taking those CTE courses on college campuses, and most are successful in their career pathway sectors.

The idea that professional, occupational, vocational, trades are considered a "hierarchy" in this state and other states needs to change. This is a sentiment that most of the CTE faculty, CTE deans, and state administrators believe still exist in California and the United States (CTE Faculty and Deans, Community College 2, 5, and 6, March, 2012). The Science, Technology, Engineering, and Mathematics (STEM) field for example, a majority of those programs are CTE programs, yet they are valued or respected more than "traditional" CTE programs. Many of the interviewees alluded to the fact that there are many students enrolled in CTE programs, coming back to CCs after they finished a Bachelor's degree or higher; either because they could not get a job in that

particular major or they did not enjoy the limited career options that some degree programs put them in after graduation (CCCCO and CDE Administrators, CTE Faculty and Deans, Community College 1, 2, 3, 5, and 6, March, 2012).

In the ACTE (2006) *Techniques* magazine article, "Career and Technical Education's Role in American Competitiveness" one of the points mentioned in this article was to "meet employer needs for highly skilled workers." So many times, students right out of school and/or college have no knowledge or idea of what the required employability skills are, and how to learn or develop them. When partnered with CTSOs for various career technical education programs, students learn responsibility, ethics, time management, critical thinking or problem solving skills, and teamwork or team building skills. They learn that attendance, punctuality, and professional dress not only gets them the position they apply for in this tough economy, but they know how to keep the job due to the skills learned through CTSO participation, competitions, and professional development seminars (ACTE, *Techniques*, 2006, October).

Research question 3: What are the attitudes and perceptions of the California Community College Chancellor's Office administrators for CTSOs for all students in CTE programs in high schools, ROP/ROCPs, community college or universities? The researcher learned from speaking with the California Chancellor's office and the California Department of Education CTE administrators, is that they are important and they need to be working together more with community colleges to offer CTSOs on campus. They CCCCO and CDE need to offer support, allow access to the funds, and encourage campuses to use the leadership dollars from the Perkins funding and SB 70 grants. A more collaborative working relationship between the two offices could improve

the community college CTE programs to partner with CTSOs that would best help their students and programs. This would help the CCs in starting and sustaining CTSOs on those campuses.

The request of many of the interviewees was for materials that can easily be designed and approved by the state and national CTSO offices to make the workload of an advisor or multiple advisors a simpler task. They asked if advisor manuals could be designed better or more user friendly, have samples of forms (filled out correctly), have dates and deadlines published way in advance, have a more user friendly web page for advisors, students, and visitors, and other materials (printed and virtual) updated and available for them. Provide more and/or better advisor training and professional development about the organization. Most importantly, how to make it work at their (college/postsecondary) level, meet their needs, ability to leave feedback, comments, or suggestions to help them get in, and keep the organization on their campuses.

Student engagement and involvement keeps students in college, helps with retention and persistence along a degree, certificate or career pathway (Figures 4.1, 4.2, 4.3 and Table 5.4). Students who become more involved with faculty and other students are more likely to develop values stressing the importance of involvement with others. It leads to appreciation of the need for involvement and in turn, the likelihood that students will continue to be involved in the future (Astin, 1984, 1993; Gordon, 2008; Kuh, 2007, 2009, 2010). This relationship, involvement in something more than just attending school or college is a value that cannot be gained in normal classrooms, or CTE programs without the partnership of a CTSO. Students are different; college students are different from secondary students, due to the wide ranges of ages, backgrounds, and experiences

that students bring to college. Giving them more experiential learning through the partnership of CTSOs will enrich their lives more than just the education that they are trying to acquire.

National and state CTSO offices need to look at how they are marketing to colleges and college students for participation and involvement. National and state CTSO directors need to gain community college CTE faculty and administrator support and help them to sustain a program on a community college campus. Developing a strategic plan for their students and programs, which are different that the K-12 system and how they propose or promote college/postsecondary involvement. The "WIIFM" (What's in it for me) for faculty members and their students will have to be answered. How will this make my students better? How will it make my program better? Who is going to help me? When and where will I get training? Is there an advisor who is willing to mentor me nearby?

There are many other questions that new advisors have about CTSOs. Those specific questions over the years, from the results of this research study, seem to have been taken for granted. It would seem to be no one's faulty specifically, but not finding out "why" colleges are not involved or dropping out of the organizations. They seem to expect that other faculty advisors will just share the information, which may or may not be working for CTSOs in California. CTSOs are overlooking the fact that teachers, educators, professors, may or may not learn about them in college or on the job. CTE faculty members at community colleges are not as likely to have formalized training about CTE and CTSOs, due to the minimum qualifications for most CTE fields in California (California Community College Minimum Qualification Handbook, 2010).

CTE faculty members will have be trained or educated on CTSOs, which will for now will be a responsibility of the specific state and national CTSO offices to increase that awareness, knowledge and participation at the college/postsecondary level.

National and state CTSOs need to be working with the required accountability measures from the Accrediting Commission of Community and Junior Colleges (ACCJC) for community colleges, to tie national technical standards, state standards, business and industry standards, and various licensure standards all together to show that CTSOs can help with program accountability (Figures 4.1, 4.2, and 4.6). Those measurable outcomes can be developed, reinforced, or designed for all CTE programs and the student learning outcomes required at community colleges for accreditation purposes. They need to develop a cross-walk for the standards for ACCJC, CTSO National Standards from industry, and State licensure standards.

The other side of the accountability coin is the employability tracking and advisory board. New advisory boards should be developed in communities to enhance the ability to participate in CTSO activities for students. Keeping a data bank on CTE students who complete a program with a certificate and/or degree (depending on what is offered on each campus), where they are working, how long, position, and having them sit in as alumni in the program is also part of the federally required documentation with accountability for all educational institutions (www.accjc.org., 2010; Higher Education Opportunity Act (HR 4137), 2008).

Some of the more challenging things to change and gain more support, involvement, and participation at the college/postsecondary level of education in California is for all of the public and private university systems to value and offer CTE

teacher training, degrees, and credentials for all disciplines. Currently, certain campuses only offer degree or credential programs in core academic, special education, Agriculture, or Industrial Arts programs; they should offer more well-rounded CTE teaching degrees for undergraduates and graduates, as many other states offer. Universities could offer CTE administrator graduate level courses for leadership in CTE programs, or incorporate CTE more, for deeper understanding and the theory in the current or existing administrator or leadership degree programs that are currently available. Those courses could tie in the importance of CTE and CTSOs in all of those programs; the importance of serving as an advisor at all levels and how each role faculty, staff, and administrator would benefit everyone involved.

Research question 4: What are the barriers for implementing and sustaining CTSOs on California college campuses? Another more challenging issue is the funding; as the state and federal grants and funds get cut more and more for programs. CTE programs are usually the first and hardest hit for budget cuts or access to funding at all levels of education (Tables 4.2, 5.1, 5.2, and 5.3). More advocacy groups and supporters need to step up their efforts to support CTE programs locally, statewide, and nationally. The state and national organizations need to work together more to get the communities involved, parents of the CTE students involved, alumni, business and industry partnerships, also.

Other opportunities or options to fiscal support include, looking into grants, scholarships, and campus foundations, this is part of the work of an advisor. Administrators can help faculty or staff members that do not have the skill sets or experience in researching, how to apply, write, oversee/manage, and report on the

progress of those grant requests. There is a need to train advisors (faculty and/or staff members) in grant writing and managing; as well as other fundraising ideas that works for the college/postsecondary level. There are differences in the secondary versus college/postsecondary education fundraising efforts, and advisors need to know what and how to go about this process. Community colleges cannot always fundraise in the same manner to support the students, programs, and participation as secondary institutions.

One other challenge that needs to change for California community college faculty members that want to participate or serve as an advisor for a CTSO on their campus; is to get their contracts negotiations and unions to be pro-supportive of this student involvement and engagement (Tables 5.1 and 5.2). This would be a benefit for all, not just the traditional means of earning their professional development or required committee service on campus. Allowing release time, stipends, or some kind of resource support for faculty members who serve as advisors to provide them an avenue to get involved and stay involved in CTSOs for their program.

The most challenging or difficult portion of this research is how to change, incorporate, or deal with is the current economic issues and educational challenges that all California community colleges are facing currently. Today, more than ever there are more faculty members and administrators doing more, for less; they have less time and workload (human resources) and fiscal (financial resources) for community colleges (CTE Dean, Community Colleges 1-6, March, 2012). California over the past three to four years has been cut to a bare minimum for operational costs. Now the colleges will begin to look at cutting programs that are dated, not viable, not successful, or cost effective to the college. That decision could impact the community around that campus

and the state as a whole (Table 5.3). They could show the positive impact that CTSOs have had with their CTE programs; their program success rates, student success rates, employability success rates after graduation, which all contributes to the accountability that colleges must adhere to now in education (SkillsUSA Value Proposition, 2010).

In a time where money and funds are tight, having a CTSO as part of the CTE curriculum on a college campus can help, as we discussed earlier with accountability and student success rates (Figures 4.3, 4.4, 4.5, and 4.6). Some of the benefits and advantages that administrators and faculty said during this research study that echo the research of Scott and Sarkees-Wircenski (2004) are:

- Student success and completion rates are higher
- Increasing the program enrollment
- Enhancing program visibility
- Involving employers and community leaders
- Securing commitment of important support people and groups
- Motivating both CTE faculty and students to higher levels of individual and group performance
- Recognizing efforts and achievements of the programs and/or faculty members involved

Funding cuts, reduction in class size and course offerings are being limited each year; with the CTSO tied to the CTE program, it will make it harder for an administrator, the board of trustee to cut those programs. Cutting programs may seem like an easy fix in a budgetary crisis, but bringing them back to a campus when things are more fiscally stable, is a harder task as well, as several of the deans explained. Some college campuses

may or may not be seeing the success/completion rates as high as they would for their investment in costly CTE programs. It will be hard to promote and encourage those campuses to include, start, or sustain a CTSO, as was discussed with one of the campuses during the interview where the majority of their departments are being run by one faculty member, and that one faculty member may only be part-time. This is where CTSOs have to work more, provide more ideas, support, resources, and involvement from the state and national level to those specific communities to show them how they can help them, their students, and their programs. As mentioned by the CTE administrator from the Chancellor's office and some of the deans from the colleges interviewed:

> We can't do business (education or CTSOs) as we have always done it in the past… things have changed, resources have changed, our state, and economy has changed and it is time for the educational system in California to change, as well as CTSOs, in order to survive. We are looking at what other successful states are doing like Tennessee, Utah, and others is one way, thinking outside of the box, and throwing out the old adage of "well, we've always done it this way," has to go as well (CTE Dean, CCCCO, March 19, 2012).

The limitation of this study is that there are few community college campuses that are still actively involved in California. There was a positive outcome in talking to all active, formerly active and campuses who had never participated in CTSOs. The responses from those CTE faculty members and deans, who had limited or no knowledge of CTSOs, were interested in how this could benefit their students, their programs, their campuses if they got involved with one or more CTSOs for their different program areas. They (deans, faculty, and system office administrators) are all looking at ways to save education, save the career pathways that help put people to work. CTE programs help the economy and workforce at large; from the local community all the way to up to the national economy.

Implications of Study

During the interview sessions, some of the faculty members, deans, and CDE Perkins administrator mentioned "they all wished they could "mandate" that all CTE programs (secondary and community colleges) had to have at least one CTSO on their campuses;" for students to take part in during their educational journey. They wished they could find ways to pay them stipends, allow release time or credit for serving as an advisor of that CTSO. The CDE Perkins administrator (March, 2012) said "that it was an allowable expense to pay a stipend for faculty advisors." This is where more communication from the CDE and the Chancellor's office is important; working together with community college administrators on those allowable expenses for CTSOs needs to be addressed as well.

