

Examining the Perceptions of Career and Technical Education in Nebraska

**Report Delivered to the Nebraska
Department of Education**

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ABSTRACT

This report contains the findings of the survey: “Examining the Perceptions of Career and Technical Education (CTE) in Nebraska.” The purpose of the survey was to measure the perceptions of Nebraska Educators regarding CTE in Nebraska. The results of the study are intended to inform standards revisions in Nebraska Career Education. The survey was administered to Administrators, Math and Science Teachers, Counselors and CTE Instructors in Nebraska during November and December, 2009. Over 1,000 Nebraska Educators participated in the survey. The relatively large sample size allows for multiple comparisons to be made of various groups of educators in the state.

The results show that, in general, Nebraska Educators are positive about the current state of CTE in Nebraska. The results also show, however, that there are some important differences in how different groups of educators feel about the ability of CTE to prepare students for life after high school. In general, CTE Teachers and Administrators are more positive about CTE, while Math and Science Teachers and Counselors tend to be more ambivalent. Because Math and Science Teachers and Counselors tend to be most ambivalent, the findings suggest that it would be beneficial to follow up with these groups regarding their attitudes toward CTE. In addition, the results of the survey point to a number of areas where it might be beneficial to conduct further statistical analyses so that a greater understanding of these between-group differences might be obtained.

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KEY FINDINGS / EXECUTIVE SUMMARY

Perceptions of Career and Technical Education (CTE) Courses

- In general, Nebraska Administrators, Math/Science Teachers, Counselors, and CTE Teachers all view the current state of CTE positively.
- CTE Teachers tend to be the most optimistic about the ability of CTE courses to prepare students for life after high school and are most positive regarding the rigor of CTE courses.
- Math/Science Teachers and Counselors appear to be more ambivalent toward CTE in Nebraska.

Career Awareness and Exploration

- CTE Teachers are most likely to believe that schools would be more effective and students better prepared for employment and college if classes and curriculum were organized around specific career areas.
- Counselors and CTE Teachers are most likely to favor offering career awareness and exploration to younger students (i.e. elementary and middle school students).

Delivery of Courses

- Nebraska Educators feel that internships and job shadowing opportunities should be provided to students, particularly older students (i.e. high school students).

Development of Course Content

- Nebraska Educators feel that course content should be developed based on (in order):
 1. The technical, academic and work skills required in the work place.
 2. The academic standards and graduation requirements of a school district.
 3. The entrance requirements of Nebraska colleges and universities.

The Role of Local Employers

- Nebraska Educators are positive about local employers providing unique experiences for students.
- CTE Teachers and Counselors are most enthusiastic about local employers helping evaluate curriculum and course content in Nebraska schools.
- In general, Educators appear not to favor the idea of local employers setting specifications for curriculum.

Skills Obtained by High School Graduates in Nebraska

- Respondents generally feel that Nebraska graduates have the skills necessary for life after high school.
- CTE Teachers are most likely to agree that high school graduates *do not* obtain the necessary skills for life after high school.

Entrepreneurship

- Large proportions of all groups agree that it is important for students to learn how to work for themselves or start a business.
- CTE Teachers are the most positive about the ability of CTE courses to teach entrepreneurial skills.

General Trends

- Among the four different groups of Educators surveyed, there are sometimes substantial differences between the groups in attitudes toward CTE in Nebraska.
- Counselors and Math/Science Teachers appear to be the most ambivalent toward CTE, as these two groups are most likely to provide 'neutral' responses to many of the questions.
- There are important attitudinal differences among demographic groups that deserve further exploration.

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INTRODUCTION

The purpose of the survey: “Examining the Perceptions of Career and Technical Education (CTE) in Nebraska,” is to inform possible revisions to CTE standards in Nebraska. The results herein provide a snapshot of the perceptions of CTE among Educators in Nebraska, as well as more specific attitudes about the role of CTE in education. The survey is designed to measure both general perceptions of CTE, as well as specific attitudes toward the different CTE areas that are offered in the state. With this goal in mind, the survey was organized in the following way: the first portion of the survey asked respondents a series of general questions about CTE, while the second asked respondents specific questions about the different CTE subject areas. Thus, the survey provides in-depth perceptions about the various subject areas contained under the umbrella of CTE.

The survey was conducted during November and December, 2009. Just over 1,000 responses were received from Administrators, Math and Science Teachers, Counselors, and CTE Instructors from across the state. Various techniques were used to invite participants to take the survey; each of the techniques, as well as the approximate response rates, are outlined in Appendix A.

A Note about Terminology

As noted above, the acronym, CTE, refers to Career and Technical Education. In Nebraska, CTE is also commonly referred to as “Career Education.” For the purposes of this report, CTE will be used. There are six specific areas of CTE that are referred to in this report: 1) Agricultural Education (Environmental and Agricultural Systems); 2) Business and/or Marketing (Business Marketing and Management); 3) Computer Education/Information Technology; 4) Family and Consumer Sciences (Human Services); 5) Health Science; and 6) Industrial Technology (Industrial Manufacturing and Engineering Systems). The results of the specific questions regarding each of these six areas are presented in Appendices C – H.

The term “Educators” is used to refer to *all* participants of the survey. “Respondents” and “Participants” refer to those people who participated in the survey. The term “Administrators” refers to Principals, Superintendents and Curriculum Directors; “Math/Science Teachers” is used to refer to Math and Science Teachers; “Counselors” refers to school counselors; and “CTE Teachers” or “CTE Instructors” refer to teachers in the areas of Agricultural Education, Business Education and Marketing, Computer Education, Family and Consumer Sciences, Health Science, and Industrial Technology.

In a number of instances, respondents indicated on the survey that they fill numerous roles. For example, a small number of participants indicated that they were both a Principal and