CTSOs need to implement more support from business and industry in various communities for funds, supplies, and equipment for various programs. Business and industry can help support students with grants, scholarships, and internships for more work experience opportunities. The business and industry sector is demanding that students come out with a basic foundational technical knowledge and skill, as well as those soft or employability and leadership skills well in-tact. Partnering with colleges and schools will forge a stronger relationship, so that both parties get what they want or need from each other, and in the end, students, programs, and the workforce will win.

One of the CDE administrators mentioned in the interview session, when asked about funding issues CTE programs and CTSOs,

> …what would help the other 13 career pathways or sectors in California and help support the other CTSOs is to have an incentive grant, like the Agriculture incentive grants that help fund Agriculture programs throughout this state and FFA for student participation, and now the new

> incentive grant for the health sciences and HOSA that just began last year (CDE Administrator, CDE, March 19, 2012).

Since SB 70 will be expiring in 2014 and currently there is no new legislation to keep it going. This is critical to the success of CTE programs and CTSOs. In the current 2012-13 California May revision budget from Governor Brown, the potential for all SB 70 grant funds and AB 8 (federal Perkins funding) that go to support CTSOs and CTE programs at secondary education levels and community colleges, could be completely eliminated and used in other areas of education; if California does not pass the tax increase incentives on the November 2012 ballot. This is a concern that all CTE educators, administrators, district, county, and state educational leaders should be working to prevent. Recently the federal government has begun cutting away at and eliminating parts of the Carl D. Perkins legislation and the funds that help support CTE programs and CTSOs. Every person who is in and outside of education needs to be made aware of these cuts, how they could hurt programs, students, schools, and colleges. Further down the line, it hurts the workforce because you cannot develop a highly qualified workforce on little to no funding.

Political advocacy for CTE programs and CTSOs is a key issue to maintaining and sustaining programs like SkillsUSA, DECA and the others. Awareness is not the only issue for educators who may become advisors at all levels of education, but to the entire state of California and U.S. population. A former graduate professor from California State University, Northridge told her Master's program of students, in the educational leadership and policy studies program:

> An educated society, not only contributes to the success of its community, but it contributes to the success of the economy and society as a whole. There are few educated people who are willing to throw it all away and sit

> in a jail cell to be supported by those on the outside, education is important to the success of everyone, every generation, in every discipline. We need educators, doctors, plumbers, and those in customer service industries, we need all career pathways to have the best, the brightest, the most highly trained, and best qualified out there, if we are to succeed as a whole (Arriaga, 2008).

Success Stories from Community College Student's Perspective

The September 4, 2011 edition of Parade magazine, which featured stories from each of the 17 members of the SkillsUSA World team, who are participating in the bi-annual World Skills Competition of CTE students at high school and college/postsecondary levels of education around the United States. The World Skills event is held every two years, and is hosted in one of the 55 countries that compete in this competition. This not only gives students the ability to see how good their skills were at the national level, but lets them know where they are on a global scale. The article titled, "A Worldwide Competition Spotlights Skilled Labor" (Parade Magazine, 2011). The article states:

> Today, while most of us celebrate Labor Day weekend with hot dogs and sunscreen, Daniel Lemkuhl, 22, and 16 other young American men and women will be training for the 2011 World Skills Competition in London—the Olympics of skilled labor. At a time of sky-high unemployment rates, the competition holds a promise for future jobs: Skilled professions offer some of the best opportunities in the country, according to Thomas Holdsworth of SkillsUSA, the group that fields the national team. "With so many baby boomers retiring, there's never been a better time to be young and skilled in America," he said. "These men and women will find jobs—without question. But right now, they are working hard to make us proud in London. Starting Oct. 5, SkillsUSA's World Team will square off against 55 other national teams in areas ranging from welding to cooking to IT networking. Lehmkuhl, who has earned several national medals, will compete in automotive technology—a category in which the U.S. has never won gold. "This is a tremendous privilege," he says. "It's a chance to see how I stack up against the greatest autoworkers in the world." Vince Wright, a 21-year-old from Section, Ala., will test his talent for bricklaying. Wright worked his way through technical school after a teacher inspired him to pursue masonry. "After my first

> competition, I was hooked on becoming the world's best bricklayer," he says. Employers, take note (Parade Magazine, 2011).

Daniel Lehmkuhl is a Cuesta College student born and raised in San Luis Obispo, California. Daniel's Father, Jeff Lehmkuhl is a CTE instructor for auto mechanic trades at Paso Robles High School. Daniel won gold two years ago at the SkillsUSA national conference; he was invited to attend his first World Skills competition held in Rio de Janeiro, Brazil where he won silver at the international competition. Daniel is currently employed in his industry in San Luis Obispo. Daniel plans to finish his education at Cuesta College, and then transfer to Cal Poly, San Luis Obispo to earn his industrial technology degree so that he can then follow in the footsteps of his father and advisor, John Stokes, to be a teacher or professor in CTE programs for auto mechanics. In 2009-10, Daniel served as a state officer for SkillsUSA California, in the office of President for the college/postsecondary division of the organization. Daniel is just one of the 17 other United States CTE students that will be competing in many different fields in London this October.

Raychel Bland, another community college student and 2011 WorldSkills competitor for Beauty Therapy (Esthetics), is from Lurleen Wallace Community College, Dothan, Alabama. Her story is not so different from Daniel or the other members of the WorldSkills Team (Parade Magazine, 2011).

> As a hairdresser's daughter and Alabama native, I have been surrounded by beauty my entire life. Whether it was a serene country landscape or observing the final result of my mother's daily morning routine, it was easy for me to be inspired toward my career choice. Starting as a cosmetology student at sixteen with Dothan Technology Center, I found my niche as a makeup artist. Turning my fine arts creativity into a human canvas, I began competing in SkillsUSA. I graduated in 2008 with honors and an advanced technical diploma earning a scholarship to Lurleen B. Wallace College, located in Opp, Alabama. Now as a board certified

> esthetician, I am working at Plush Medical Spa, L.L.C. and continuing my education. Believing cosmetics exist "Only to enhance your natural beauty," my passion continues to assist me in reaching my ultimate goal of becoming a premier makeup artist. To be a part of SkillsUSA has been one of the most exciting steps in building my career. I attribute every ounce of my success to the way these competitions have prepared me for the real workforce. SkillsUSA has and continues to provide opportunities for me to show my talent in something I'm most passion about. It's truly an honor to represent the U.S. in the WorldSkills Competition (Parade Magazine, 2011).

The SkillsUSA 2011 WorldSkills competitor for Welding, Bradley Clink from Washtenaw Community College, Saline, Michigan, started his involvement with SkillsUSA in high school, as many students do for the first time. Bradley's thoughts on SkillsUSA and how it has helped him for his education, career goals, and preparation for life was this (Parade Magazine, 2011):

> I was always interested in welding doing miscellaneous jobs around home. I enrolled in a welding program in high school and got even more interested. That's when my instructor encouraged me to join SkillsUSA to have an opportunity to compete and learn some good work place skills. Following high school, I enrolled in a welding technology program at Washtenaw Community College and began seriously competing in the SkillsUSA competitions. This led to the opportunity to try out for the SkillsUSA WorldTeam. After submitting projects, attending a pre-qualifying competition at the 2010 AWS show in Atlanta and the finals at the 2011 National Leadership and Skills Conference in Kansas City, Missouri, I placed first and made the team. My high school and college instructors were always supportive and helped tremendously in getting me to where I am today. I've met so many people in the welding industry during my years as a SkillsUSA member—all willing to help me in my training and career goals. I plan to attend a four-year school to earn a degree in welding engineering. After that, I may go into the welding field or teaching—undecided at this moment (Parade Magazine, 2011).

SkillsUSA, and all of the other CTSOs provides students at all levels of education, secondary to college/postsecondary an opportunity that is not readily available to everyone while in high school or college. CTE programs need to be tied to, partnered

with, or participate in a CTSO in order for students to shine and gain more skills; than those students who are not enrolled in a CTE program or CTE programs that have a no CTSO as part of the curriculum. The values and benefits are numerous, the testimonies from students, faculty members, administrators, and business and industry partners that know about them. So, heightening the awareness and knowledge about CTSOs; what they can do for students and college campuses in California is the rationale or purpose for this study. Giving the students an edge they would not otherwise get in life or their education without the involvement of a CTSO.

Recommendations for Future Research

There needs to be further research about CTSOs in the following area: A comparison study that looks at cohorts of students who were or had been involved in CTSOs during their time at the community college in their CTE program of study. The study would compare CTSO members to non-CTSO members; to see if their student success rates were higher, employability was higher, transfer to four-year institutions were higher, as well as their GPAs over all at the college.

This is an area that perhaps in the future, an administrator or faculty member on a college campus pursuing their graduate level work could study. The study could show that CTSOs are highly beneficial to community college students with regards to their student success, completion rates, matriculation, GPAs, articulation to universities, and gainful employment in the field. As previous studies that have been conducted over the years for the secondary level of education in this area, community colleges need this information now as well. Another area of interest that could come from this study that would help support CTE programs and CTSOs is the political advocacy part for state and

federal legislation. This would help fund CTSOs on college campuses for students, help gain more business and industry involvement; community colleges think outside of the box, more entrepreneurial endeavors to sustain CTE programs and CTSOs on community college campuses.

Concluding Statement

The researcher, like many of those that were interviewed during this research project is a product of being part of two CTSOs during high school, which has led the researcher to a path that she needed to give back what she received in school from her faculty advisors and mentors alike. In becoming a CTE faculty member, I knew the value of the education and experience I had gained. This is what has led the researcher to pursue this topic; to show its value, benefits, and importance. CTSOs are a critical piece or component of the CTE programs that are out there for students today. Had it not been for those experiences and education; the researcher certainly would not have pursued, nor obtained a doctoral degree in educational leadership. It would have never been foreseen in the researchers' career and educational goals at the time. CTE students at the secondary or college postsecondary level, when exposed to CTSOs, leadership training , hands-on competitions, and employability skills development can do more than most "expect" and should not and cannot be put in a box as some educators and/or counselors tend to put students…

> Oh, they are taking the vocational track or CTE track; they are not college material…. No student, no matter what age, type of educational program, or career goals that they have should be made to feel less than, or unable to obtain a college education (Davis, 2012).

As the researcher explained to one interviewee:

> Being a CTE instructor myself for the past 15 years, I always encouraged my students to continue their education, never stop, even if it was just in their own career sector, the industry changes, technology changes, laws, regulations, there are always new things, innovations, and inventions that need to be investigated and understood. The researcher also encouraged them to get a formalized degree, so if they wanted to run their own business they would know how, or design their own skincare or hair care products, tools, and equipment. This requires more science, biology, nursing, business, and mathematics to achieve those dreams, goals, and ideals. Over the years, the researcher has seen more entrepreneurs, estheticians that gain medical degrees to work with doctors, plastic surgeons, and dermatologists, massage therapist that become physical therapist or occupational therapists, and estheticians and cosmetologist alike develop their own product lines, research and developer for other large product companies, and yes, even become educators, like me to give back what they received and share their experiences in the field. So, the whole notion or idea that those students who take vocational, trades, or occupational programs are not as highly recognized, acknowledge or respected for their "starting point of their education" is a disservice to them and their career pathways. It is up to the educator and administrator of those programs to show the students there are so many more choices than just doing that "specific" trade or occupation; additional course work will probably be needed and/or required, but if a student knows the choices ahead of time, they can make better decisions about where they want to go, and not be told this is where they are or have to go (Davis, 2012).

CTSOs provide that opportunity, to help students in learning more, encouraging them to continue on, and build new skills to carry on throughout life (DECA, 2010; SkillsUSA, 2010; FFA, 2010; HOSA, 2010; FCCLA, 2010; FBLA, 2010; Scott and Sarkees-Wircenski, 2004; Howard,). They provide a way for students to see more, learn more, and do more with their career pathways. They allow them to build:

- Self-confidence
- Teamwork
- Commitment
- Responsibility

- Critical thinking or problem solving skills
- Take-charge behaviors
- Professionalism
- Punctuality
- Pride in a job well-done

Allowing students at the college/postsecondary level to earn those qualities, things that cannot be taught in a normal classroom without the connection or partnership with a CTSO; it is a disservice to them, and their money spent on the educational program. The support and encouragement for CTSOs to be integral to all CTE programs and should be important to everyone inside and outside of education. It needs to start at home, at school, at college, in the workforce. Encouraging and showing state and federal legislature/congressional representatives how important they are for financial support to increase awareness, value, understanding, benefits, beliefs, and perceptions of CTSOs.

There is a value to having CTSOs as part of the CTE programs on a college campus. They add a benefit and value to those programs and they should be part of all community college campuses; it should be part of their culture, part of their reason for existence and success (Alfeld, et al, 2006). In looking at all the information out there on participation in CTSOs, the intriguing point that the researcher found, was that there is a lot of involvement in various CTSOs (SkillsUSA, DECA, FBLA, HOSA, and others) at the private, for-profit colleges, and universities in California. As an educator and researcher this was interesting, because time and time again, those institutions that are "for-profit" do not spend money or become involved or engaged in anything that will not

yield a “return” on their investment. This should be an interesting point that if the for-profit institutions see a value to the CTSOs, then overall financially there must be one.

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Appendix A

Consent to Participate in a Dissertation Research Study
Title: "Analyzing the Awareness, Attitudes, Beliefs, and Perceptions of Career Technical Education Faculty and Administrators Regarding Career Technical Student Organizations on California Community College Campuses"
CTE Faculty, College and Systems Office Administrators Form

You are asked to participate in a research study conducted by Sherry D. Davis (Principal Investigator), M.Ed. from the Educational Leadership and Policy Studies Community College Cohort, Doctoral Studies at California State University, Northridge. You were selected as a possible participant in this study because you are (1) a community college Career Technical Education faculty member/Career Technical Student Organization Advisor, or (2) a community college Administrator over Career Technical Education Programs, or (3) a Career Technical Education Program Consultant or Administrator at the California Department of Education, or (4) a Career Technical Education Specialist or Administrator at the California Community College Chancellor's Office. **Your participation in this research study is voluntary.**

Purpose of the Study

This Dissertation Study Research is part of the requirements that doctoral students must fulfill to earn their doctorate degree from California State University, Northridge. This study is looking to document the benefits of having Career Technical Student Organizations on California community college campuses for those students enrolled in career and technical education programs. This study is to compare colleges that have active Career Technical Student Organizations, those that formerly had active Career Technical Student Organizations, and those who never had or offered Career Technical Student Organizations to their Career Technical Education Programs. The goal of the evaluation is to develop a plan to present for the California Community Colleges, California Educational Systems Offices, State and National level Career Technical Student Organizations to show that there is a benefit to have these co-curricular organizations on California community college campuses for all Career Technical Education Students, Faculty and the college campus as a whole. It is the intent of the researcher to show the California community college campuses which use government funding that these co-curricular student organizations provide benefits to students, faculty, staff, and administrators of Career Technical Education programs that are offered on their campuses.

Procedures

If you elect to participate in this study, you may be asked to do one or more of the following:

1. Participate in an online survey instrument sent out via email, which should take 5-10 minutes to complete
2. Participate in a 30-munite interview session to be recorded for transcription later
3. Allow the researcher to observe the campus and CTE programs that are offered
4. Allow the researcher to take photos of the campus, programs, or see any documents that would show that students who participated in a CTSO had benefited from that involvement

Potential Risks and Discomforts to Subjects

Because the program deals with issues that are sensitive, some interview questions may involve issues of a professional and/or personal nature, including experiences with and/or perceptions of colleagues, projects, and/or the students that are served by the program. You may feel uneasy about answering some of these interview questions.

You may elect not to answer any of the questions with which you feel uneasy and still remain as a participant in the study.

Potential Benefits to Subjects

You will not benefit personally from your participation in this study. It is the hope of the researcher that the information found through this study would be that all community colleges in California will see the benefits far outweigh the costs of the Career Technical Student Organizations and partner with CTE programs and make them available on every campus in California.

Payment to Subjects for Participation

You will not be paid for their participation in this study.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Names will not be used in the reporting of findings. There is never a way to fully guarantee confidentiality to the participants, but all precautions will be taken to protect the data, access, and destruction of information after the research is coplete and the dissertation has been approved from the CSUN ELPS department and graduate studies office. The researcher (Sherry D. Davis), the dissertation chair (Dr. Robert Kladifko),faculty advisors, and ELPS research Associate, Dr. Jason Li will have access to the research during the duration of this study for up to one year from the start of the study. The information collected (data) will be stored in a locked cabinet in the home of the researcher, and nothing will be kept on a flash drive. The data, information, tape recordings, analysises, and other documents collected during this research will be destroyed with a year of completion of this program or research for the dissertation of the ELPS program at CSUN. If you consent to participate, you will be assigned a random, three-digit number to protect you. No identifying information will be used. Further, your institutions and program will not be identified by name. With your permission, the interviews will be audio taped and transcribed. **You may decline to be recorded and have the recorder turned off at any time during the interview.** Prior to the finalization of the study, you have the option of reviewing and editing your comments as included in the report. Audiotapes will be stored in a locked drawer at the residence of the principal investigator. Audiotapes will be retained for one year, after which they will be erased. Questionnaires and journals will also be transcribed. De-identified records in the form of transcriptions will be maintained for a period of one year after they have been transcribed. **All data, questionnaires, journals, interview protocols, analyses and documents will be destroyed at that point.**

Participation and Withdrawal

Your participation in this study is voluntary. You are not obligated whatsoever to answer or respond to any question or to discuss anything that you are not inclined to answer or discuss. You can skip any question, or any part of any question, and will not

face any penalty for answering, or not answering, any question in any way. You may ask that the audiotape be stopped at any time and/or may leave the interview at any time for any reason without consequences of any kind. You may discontinue completing questionnaires and/or stop maintaining journals at any time for any reasons without consequences of any kind.

Identification of Investigator

If you have any questions, concerns, or comments about this research and your participation in this study, you may contact the following:

1. Sherry D. Davis (Principal Investigator) via email at sherry.davis.57@my.csun.edu;
2. Robert Kladifko (Faculty Advisor) via email at Robert.Kladifko@csun.edu

Rights of Research Subjects

You may withdraw consent at any time and discontinue participation without penalty. You can halt your participation in the study at any time. You are not waiving legal claims, rights, or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, please contact the Research and Sponsored Projects Office at California State University, Northridge, 18111 Nordhoff, Northridge, California 93113-8232, 818-677-2901.

Signature of Research Subjects

I have read and understand the procedures described in this "Consent to Participate in Research." My questions have all been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____

Name of Subject

_____ _____

Signature of Subject Date

Signature of Investigator or Designee

In my judgment the research subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____

Name of Investigator or Designee

_____ _____

Signature of Investigator or Designee Date

Appendix B

Dissertation Research Interview Protocol
Title: "Analyzing the Awareness, Attitudes, Beliefs, and Perceptions of Career Technical Education Faculty and Administrators Regarding Career Technical Student Organizations on California Community College Campuses"
Faculty Interview Protocol

Interview Session:

Thank you for taking the time to talk with me today. **Before we begin, I would like to give you the opportunity to read and sign the consent form.** I would like to let you remind you that this is for my dissertation research study in the doctoral program. I am in the doctoral cohort of Educational Leadership and Policy Studies, for Community College Leaders at California State University, Northridge. My dissertation chair is Dr. Robert Kladifko, his contact if you need is: Email: Robert.Kladifko@csun.edu or Office phone: 818-677-7890. As we discussed, this interview is part of my dissertation research study involving six California community college campuses, California Department of Education, and California Community College Chancellor's Office. The study is looking at comparing two campuses that have active CTSOs, two campuses that formerly had active CTSOs and two campuses that never had CTSOs on their campus. During the interview, we will talk about your participation in and experiences with CTSO organizations, or formerly active CTSOs, or why your campus has never participated in or offered CTSOs on your campus.

This conversation is strictly confidential and care will be taken to exclude all names and identifying characteristics from the data. Further, any responses that you provide will not impact your performance in a class or in the program. **I want to also remind that you that the interview will be 30 minutes in length**; if I need do to time constraints and questions that I feel need to be covered; I may have to end a question/answer session shorter, in order to get to the rest. I am not being rude or disrespectful, but I need to know that I have enough information for my dissertation research study. I would like your permission to record our conversation on tape so that I can more accurately reflect your thoughts and experiences. We are going to begin the interview. Do you have questions before we begin?

Demographic Questions

How long have you been at this campus? Are you a tenured faculty member?
What are you able to teach on the collegiate level?

Where did you do you undergraduate and/or graduate studies? What was your major?
Did they have or offer CTSOs to students when you were in college? In high school?
If so, did you participate? Which one (s)?

CTSO (SkillsUSA or DECA) Participation

What can you tell me about SkillsUSA, DECA or any other CTSO? What do you feel their benefits are for the students? For the Faculty? For the College? The Community? The Workforce?

How did you get involved in SkillsUSA? What made you want to be the faculty advisor of this organization? How long has SkillsUSA been active on this campus?

How does your department feel about the SkillsUSA or CTSOs? Is there more than one faculty advisor at this campus? Was the SkillsUSA program in place when you began your career at this campus? Did you implement it? If so, how did you get buy in from the department, administration and community?

What other CTE programs on campus participate in SkillsUSA? If there are more CTE programs that could be involved in SkillsUSA on this campus, why aren't they? What would you need to help get those faculty members on board for including the entire CTE programs offered on your campus?

CTE Program

Because SkillsUSA has national technical standards for all career pathways - it can help with developing objectives, SLOs and student success for CTE programs – could you use this information to sell the program to your other faculty members?

Since SkillsUSA, DECA, and other CTSOs can be tied to state and national CTE standards, WASC SLO standards and outcomes because it is a co-curricular organization, not just a "student club" – wouldn't that make the difference in getting the whole campus behind the implementation of a program like this for your campus?

What is your perception of the leadership opportunities and hands-on skills competition for students and faculty in SkillsUSA, DECA, and other CTSOs?

Do you know that SkillsUSA and other CTSOs offer faculty professional development opportunities? Ability to network business and industry? Gain financial support through grants for programs?

Attitudes about the Program

What do other faculty or staff members think about the SkillsUSA, DECA, or other CTSOs? What about the administrators on campus?

What do you want to see change at your campus or in your courses, with student participation in SkillsUSA, DECA, or other CTSO? What would you want to see change at your campus or CTE programs, with faculty participation in SkillsUSA, DECA, or other CTSO?

Would your program be any better, different or worse off if the campus did not have the participation in SkillsUSA, DECA, or other CTSO?

Satisfaction with the Program

Please describe your satisfaction with your experiences in the SkillsUSA, DECA or other CTSO. What about your student's?

What would you change about the SkillsUSA program on your campus, if you had the ability to do anything (no budgetary constraints)? What else would you like to see offered to the faculty or advisors involved in SkillsUSA, DECA, or other CTSO on this campus? (To get more programs, faculty, and students involved)

Have you ever attended a state or national conference for SkillsUSA, DECA, or any other CTSO? Do you think it would help if other CTE faculty members attended (who aren't part of SkillsUSA, DECA, or other CTSO) state or national conferences?

General Questions

Why do you feel that most community colleges in California do not participate in SkillsUSA or other CTSO?

Do you feel that CTSOs would be a beneficial addendum to CTE programs offered at all community colleges?

How would you try to sell or implement this program to others across the state, to offer it to their students? Faculty?

Why or what do you feel are the barriers to implementing CTSOs for CTE programs on California community college campuses? What about sustaining CTSOs for CTE programs?

Notes:

Appendix C

Dissertation Research Interview Protocol
Title: "Analyzing the Awareness, Attitudes, Beliefs, and Perceptions of Career Technical Education Faculty and Administrators Regarding Career Technical Student Organizations on California Community College Campuses"
Administrator Interview Protocol

Interview Session:

Thank you for taking the time to talk with me today. **Before we begin, I would like to give you the opportunity to read and sign the consent form.** I would like to let you remind you that this is for my dissertation research study in the doctoral program. I am in the doctoral cohort of Educational Leadership and Policy Studies, for Community College Leaders at California State University, Northridge. My dissertation chair is Dr. Robert Kladifko, his contact if you need is: Email: Robert.Kladifko@csun.edu or Office phone: 818-677-7890. As we discussed, this interview is part of my dissertation research study involving six California community college campuses, California Department of Education, and California Community College Chancellor's Office. The study is looking at comparing two campuses that have active CTSOs, two campuses that formerly had active CTSOs and two campuses that never had CTSOs on their campus. During the interview, we will talk about your participation in and experiences with CTSO organizations, or formerly active CTSOs, or why your campus has never participated in or offered CTSOs on your campus.

This conversation is strictly confidential and care will be taken to exclude all names and identifying characteristics from the data. Further, any responses that you provide will not impact your performance in a class or in the program. **I want to also remind that you that the interview will be 30 minutes in length**; if I need do to time constraints and questions that I feel need to be covered; I may have to end a question/answer session shorter, in order to get to the rest. I am not being rude or disrespectful, but I need to know that I have enough information for my dissertation research study. I would like your permission to record our conversation on tape so that I can more accurately reflect your thoughts and experiences. We are going to begin the interview. Do you have questions before we begin?

Demographic Questions

What are your background and/or experience with CTE programs? How long have you been an administrator on this campus? What programs are you over as an administrator?

Where did you do you undergraduate and/or graduate studies? What was your major? Did they have or offer CTSOs to students when you were in college? In high school? Did you participate? If so, which ones?

CTSO (SkillsUSA or DECA) Participation

What can you tell me about SkillsUSA, DECA or any other CTSO? What do you feel their benefits are to the students? Faculty? College? Community? Workforce?

How does your faculty or departments feel about the SkillsUSA or CTSOs? Is there more than one faculty advisor at this campus? Was the SkillsUSA, DECA, or any other CTSO program in place when you began your career at this campus?

How many CTE programs belong to SkillsUSA on this campus? If there are more CTE programs that could be involved in SkillsUSA on this campus, why aren't they? What would you need to help get those faculty members (or other administrators) on board for including the entire CTE programs offered on your campus?

CTE Program

Because SkillsUSA has national technical standards for all career pathways - it can help with developing objectives, SLOs and student success for CTE programs – could you use this information to sell the program to your other faculty members? Other administrators?

Since SkillsUSA can be tied to state and national CTE standards, WASC SLO standards and outcomes because it is a co-curricular organization, not just a "student club" – wouldn't that make the difference in getting the whole campus behind the implementation of a program like this for your campus?

How do you feel that the SkillsUSA, DECA, or any other CTSO has helped your CTE programs? Students? Faculty? Networking with business? *(if applicable)*

Do you feel that SkillsUSA, DECA, or other CTSO has helped the students in developing leadership qualities? How do you feel that these CTSOs have helped the students be successful in their career and educational aspirations?

Have you ever attended a state or national conference for SkillsUSA, DECA, or any other CTSO? Would you volunteer to be a judge at the regional, state or national level for competitions with SkillsUSA or other CTSO?

Do you know that SkillsUSA and other CTSOs offer faculty professional development opportunities? Ability to network business and industry? Gain financial support through grants for programs?

Did you know that CTSOs incorporates over 90 different CTE disciplines to offer for student competitions, leadership competitions, and ability to serve as local, regional, state, and national officers?

Attitudes about the Program

How do you now feel CTSOs being a part of your CTE programs or campus?

What do you want to see change at your campus or in your courses, with student participation in SkillsUSA? What would you want to see change at your campus or CTE programs, with faculty participation in SkillsUSA or other CTSO?

General Questions

Why do you feel that most community colleges in California do not participate in SkillsUSA or other CTSO?

Do you feel that CTSOs would be a beneficial addendum to CTE programs offered at all community colleges?

Would you send other faculty members of CTE programs for your campus to the state or national conferences if thought it would help motivate them to do this for their CTE program?

How would you try to sell or implement this program to others across the state, to offer it to their students? (Faculty and Administrators, or other key people)

Why or what do you feel are the barriers to implementing CTSOs for CTE programs on California community college campuses? What about sustaining CTSOs for CTE programs?

Notes:

Appendix D

Dissertation Research Interview Protocol
Title: "Analyzing the Awareness, Attitudes, Beliefs, and Perceptions of Career Technical Education Faculty and Administrators Regarding Career Technical Student Organizations on California Community College Campuses"
CDE Office Administrator – Program Consultant Interview Protocol

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Interview Session:

Thank you for taking the time to talk with me today. **Before we begin, I would like to give you the opportunity to read and sign the consent form.** I would like to let you remind you that this is for my dissertation research study in the doctoral program. I am in the doctoral cohort of Educational Leadership and Policy Studies, for Community College Leaders at California State University, Northridge. My dissertation chair is Dr. Robert Kladifko, his contact if you need is: Email: Robert.Kladifko@csun.edu or Office phone: 818-677-7890. As we discussed, this interview is part of my dissertation research study involving six California community college campuses, California Department of Education, and California Community College Chancellor's Office. The study is looking at comparing two campuses that have active CTSOs, two campuses that formerly had active CTSOs and two campuses that never had CTSOs on their campus. During the interview, we will talk about your participation in and experiences with CTSO organizations, or formerly active CTSOs, or why your campus has never participated in or offered CTSOs on your campus.

This conversation is strictly confidential and care will be taken to exclude all names and identifying characteristics from the data. Further, any responses that you provide will not impact your performance in a class or in the program. **I want to also remind that you that the interview will be 30 minutes in length**; if I need do to time constraints and questions that I feel need to be covered; I may have to end a question/answer session shorter, in order to get to the rest. I am not being rude or disrespectful, but I need to know that I have enough information for my dissertation research study. I would like your permission to record our conversation on tape so that I can more accurately reflect your thoughts and experiences. We are going to begin the interview. Do you have questions before we begin?

Demographic Questions

How long have you been at the CDE? Have you always been in the CTE programs or disciplines? What are your background and/or experience with CTE programs? How long have you been an administrator or Program Consultant? What programs are you over as an administrator or Program Consultant?

Where did you do you undergraduate and/or graduate studies? What was your major? Did they have or offer CTSOs to students when you were in college? In high school? Did you participate? If so, which ones?

CTSO (SkillsUSA or DECA) Participation

What can you tell me about SkillsUSA, DECA or any other CTSO? What do you feel the benefits are to the students? Faculty? College? Community? Workforce?

How do the employees at the CDE feel about the SkillsUSA, DECA, or CTSOs?

How many CTE programs belong to SkillsUSA, DECA, or other CTSOs in this state per high school – ROP/ROPC? Community Colleges? Are there are more CTE programs that could be involved in SkillsUSA, DECA, or other CTSO on those campuses, why aren't they? What would you need to help get those faculty members (or other administrators) on board for including the entire CTE programs offered on your campus?

CTE Program

Because SkillsUSA, DECA, and other CTSOs has national technical standards for all career pathways - it can help with developing objectives, SLOs and student success for CTE programs – could you use this information to sell the program to your other faculty members? Other administrators?

Since SkillsUSA, DECA, and other CTSOs can be tied to state and national CTE standards, WASC SLO standards and outcomes because it is a co-curricular organization, not just a "student club" – wouldn't that make the difference in getting the whole campus behind the implementation of a program like this for those schools, college, or districts?

Do you feel that SkillsUSA, DECA, and other CTSOs have helped the students in developing leadership qualities? How do you feel that SkillsUSA, DECA, and other CTSOs has helped the students be successful in their career and educational aspirations?

Which CTSO state conferences have you attended or volunteered at as an employee for CDE? Have you ever attended a national conference for SkillsUSA or any other CTSO? International?

Attitudes about the Program

How do you feel about CTSOs and your participation in them?

What do you want to see change in the state of California at the community college level with student participation in SkillsUSA, DECA, and other CTSOs? What would you want to see change in the state of California or CTE programs on community college campuses with faculty participation in SkillsUSA, DECA, and other CTSOs?

Would you suggest to college administrators that they should send other faculty members of CTE programs from their campuses to the state or national conferences, if you thought it would help motivate them to do this for their CTE program?

General Questions

Why do you feel that most community colleges in California do not participate in SkillsUSA or other CTSO?

Do you feel that CTSOs would be a beneficial addendum to CTE programs offered at all community colleges?

How would you try to sell or implement this program to others across the state, to offer it to their students? (Faculty and Administrators, or other key people)

Why or what do you feel are the barriers to implementing CTSOs for CTE programs on California community college campuses? What about sustaining CTSOs for CTE programs?

Notes:

Appendix E

Dissertation Research Interview Protocol
Title: "Analyzing the Awareness, Attitudes, Beliefs, and Perceptions of Career Technical Education Faculty and Administrators Regarding Career Technical Student Organizations on California Community College Campuses"
CCC Systems Office Administrator - Specialist Interview Protocol

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Interview Session:

Thank you for taking the time to talk with me today. **Before we begin, I would like to give you the opportunity to read and sign the consent form.** I would like to let you remind you that this is for my dissertation research study in the doctoral program. I am in the doctoral cohort of Educational Leadership and Policy Studies, for Community College Leaders at California State University, Northridge. My dissertation chair is Dr. Robert Kladifko, his contact if you need is: Email: Robert.Kladifko@csun.edu or Office phone: 818-677-7890. As we discussed, this interview is part of my dissertation research study involving six California community college campuses, California Department of Education, and California Community College Chancellor's Office. The study is looking at comparing two campuses that have active CTSOs, two campuses that formerly had active CTSOs and two campuses that never had CTSOs on their campus. During the interview, we will talk about your participation in and experiences with CTSO organizations, or formerly active CTSOs, or why your campus has never participated in or offered CTSOs on your campus.

This conversation is strictly confidential and care will be taken to exclude all names and identifying characteristics from the data. Further, any responses that you provide will not impact your performance in a class or in the program. **I want to also remind that you that the interview will be 30 minutes in length**; if I need do to time constraints and questions that I feel need to be covered; I may have to end a question/answer session shorter, in order to get to the rest. I am not being rude or disrespectful, but I need to know that I have enough information for my dissertation research study. I would like your permission to record our conversation on tape so that I can more accurately reflect your thoughts and experiences. We are going to begin the interview. Do you have questions before we begin?

Demographic Questions

How long have you been at the CCCCO? Had you taught at the K-12, ROP/ROPC, CC, or University prior to the CCCCO? Have you always been in the CTE programs or disciplines? What are your CTE background and/or experience?

Where did you do you undergraduate and/or graduate studies? What was your major? Did they have or offer CTSOs to students when you were in college? In high school? Did you participate? If so, which ones?

CTSO (SkillsUSA or DECA) Participation

What can you tell me about SkillsUSA, DECA or any other CTSO?
What do you feel the benefits of CTSOs are to the students? Faculty? College? Community? Workforce?

Why does the CCCCO CTE Division not support or encourage CTSOs at the local community colleges? The Economic Workforce Development Division through the CCCCO supports or has a partnership of sorts with SkillsUSA? Is there a difference in the different divisions perceptions of CTSOs?

What would the CCCCO need from the CDE or CTSO organizations to offer more support of CTSOs on CCCs? What or how would you suggest implementing or expanding that knowledge regarding CTSOs for CCCCO CTE division? CC CTE faculty?

CTE Program

SkillsUSA, DECA, and other CTSOs has national technical standards for all career pathways -which can help with developing objectives, SLOs and student success for CTE programs – Wouldn't this be a good selling point for support from the CCCCO?

Since SkillsUSA, DECA, and other CTSOs can be tied to state and national CTE standards, WASC SLO standards and outcomes because it is a co-curricular organization, not just a "student club" – wouldn't that make the difference in getting the whole campus behind the implementation of a program like SkillsUSA for each of the college campuses?

Would you volunteer to be a judge at the regional, state or national level for competitions with SkillsUSA, DECA, and other CTSOs? Have you ever attended a state or national conference for SkillsUSA, DECA, and other CTSOs? Why or Why not? If you have attended what was your feelings or perceptions about the state or national conferences?

Did you know that SkillsUSA, DECA, and other CTSOs and other CTSOs offer faculty professional development opportunities? Ability to network business and industry? Gain financial support through grants for programs?

Did you know that CTSOs as a whole incorporates over 90 different CTE disciplines to offer for student competitions, leadership competitions, and ability to serve as local, regional, state, and national officers for leadership positions?

Attitudes about the Program

How do you now feel about supporting or participation in a CTSO program, such as SkillsUSA, DECA, and other CTSOs?

Why do you feel that other states (i.e., Tennessee, Utah, and Oklahoma) are more successful with CTSOs at the community college level for participation and membership, than California?

Do you feel that the minimum qualification requirement for CTE instructors/professors hamper or keeps a California college campus from excelling in CTE programs and CTSOs as partnerships or understanding of them?

Satisfaction with the Program

Please talk about your feelings about the SkillsUSA, DECA, and other CTSOs.

Have you heard of the World Skills Conference/ Competitions that occur every two years? Are you aware that a California Community College student, from Cuesta College has attended two times over the last 4 years? Is that enough to help support or encourage SkillsUSA or CTSOs?

Would you encourage college campuses to send faculty members of CTE programs from around the state to the state or national conferences if thought it would help motivate them to do this for their CTE program?

General Questions

Why do you feel that most community colleges in California do not participate in SkillsUSA, DECA, and other CTSOs?

Do you feel that CTSOs would be a beneficial addendum to CTE programs offered at all community colleges?

Do you believe that all community colleges across the state of California should participate in SkillsUSA, DECA, and other CTSOs?

Why or what do you feel are the barriers to implementing CTSOs for CTE programs on California community college campuses? What about sustaining CTSOs for CTE programs?

Notes:

Appendix F

California State University
Northridge

Office of the Associate Vice President
Research and Sponsored Projects

January 26, 2012

Sherry D. Davis
P.O. Box 107
Azusa, CA 91702

Re: "Career Technical Student Organizations: California Community College's Best Kept Secret" Research Protocol

Dear Ms. Davis:

Enclosed for your records is a copy of the cover sheet of your approved Human Subjects Protocol Form. Please note that approval for this project will expire on 1/11/13. If your project will extend beyond this date, you must contact the Office of Research and Sponsored Projects at least one month prior to the expiration.

If you have any questions, call this office at 818/677-2901.

Sincerely,

Suzanne Selken, Compliance Officer
On Behalf of
The Committee for the Protection of Human Subjects

enclosure

18111 Nordhoff Street · Northridge · California 91330-8232 · (818) 677-2901 · fax (818) 677-4691 · email *scott.perez@csun.edu*

Appendix G

{Template: Letter must be on letterhead of institution granting permission with original signature of authorized official at that campus}

Insert Date

California State University, Northridge
Standing Advisory Committee for the Protection of Human Subjects
18111 Nordhoff Street
Northridge, CA 91330-8232

Dear Committee Members:

Sherry D. Davis, M.Ed., has permission to conduct the project entitled: *"Analyzing the Awareness, Attitudes, Beliefs, and Perceptions of Career Technical Education Faculty and Administrators Regarding Career Technical Student Organizations on California Community College Campuses."* at {name of institution, campus, or organization}.

I have reviewed the project and am aware of all of the activities involved in the project including (online surveys to community college CTE faculty members, college administrators (deans and VPs), interviews with a CTE faculty member and dean, observations of CTE programs (classrooms, labs, programs, and lecture halls), any documents about their CTE programs that could help in this study, as well as allowing any photos of the campus or CTE programs to be taken while there for the interviews and observations.)

Sincerely,
{Insert name, title, and contact information of authorized official}

Appendix H

General Awareness/Knowledge/Perceptions of Career Technical Student Organizations

Please indicate your level of awareness/knowledge/perceptions of the following organizations. Please check or click on the bubble that best describes your highest level of awareness, knowledge, and/or participation for each organization. The ranking is in a Likert scale ranging from strongly agree being the highest to not applicable being the lowest.

1. Which of the six out of the ten federally recognized career technical student organization that are in California, if any, are you familiar or have a general understanding and knowledge of:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
DECA	*Which of the six out of the ten federally recognized career technical student organization that are in California, if any, are you familiar or have a general understanding and knowledge of: DECA Strongly Agree	DECA Agree	DECA Neutral	DECA Disagree	DECA Strongly Disagree	DECA Not Applicable
FBLA-PBL	FBLA-PBL Strongly Agree	FBLA-PBL Agree	FBLA-PBL Neutral	FBLA-PBL Disagree	FBLA-PBL Strongly Disagree	FBLA-PBL Not Applicable
FFA	FFA Strongly	FFA Agree	FFA Neutral	FFA Disagree	FFA Strongly	FFA Not

	Agree				Disagree	Applicable
FHA-HERO (FCCLA)	FHA-HERO (FCCLA) Strongly Agree	FHA-HERO (FCCLA) Agree	FHA-HERO (FCCLA) Neutral	FHA-HERO (FCCLA) Disagree	FHA-HERO (FCCLA) Strongly Disagree	FHA-HERO (FCCLA) Not Applicable
HOSA	HOSA Strongly Agree	HOSA Agree	HOSA Neutral	HOSA Disagree	HOSA Strongly Disagree	HOSA Not Applicable
SkillsUSA	SkillsUSA Strongly Agree	SkillsUSA Agree	SkillsUSA Neutral	SkillsUSA Disagree	SkillsUSA Strongly Disagree	SkillsUSA Not Applicable

2. Have you ever had membership or participated in one of these organizations as a high school or college/postsecondary student? If so, which one(s)? (Check all that apply)

	Member/Participated	Member Only	Not Applicable
DECA	*Have you ever had membership or participated in one of these organizations as a high school or college/postsecondary student? If so, which one(s)? (Check all that apply) DECA Member/Participated	DECA Member Only	DECA Not Applicable
FBLA-PBL	FBLA-PBL Member/Participated	FBLA-PBL Member Only	FBLA-PBL Not Applicable
FFA	FFA Member/Participated	FFA Member Only	FFA Not Applicable
FHA-HERO (FCCLA)	FHA-HERO (FCCLA) Member/Participated	FHA-HERO (FCCLA) Member Only	FHA-HERO (FCCLA) Not Applicable
HOSA	HOSA Member/Participated	HOSA Member Only	HOSA Not Applicable
SkillsUSA	SkillsUSA Member/Participated	SkillsUSA Member Only	SkillsUSA Not Applicable

3. In California, which four career technical student organizations of the six federally

recognized are available for students to participate or have membership in at the college/postsecondary level of education (Check all that apply)

	Can Participate	Cannot Participate	Not Sure
DECA	*In California, which four career technical student organizations of the six federally recognized are available for students to participate or have membership in at the college/postsecondary level of education (Check all that apply) DECA Can Participate	DECA Cannot Participate	DECA Not Sure
FBLA-PBL	FBLA-PBL Can Participate	FBLA-PBL Cannot Participate	FBLA-PBL Not Sure
FFA	FFA Can Participate	FFA Cannot Participate	FFA Not Sure
FHA-HERO (FCCLA)	FHA-HERO (FCCLA) Can Participate	FHA-HERO (FCCLA) Cannot Participate	FHA-HERO (FCCLA) Not Sure
HOSA	HOSA Can Participate	HOSA Cannot Participate	HOSA Not Sure
SkillsUSA	SkillsUSA Can Participate	SkillsUSA Cannot Participate	SkillsUSA Not Sure

4. Does your campus participate or have a currently active career technical student organization, if so, which one(s)? If not, did you have a formerly active CTSO or chapter listed below (Check all that apply)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
DECA	*Does your campus participate or have a currently active career technical student	DECA Agree	DECA Neutral	DECA Disagree	DECA Strongly Disagree	DECA Not Applicable

	organization, if so, which one(s)? If not, did you have a formerly active CTSO or chapter listed below (Check all that apply) DECA Strongly Agree					
FBLA-PBL	FBLA-PBL Strongly Agree	FBLA-PBL Agree	FBLA-PBL Neutral	FBLA-PBL Disagree	FBLA-PBL Strongly Disagree	FBLA-PBL Not Applicable
FFA	FFA Strongly Agree	FFA Agree	FFA Neutral	FFA Disagree	FFA Strongly Disagree	FFA Not Applicable
FHA-HERO (FCCLA)	FHA-HERO (FCCLA) Strongly Agree	FHA-HERO (FCCLA) Agree	FHA-HERO (FCCLA) Neutral	FHA-HERO (FCCLA) Disagree	FHA-HERO (FCCLA) Strongly Disagree	FHA-HERO (FCCLA) Not Applicable
HOSA	HOSA Strongly Agree	HOSA Agree	HOSA Neutral	HOSA Disagree	HOSA Strongly Disagree	HOSA Not Applicable
SkillsUSA	SkillsUSA Strongly Agree	SkillsUSA Agree	SkillsUSA Neutral	SkillsUSA Disagree	SkillsUSA Strongly Disagree	SkillsUSA Not Applicable

5. Have you ever served as an advisor to any one or more of the following career technical student organizations on a community college campus, high school, or ROP/ROPC? (Check all that apply)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
DECA	*Have you ever served as an	DECA Agree	DECA Neutral	DECA Disagree	DECA Strongly Disagree	DECA Not Applicable

	advisor to any one or more of the following career technical student organizations on a community college campus, high school, or ROP/ROPC? (Check all that apply) DECA Strongly Agree					
FBLA-PBL	FBLA-PBL Strongly Agree	FBLA-PBL Agree	FBLA-PBL Neutral	FBLA-PBL Disagree	FBLA-PBL Strongly Disagree	FBLA-PBL Not Applicable
FFA	FFA Strongly Agree	FFA Agree	FFA Neutral	FFA Disagree	FFA Strongly Disagree	FFA Not Applicable
FHA-HERO (FCCLA)	FHA-HERO (FCCLA) Strongly Agree	FHA-HERO (FCCLA) Agree	FHA-HERO (FCCLA) Neutral	FHA-HERO (FCCLA) Disagree	FHA-HERO (FCCLA) Strongly Disagree	FHA-HERO (FCCLA) Not Applicable
HOSA	HOSA Strongly Agree	HOSA Agree	HOSA Neutral	HOSA Disagree	HOSA Strongly Disagree	HOSA Not Applicable
SkillsUSA	SkillsUSA Strongly Agree	SkillsUSA Agree	SkillsUSA Neutral	SkillsUSA Disagree	SkillsUSA Strongly Disagree	SkillsUSA Not Applicable

6. There are community service, civic engagement, professional development, and service learning activities tied to each of these organizations for students, faculty, and administrators.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

7. Career technical student organizations are co-curricular with career technical education programs, and are not student "clubs."

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

8. The mission of the California community colleges, each college campus and career technical student organizations are striving for the same goals or objectives.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

9. You are required by your campus or union contract to be involved in some kind of professional development, faculty advisor, leadership activities, or duties.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

10. You are required by your campus or union contract to be involved in a business advisory, industry advisory, or community advisory committee within your career technical education program?

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | Neutral

11. What do you feel the barriers may be to having CTSOs (SkillsUSA, DECA and others) on California Community College Campuses? (select all that apply)

- Lack of knowledge on CTSOs
- Lack of campus or administrator support for CTSOs
- Lack of time to be an advisor
- Lack of financial support for CTSOs
- Too time consuming for faculty or administrators
- Does not see the benefit to having CTSOs as a part of the curriculum or program
- Too many responsibilities on campus (committees, meetings, etc.)
- Not supported by local union contracts
- Other (please specify)

12. Why do you feel that California does not participate in CTSOs (SkillsUSA, DECA, and others) as the research has shown other states do for the college/postsecondary level of education?

- Lack of information on CTSOs
- Lack of administrator support for CTSOs on college campuses
- Lack of understanding on what the values and benefits of CTSOs are offer college students

Lack of financial support for CTSOs on college campuses

Lack of information on what the values and benefits of CTSOs are to faculty and college programs

Other (please specify)

Values and Benefits of Career Technical Student Organizations

Please indicate your level of knowledge on the values and benefits of career technical student organizations to faculty, administrators, and students. Please check or fill in the bubbles that best describe your highest level of knowledge or the values and benefits to faculty, administrators, and students that are available through these organizations. The ranking is in a Likert scale ranging from strongly agree being the highest to not applicable being the lowest.

13. Students participating in career technical education programs that are actively involved in a career technical student organization will lead to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Student Success in CTE Programs	*Students participating in career technical education programs that are actively involved in a career technical student organization will lead to: Student Success in CTE Programs Strongly Agree	Student Success in CTE Programs Agree	Student Success in CTE Programs Neutral	Student Success in CTE Programs Disagree	Student Success in CTE Programs Strongly Disagree	Student Success in CTE Programs Not Applicable

Developing team working skills	Developing team working skills Strongly Agree	Developing team working skills Agree	Developing team working skills Neutral	Developing team working skills Disagree	Developing team working skills Strongly Disagree	Developing team working skills Not Applicable
Develops self-confidence	Develops self-confidence Strongly Agree	Develops self-confidence Agree	Develops self-confidence Neutral	Develops self-confidence Disagree	Develops self-confidence Strongly Disagree	Develops self-confidence Not Applicable
Ability to network with business and industry	Ability to network with business and industry Strongly Agree	Ability to network with business and industry Agree	Ability to network with business and industry Neutral	Ability to network with business and industry Disagree	Ability to network with business and industry Strongly Disagree	Ability to network with business and industry Not Applicable
Developing leadership skills	Developing leadership skills Strongly Agree	Developing leadership skills Agree	Developing leadership skills Neutral	Developing leadership skills Disagree	Developing leadership skills Strongly Disagree	Developing leadership skills Not Applicable
Develops better communication skills	Develops better communication skills Strongly Agree	Develops better communication skills Agree	Develops better communication skills Neutral	Develops better communication skills Disagree	Develops better communication skills Strongly Disagree	Develops better communication skills Not Applicable

14. Faculty participating in career technical education programs that are actively involved in career technical student organizations will lead to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Ability to network with business and industry	*Faculty participating in career technical	Ability to network with business	Ability to network with business	Ability to network with business	Ability to network with business	Ability to network with business

	education programs that are actively involved in career technical student organizations will lead to: Ability to network with business and industry Strongly Agree	and industry Agree	and industry Neutral	and industry Disagree	and industry Strongly Disagree	and industry Not Applicable
Professional Development through Seminars, workshops, and conferences	Professional Development through Seminars, workshops, and conferences Strongly Agree	Professional Development through Seminars, workshops, and conferences Agree	Professional Development through Seminars, workshops, and conferences Neutral	Professional Development through Seminars, workshops, and conferences Disagree	Professional Development through Seminars, workshops, and conferences Strongly Disagree	Professional Development through Seminars, workshops, and conferences Not Applicable
Co-curricular learning builds student success rates for SLOs and accreditation of programs	Co-curricular learning builds student success rates for SLOs and accreditation of programs Strongly Agree	Co-curricular learning builds student success rates for SLOs and accreditation of programs Agree	Co-curricular learning builds student success rates for SLOs and accreditation of programs Neutral	Co-curricular learning builds student success rates for SLOs and accreditation of programs Disagree	Co-curricular learning builds student success rates for SLOs and accreditation of programs Strongly Disagree	Co-curricular learning builds student success rates for SLOs and accreditation of programs Not Applicable
Curriculum tied to national standards	Curriculum tied to national	Curriculum tied to national	Curriculum tied to national	Curriculum tied to national	Curriculum tied to national	Curriculum tied to national

	standards Strongly Agree	standards Agree	standards Neutral	standards Disagree	standards Strongly Disagree	standards Not Applicable
Enriching the class/lab learning structures	Enriching the class/lab learning structures Strongly Agree	Enriching the class/lab learning structures Agree	Enriching the class/lab learning structures Neutral	Enriching the class/lab learning structures Disagree	Enriching the class/lab learning structures Strongly Disagree	Enriching the class/lab learning structures Not Applicable
Allows for personal and professional recognition	Allows for personal and professional recognition Strongly Agree	Allows for personal and professional recognition Agree	Allows for personal and professional recognition Neutral	Allows for personal and professional recognition Disagree	Allows for personal and professional recognition Strongly Disagree	Allows for personal and professional recognition Not Applicable

15. College Administrators participating in or supporting career technical education programs that are actively involved in a career technical student organization will lead to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Student success in CTE programs	*College Administrators participating in or supporting career technical education programs that are actively involved in a career technical student organization will lead to: Student success in CTE programs	Student success in CTE programs Agree	Student success in CTE programs Neutral	Student success in CTE programs Disagree	Student success in CTE programs Strongly Disagree	Student success in CTE programs Not Applicable

	Strongly Agree					
Ability to network with business and industry	Ability to network with business and industry Strongly Agree	Ability to network with business and industry Agree	Ability to network with business and industry Neutral	Ability to network with business and industry Disagree	Ability to network with business and industry Strongly Disagree	Ability to network with business and industry Not Applicable
Connection to workforce needs	Connection to workforce needs Strongly Agree	Connection to workforce needs Agree	Connection to workforce needs Neutral	Connection to workforce needs Disagree	Connection to workforce needs Strongly Disagree	Connection to workforce needs Not Applicable
Accountability in CTE programs for accreditation	Accountability in CTE programs for accreditation Strongly Agree	Accountability in CTE programs for accreditation Agree	Accountability in CTE programs for accreditation Neutral	Accountability in CTE programs for accreditation Disagree	Accountability in CTE programs for accreditation Strongly Disagree	Accountability in CTE programs for accreditation Not Applicable
Encourages CTE departments to work more collaboratively	Encourages CTE departments to work more collaboratively Strongly Agree	Encourages CTE departments to work more collaboratively Agree	Encourages CTE departments to work more collaboratively Neutral	Encourages CTE departments to work more collaboratively Disagree	Encourages CTE departments to work more collaboratively Strongly Disagree	Encourages CTE departments to work more collaboratively Not Applicable
College gains access to the latest national technical standards for CTE programs	College gains access to the latest national technical standards for CTE programs Strongly	College gains access to the latest national technical standards for CTE programs Agree	College gains access to the latest national technical standards for CTE programs Neutral	College gains access to the latest national technical standards for CTE programs Disagree	College gains access to the latest national technical standards for CTE programs Strongly	College gains access to the latest national technical standards for CTE programs Not

	Agree				Disagree	Applicable

16. The Community values and benefits for participating in career technical education programs that are actively involved in a career technical student organization will lead to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Stronger college campus programs	*The Community values and benefits for participating in career technical education programs that are actively involved in a career technical student organization will lead to: Stronger college campus programs Strongly Agree	Stronger college campus programs Agree	Stronger college campus programs Neutral	Stronger college campus programs Disagree	Stronger college campus programs Strongly Disagree	Stronger college campus programs Not Applicable
Builds community and college relationships	Builds community and college relationships Strongly Agree	Builds community and college relationships Agree	Builds community and college relationships Neutral	Builds community and college relationships Disagree	Builds community and college relationships Strongly Disagree	Builds community and college relationships Not Applicable
Develops a highly skilled workforce	Develops a highly skilled workforce Strongly Agree	Develops a highly skilled workforce Agree	Develops a highly skilled workforce Neutral	Develops a highly skilled workforce Disagree	Develops a highly skilled workforce Strongly Disagree	Develops a highly skilled workforce Not Applicable
Allows for more fiscal	Allows	Allows	Allows	Allows	Allows	Allows

support from community partnerships	for more fiscal support from community partnerships Strongly Agree	for more fiscal support from community partnerships Agree	for more fiscal support from community partnerships Neutral	for more fiscal support from community partnerships Disagree	for more fiscal support from community partnerships Strongly Disagree	for more fiscal support from community partnerships Not Applicable
Builds stronger CTE programs and support for them by the community	Builds stronger CTE programs and support for them by the community Strongly Agree	Builds stronger CTE programs and support for them by the community Agree	Builds stronger CTE programs and support for them by the community Neutral	Builds stronger CTE programs and support for them by the community Disagree	Builds stronger CTE programs and support for them by the community Strongly Disagree	Builds stronger CTE programs and support for them by the community Not Applicable

17. Business and Industry (Workforce) participating in career technical education programs that are actively involved in a career technical student organization will lead to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Ability to network with educators on job market needs	*Business and Industry (Workforce) participating in career technical education programs that are actively involved in a career technical student organization will lead to: Ability to network with educators on job	Ability to network with educators on job market needs Agree	Ability to network with educators on job market needs Neutral	Ability to network with educators on job market needs Disagree	Ability to network with educators on job market needs Strongly Disagree	Ability to network with educators on job market needs Not Applicable

	market needs Strongly Agree					
Develops a working relationship with business and industry and classroom instruction	Develops a working relationship with business and industry and classroom instruction Strongly Agree	Develops a working relationship with business and industry and classroom instruction Agree	Develops a working relationship with business and industry and classroom instruction Neutral	Develops a working relationship with business and industry and classroom instruction Disagree	Develops a working relationship with business and industry and classroom instruction Strongly Disagree	Develops a working relationship with business and industry and classroom instruction Not Applicable
Helps to advocate at the state and federal levels for higher educational funding needs for CTE	Helps to advocate at the state and federal levels for higher educational funding needs for CTE Strongly Agree	Helps to advocate at the state and federal levels for higher educational funding needs for CTE Agree	Helps to advocate at the state and federal levels for higher educational funding needs for CTE Neutral	Helps to advocate at the state and federal levels for higher educational funding needs for CTE Disagree	Helps to advocate at the state and federal levels for higher educational funding needs for CTE Strongly Disagree	Helps to advocate at the state and federal levels for higher educational funding needs for CTE Not Applicable
Develops a highly qualified workforce	Develops a highly qualified workforce Strongly Agree	Develops a highly qualified workforce Agree	Develops a highly qualified workforce Neutral	Develops a highly qualified workforce Disagree	Develops a highly qualified workforce Strongly Disagree	Develops a highly qualified workforce Not Applicable
Helps support educational bonds and tax measures for the college	Helps support educational bonds and tax measures for the	Helps support educational bonds and tax measures for the	Helps support educational bonds and tax measures for the	Helps support educational bonds and tax measures for the	Helps support educational bonds and tax measures for the	Helps support educational bonds and tax measures for the

	college Strongly Agree	college Agree	college Neutral	college Disagree	college Strongly Disagree	college Not Applicable

18. What do you feel the barriers may be in sustaining or keeping a CTSO (SkillsUSA, DECA, and others) on California Community College Campuses? (select all that apply)

- ☐ Lack of motivation by faculty or staff members
- ☐ Lack of motivation by students to be involved
- ☐ Lack of support by administrators on campus
- ☐ Lack of financial fund to support CTSOs
- ☐ Union contracts
- ☐ Departmental responsibilities
- ☐ Workload assignments in the department
- ☐ Budget cuts or program cuts

Other (please specify)

Fiscal Support and Chapter Information on Career Technical Student Organizations:

Please indicate your level of knowledge on career technical student organizations on California community college campuses. Please check or fill in the bubble that best describes your highest level of knowledge of fiscal support from the federal and state levels for each organization and chapter information. The ranking is in a Likert scale ranging from strongly agree being the highest to not applicable being the lowest.

19. As an administrator or faculty member, have you ever hired or made a hiring decision based on the applicant's background or experience in a career technical student organization?

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ Not Applicable

20. Perkins funds and state funding initiatives to help financially support career technical student organizations on college campuses, except to pay membership fees for student with the 100% participation plan (meaning that at least one CTE program has all of their students or all CTE programs as active members).

○ Strongly Agree ○ Disagree

Agree
Strongly Disagree
Neutral
Not Applicable

21. Carl D. Perkins federal funds can be used for support of career technical student organizations up to 10% on each campus.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

22. Career technical student organizations are for all students regardless of race, creed, ethnicity, gender, national origin, disability, marital status, religious or political beliefs, or sexual orientation that are enrolled in a campus CTE program.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

23. Have you ever attended a state of national career technical student organization conference? If so, which one(s)? (Check all that apply)

	Attended State Conference	Never Attended State Conference	Attended National Conference	Never Attended National Conference
DECA (Distributive Education Clubs of America)	*Have you ever attended a state of national career technical student organization conference? If so, which one(s)? (Check all that apply) DECA (Distributive Education Clubs of America) Attended State Conference	DECA (Distributive Education Clubs of America) Never Attended State Conference	DECA (Distributive Education Clubs of America) Attended National Conference	DECA (Distributive Education Clubs of America) Never Attended National Conference
FCCLA (Family, Career, Community Leaders of America - formerly FHA-HERO, Future Homemakers of America-Home Economics Related Occupations)	FCCLA (Family, Career, Community Leaders of America - formerly FHA-HERO, Future Homemakers of America-Home Economics Related	FCCLA (Family, Career, Community Leaders of America - formerly FHA-HERO, Future Homemakers of America-Home Economics Related	FCCLA (Family, Career, Community Leaders of America - formerly FHA-HERO, Future Homemakers of America-Home Economics Related	FCCLA (Family, Career, Community Leaders of America - formerly FHA-HERO, Future Homemakers of America-Home Economics Related

	Occupations) Attended State Conference	Occupations) Never Attended State Conference	Occupations) Attended National Conference	Occupations) Never Attended National Conference
FBLA-PBL (Future Business Leaders of America - Phi Beta Lambda)	FBLA-PBL (Future Business Leaders of America - Phi Beta Lambda) Attended State Conference	FBLA-PBL (Future Business Leaders of America - Phi Beta Lambda) Never Attended State Conference	FBLA-PBL (Future Business Leaders of America - Phi Beta Lambda) Attended National Conference	FBLA-PBL (Future Business Leaders of America - Phi Beta Lambda) Never Attended National Conference
FFA (Future Farmers of America)	FFA (Future Farmers of America) Attended State Conference	FFA (Future Farmers of America) Never Attended State Conference	FFA (Future Farmers of America) Attended National Conference	FFA (Future Farmers of America) Never Attended National Conference
HOSA (Health Occupations Student Association)	HOSA (Health Occupations Student Association) Attended State Conference	HOSA (Health Occupations Student Association) Never Attended State Conference	HOSA (Health Occupations Student Association) Attended National Conference	HOSA (Health Occupations Student Association) Never Attended National Conference
SkillsUSA (formerly VICA, Vocational Industrial Clubs of America)	SkillsUSA (formerly VICA, Vocational Industrial Clubs of America) Attended State Conference	SkillsUSA (formerly VICA, Vocational Industrial Clubs of America) Never Attended State Conference	SkillsUSA (formerly VICA, Vocational Industrial Clubs of America) Attended National Conference	SkillsUSA (formerly VICA, Vocational Industrial Clubs of America) Never Attended National Conference

24. Perkins funds and state initiative funds for career technical education programs and career technical student organizations that are considered to be in the Total Participation Plan (meaning that All students in a course or section of CTE program of a CTE program(s) on campus are members) can use the funds to pay for 100% of the affiliation fees for schools, districts, or college campuses.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

25. The value of having co-curricular career and leadership development experiences for

students, faculty, and college administrators is something that should be included on your college campus.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

26. WASC standards, student learning outcomes, and success rates can all be improved with the addition of career technical student organizations for career technical education programs.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

27. State and national career technical student organizations have staff members who can help train and assist new chapters, advisors, and offer training on how to run their local chapters.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable

28. What would encourage you to incorporate CTSOs (SkillsUSA, DECA, and others) to be a part of your CTE courses, programs, or campus? (select all that apply)

- CTE Departmental or program faculty and staff training
- Presentation to students in the CTE department or programs
- Presentation as to the benefits and values at a department or divisional meeting on our campus by state or national CTSO staff members
- Ability to attend regional, state, or national conferences to observe the events that occur
- Ability to work or speak with other CTSO advisors, technical committee members, or business and industry sponsors

Other (please specify)

College Campus Demographics for this research on Career Technical Student Organizations:

Please indicate your college/personal demographic information below. Please check or fill in the correct information below that best describes your position, college campus, and other demographic information for this research study.

29. On which of the following California community college campus or system offices are you currently employed?

- Chabot College
- Golden West College
- Santa Barbara City College
- Oxnard College
- Pasadena City College
- California Community College Chancellor's Office
- California Department of Education
- San Joaquin Delta College
- Cuesta College
- Los Angeles Trade Tech College

30. What is your current position or title at this college campus or systems office?

- CTE adjunct faculty member
- Administrator at CDE
- CIO/EVP of Instructional programs
- CTE staff member
- CTE Dean
- Specialist for General Vocational Education Programs
- CTE full-time faculty member
- CTE tenured faculty member
- Administrator at CCCCO
- Educational Program Consultant
- CTE department chair/faculty member

31. Your ethnic background:

- Asian
- Mediterranean
- Mixed
- Middle Eastern
- White/Caucasian
- Other
- Black/African American
- Pacific Islander
- Native American
- Hispanic

32. Level of earned education:

- CTE program certificate
- Doctorate degree
- Specialty subject teaching credential
- Professional license in CTE field
- Professional degree
- Multi-subject teaching credential
- Associate's degree
- Tier I Credential
- Other
- Bachelor's degree
- Tier II Credential
- Master's degree
- Single subject teaching credential

33. Number of years in work experience for this current position and/or campus?

- 0-3 years
- 7-9 years
- 16 or more years
- 4-6 years
- 10-15 years

34. Your gender:

- Male
- Female

35. What CTE programs have you or are you currently teaching at the community college level?

36. What CTE programs have you or are you currently an administrator over for the community college? or Systems office?

37. Your current age group:

- Less than 25
- 26-30
- 31-35
- 36-40
- 40-50
- 50-60
- 60-70
- 70 or older

38. What is the average number of students in your CTE class (if you are teaching) per year OR the average number of students in your CTE programs on the college campus (if you are an administrator) per year.

- 18-30
- 31-60
- 61-100
- 101-200
- 201-300
- 301-500
- 501-1000
- 1001-1500
- 1501 or more
- not applicable

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Appendix I

April 29, 2012

Sherry D. Davis, M.Ed.
ELPS Doctoral Candidate
California State University, Northridge
P.O. Box 107
Azusa, CA 91702

Dear Sherry:

I am pleased to offer my formal support of your dissertation study entitled: *"Career Technical Student Organizations: California Community Colleges Best Kept Secrets."*

The California Department of Education is behind your study in trying to increase California community college involvement in career technical student organizations for those college students enrolled in career technical education programs to further their career aspirations and goals. I believe that finding out the reasons for the lack of involvement, barriers to implementation, and support needed on California community college campuses would be beneficial to all six career technical student organizations in California.

In the last several years, each of the six CTSOs (FFA, Cal-HOSA, FHA-HERO, DECA, FBLA, and SkillsUSA) have been attempting to find out how these organizations could better serve the California community college campuses and get them more involved, have active membership and to provide leadership and skills opportunities for students on all of the California community college campuses. I feel that this research can shed light on how to best offer support, training, and information to faculty, administrators, and students on community college campuses across California.

I look forward to your findings and results when the research study is complete.

Sincerely,

Dr. Patrick Ainsworth, Director
Career and College Transition Division
Career Technical Education Leadership & Instructional Support Office
California Department of Education
(916) 445-2652

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Appendix J

May 29, 2012

Sherry D. Davis, M.Ed.
ELPS Doctoral Candidate
California State University, Northridge
P.O. Box 107
Azusa, CA 91702

Dear Sherry:

I am pleased to offer my formal support of your dissertation study entitled: *"Career Technical Student Organizations: California Community Colleges Best Kept Secrets."*

The California Department of Education is behind your study in trying to increase California community college involvement in career technical student organizations for those college students enrolled in career technical education programs to further their career aspirations and goals. I believe that finding out the reasons for the lack of involvement, barriers to implementation, and support needed on California community college campuses would be beneficial to all six career technical student organizations in California.

In the last several years, each of the six CTSOs (FFA, Cal-HOSA, FHA-HERO, DECA, FBLA, and SkillsUSA) have been attempting to find out how these organizations could better serve the California community college campuses and get them more involved, have active membership and to provide leadership and skills opportunities for students on all of the California community college campuses. I feel that this research can shed light on how to best offer support, training, and information to faculty, administrators, and students on community college campuses across California.

I look forward to your findings and results when the research study is complete.

Sincerely,

Dr. Lloyd McCabe, Administrator
Career Technical Education Leadership & Instructional Support Office
California Department of Education
(916) 327-6367

Appendix K

Friday, June 01, 2012

Sherry D. Davis, M.Ed.
ELPS Doctoral Candidate
California State University, Northridge
P.O. Box 107
Azusa, CA 91702

Dear Sherry:

I am pleased to offer my formal support of your dissertation study entitled: *"Career Technical Student Organizations: California Community Colleges Best Kept Secrets."*

SkillsUSA's mission is an applied method of instruction for preparing America's high performance workers in public career and technical programs. It provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communications skills. It emphasizes total quality at work: high ethical standards, superior work skills, life-long education, and pride in the dignity of work.

The SkillsUSA California and California Department of Education is behind your study in trying to increase California community college involvement in career technical student organizations for those college students enrolled in career technical education programs to further their career aspirations and goals. I believe that finding out the reasons for the lack of involvement, barriers to implementation, and support needed on California community college campuses would be beneficial to all six career technical student organizations in California.

In the last several years, each of the six CTSOs (FFA, Cal-HOSA, FHA-HERO, DECA, FBLA, and SkillsUSA) have been attempting to find out how these organizations could better serve the California community college campuses and get them more involved, have active membership and to provide leadership and skills opportunities for students on all of the California community college campuses. I feel that this research can shed light on how to best offer support, training, and information to faculty, administrators, and students on community college campuses across California.

I look forward to your findings and results when the research study is complete.

Sincerely,

Clay Mitchell, SkillsUSA California State Director
California Department of Education – Education Programs Consultant
Career Technical Education Leadership & Instructional Support Office
916-445-5568

SkillsUSA California Board Directors:

Courtney McLeod-Golden, Board Chair, Dreyfuss & Blackford Architects

Clay Mitchell, State Director, California Department of Education

Gene Streeter, Board Vice-Chair, State Farm Insurance Company

Ed Railsback Board Secretary, School Administrator

Richard Lester, Board, Treasurer, Toyota Motor Sales, USA

Dan Garrett, Snap-On Industrial Company

Marvin Linville, Automotive Youth Education Systems

Adria Torrez, Education Manager/Member Services, Association of Woodworking & Furnishing Suppliers

Robert Page, Productivity Center & Training Manager, Sandvik Coromat Company

Randy Canaday, Paso Robles High School Advisor

Eric Shor, State Officer Student Representative

Veronica Chavez, Alumni & Friends Coordinator

Appendix L

Tuesday, September 20, 2011

Sherry D. Davis, M.Ed.
ELPS Doctoral Candidate
California State University, Northridge
P.O. Box 107
Azusa, CA 91702

Dear Sherry Davis:

We are pleased to offer our formal support of your dissertation study *"Career Technical Student Organizations: California Community Colleges Best Kept Secrets."*

SkillsUSA's mission is an applied method of instruction for preparing America's high performance workers in public career and technical programs. It provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communications skills. It emphasizes total quality at work: high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

SkillsUSA is behind your study in trying to increase California community college involvement in career technical student organizations for those college students enrolled in career technical education programs to further their career aspirations and goals. We believe that finding the out the reasoning for the lack of involvement, barriers to implementation, and support needed on California community college campus would be beneficial not only to SkillsUSA, but other career technical student organizations in California and across the United States.

In the last several years SkillsUSA has been attempting to find out how we as an organization could better serve the California community college campuses get more involved, have active membership and to provide leadership and skills opportunities for students on all of the California community college campuses in career technical education programs. We feel that this research can shed light on how to offer support, training, and information to faculty, administrators, and students on community college campuses across California.

We look forward to your findings and results when the research study is complete.

Sincerely,

Timothy W. Lawrence

Mr. Tim Lawrence
SkillsUSA National Executive Director

Appendix M

Tuesday, September 20, 2011

Sherry D. Davis, M.Ed.
ELPS Doctoral Candidate
California State University, Northridge
P.O. Box 107
Azusa, CA 91702

Dear Sherry Davis:

California DECA is pleased to offer our formal support of your dissertation study *"Career Technical Student Organizations: California Community Colleges Best Kept Secrets."*

DECA's mission is to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality and management. DECA's core values and attributes are competence, innovation, integrity and teamwork. These values are central to DECA's mission and purpose in classrooms around the world.

California DECA is behind your study in trying to increase California community college involvement in Career Technical Student Organizations for those college students enrolled in career technical education programs to further their career aspirations and goals. We believe that finding the out the fundamental reasoning for the lack of involvement, barriers to implementation, and support needed on California community college campus would be beneficial not only to California DECA, but other Career Technical Student Organizations in California and across the United States.

California DECA currently has robust opportunities for career technical education students at the secondary level. Nationally, we do offer Collegiate DECA for post-secondary students and we are eager to expand that division in California. It is central to our belief, as well as the California Department of Education, that students have a solid transition from high school to college to career. Based on the outstanding experience students have as secondary DECA members, we see a natural interest and desire by students to continue their learning, development, and affiliation at the post-secondary level. We are attempting to find out how we as an organization can better serve and provide information for the California community college campuses to get more involved, have active membership and to provide leadership and skills opportunities for students on all of the California community college campuses in career technical education programs. We feel that this research can certainly shed light on how to offer support, training, and information to faculty, administrators, and students on community college campuses across California.

We look forward to your findings and results when the research study is complete.

Sincerely,

Ryan Underwood, California DECA Executive Director

Appendix N

Operational Definitions

California Community Colleges (CCC) - The California Community Colleges is the largest higher education system in the nation. The system is comprised of 72 districts, 112 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. That offers students associate degrees for two year programs and certificate for non-degree programs.

Career Clusters – a grouping of occupations and broad industries based on commonalities to provide an organizing tool for schools, small communities, academics, magnet schools, and higher education college or technical schools. There are 16 federally recognized career clusters, California recognizes 15 career clusters, similar to the 16, and some are combined, while others are groups on their own in California.

Career Pathway – a coherent sequence of rigorous academic and technical courses that prepare students for successful completion of state academic standards and support transition to more advanced postsecondary coursework related to a career area of interest.

Career and Technical Education (CTE) - Perkins IV defines career and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes

competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills (Also known as vocational, trade, technical, or industrial education).

Career and Technical Student Organizations (CTSOs) - Career and Technical Student Organizations (CTSO) are organizations for individuals enrolled in career and technical education programs that offer activities as an integral part of the instructional program (Formerly known as vocational student organizations (VSOs).

Carl D. Perkins Career and Technical Education Act, 2006 (Perkins) - The Smith-Hughes Act of 1917 was the first authorization for the Federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included: The Vocational Act of 1973 and the Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized as the Carl D. Perkins Vocational and Applied Technology Act (Perkins II) in 1990, the Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III), and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Certification – The process by which professional recognition is granted to an individual who has met certain predetermined qualifications.

Co-curricular – Is where the actual course or class works compliments the outside activities or student organization that is associated with that particular program to enhance both the academic and technical skills needed to be successful and

provide real world value. It is a part of and compliments the actual curriculum of the classroom to reinforce learning.

Extra-curricular – Is something that students can participate in which may or may not have anything specifically to do with the courses or classes that they are taking other than personal interest or specific credits in order to graduate from high school or college (i.e. sports, art classes, etc.).

DECA (Distributive Education Clubs of America) – The national CTE organization for secondary and postsecondary students enrolled in marketing education programs.

FBLA-PBL (Future Business Leaders of America – Phi Beta Lambda) – The national CTE organization of secondary and postsecondary business courses. Students do not have to be in a vocational program to belong.

FCCLA/FHA-HERO (Family Career Community Leaders of America/Future Homemakers of America – Home Economics Related Occupations) – The national CTE organization for secondary and postsecondary education. The organization's goal is to help students assume active roles in society as wage earners, community leaders, and family members. FCCLA is the national organization; California is the only state to stick with the original name of the organizations, of FHA/HERO for the secondary level students, but participates nationally with the FCCLA.

FFA (Future Farmers of America) – The national CTE organization of secondary and postsecondary students in vocational agricultural programs. In California, currently FFA only has chapters at the secondary level and four-year universities, not the community colleges. This was the first nationally recognized and oldest

CTE or vocational organization for students, as well as getting legislation passed to support this and sequential CTE programs and CTSOs.

HOSA (Health Occupational Student of America) – The national CTE organization for secondary and postsecondary students who are enrolled in health occupations education.

Postsecondary Education – The provision of a formal instructional program whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes academic, CTE, and continuing professional education programs and excludes a vocational and adult basic education programs.

Regional Occupational Programs/Centers (ROPs/ROCPs) – Provides a variety of career training-related and school-to-work instructional services to high school students and adults in various communities.

Secondary Education – The final stage or portion of the compulsory education that consists of high school training and completion of a high school diploma. This includes high school programs for career magnet schools, comprehensive schools with CTE programs, or ROP/ROCP.

SkillsUSA (formerly VICA – Vocational Industrial Clubs of America) – A non-profit national CTE organization for secondary and postsecondary students enrolled in trade and industrial occupations programs.

Vocational Education – former name for career technical education programs or occupational education programs that train and prepare students of all ages for jobs that are based on manual or practical activities, traditionally non-academic

and totally related to a specific trade, occupation, or vocation. The term vocational education was changed to Career Technical Education because people thought that vocational education was for a “certain group” or “non-college bound student; whereas CTE is for everyone and is more inclusive.

Appendix O

Table 4.4 Analysis of Ross (1980) Delphi Study Iteration Three

Rank	Goal Statement for collegiate organization	Median rating
1	Develop skills in leadership and leadership training	3.848
2	Assist, organize, and implement stimulating VICA activities at the local, district, state, and national levels	3.786
3	Foster the competencies that individuals need to be VICA chapter advisors	3.786
4	Recruit potential VICA advisors and Trade and Industrial instructors into teacher education programs	3.167
5	Enhance the image of vocational education and VICA	2.591
6	Develop collegiate VICA chapter activities that involve business and industry	2.577
7	Foster and maintain a supporting interest in Trade and Industrial Education	2.654
8	Establish a communication network among collegiate VICA chapters and state and national VICA offices	2.500
9	Instill within the collegiate VICA member a respect for a solid philosophy of professional organizations	2.611
10	Provide the building of an improved self-image through personal achievement	2.269
11	Recruit new and assist existing collegiate VICA chapters	2.167
12	Develop respect for the dignity of work	1.900
13	Encourage the pursuit of continuous education consistent to the needs of the individual selected career objectives	1.800
14	Encourage further study and research by collegiate VICA members in the areas of Trade and Industrial Education and VICA	1.382
15	Promote unity and common purpose to remove all vestiges and biases in vocational programs	1.382
16	Establish collegiate VICA regional conferences	1.182

Note. 4.0 = Extremely High Priority; 3.0 = High Priority; 2.0 = Low Priority; 1.0 = Least Priority. Ross, R. (1980). *Formulation of Goals for the Collegiate Organization of the Vocational Industrial Clubs of America*. (Dissertation). Virginia Polytechnic Institute and State University. Blacksburg, VA.

Appendix P

Pilot Research Interview Protocol
SkillsUSA Program
Community College Faculty Interview

Interview Session:

Thank you for taking the time to talk with me today. **Before we begin, I would like to give you the opportunity to read and sign the consent form.** I would like to let you remind you that this is part of a class project in the doctoral program, for Qualitative Research Methods. I am in the doctoral cohort of Educational Leadership and Policy Studies, for Community College Leaders at California State University, Northridge. My professor of the Qualitative Methods Course is Dr. Nathan Durdella, his contact if you need is: Email: Nathan.durdella@csun.edu or Office phone: 818-677-3316. As we discussed, this interview is part of the evaluation of the program in which you participate at Mt San Antonio College. During the interview, we will talk about your participation in and experiences with the program.

This conversation is strictly confidential and care will be taken to exclude all names and identifying characteristics from the data. Further, any responses that you provide will not impact your performance in a class or in the program. **I want to also remind that you that the interview will be 30 minutes in length**; if I need do to time constraints and questions that I feel need to be covered; I may have to end a question/answer session shorter, in order to get to the rest. I am not being rude or disrespectful, but I need to know that I have enough information for my pilot research study. I would like your permission to record our conversation on tape so that I can more accurately reflect your thoughts and experiences. We are going to begin the interview. Do you have questions before we begin?

Demographic Questions

How long have you been at this College? Are you a tenured faculty member?

What courses are you able to teach on the collegiate level? Have you always been in the Vocational or what is now known as the Career and Technical Education Programs?

What other colleges (public or private) have you taught? Have you taught in the K-12 system?

Where did you do you undergraduate and/or graduate studies? What was your major?

Program Participation

How did you get involved in SkillsUSA? What made you want to be the faculty advisor of this organization?

When you were in college (undergraduate or graduate) did you participate as member in SkillsUSA? Did you participate at the secondary level (high school)?

How does your department feel about the SkillsUSA program? Is there more than one faculty advisor at this campus?

Does the college administration (Deans, Vice-Presidents, President, and Board of Trustee's) feel that this is a benefit to the campus? To the program? To the students?

Architecture and Engineering Program

How did you choose the career field that you did? Why did you decide to teach and become a professor?

How do you feel that the SkillsUSA has helped your students? In finding careers? Networking with businesses?

How do you feel that the SkillsUSA has helped your students in developing leadership qualities?

How many students are members? How many actually participate in the competitions? How far has the students gone in their competition?

Attitudes about the Program

What do other faculty or staff members think about the SkillsUSA program? How do you now feel about your participation in the program?

What do you want to see change at your campus or in your courses, with student participation in SkillsUSA?

How do you get the funding to support the students in this program?

Would your program be any better, different or worse off if the campus did not have the participation in SkillsUSA?

Was the SkillsUSA program in place when you began your career at this college? Did you implement it? If so, how did you get buy in from the department, administration and community?

Satisfaction with the Program

Please describe your satisfaction with your experiences in the program. (And about your student's satisfaction.)

Please talk about your feelings about the program. (And about your student's feelings about the program.)

What would you change about the program, if you had the ability to do anything (no budgetary constraints)?

How do you feel the program has helped professors, instructors or faculty members at your college through this participation?

General Questions

Why do you feel that most community colleges in California do not participate in SkillsUSA?

Do you feel that it would be a beneficial addendum to vocational or career courses offered at all community colleges?

Do you believe that all community colleges across the state of California should participate in SkillsUSA? Or CTSO organization for their appropriate discipline area? (Such as FFA or HOSA)

Do you feel that this should be available to all students, in all community colleges across the United States?

How would you try to promote, sell, or implement this program to others across the state, to offer it to their students?

Notes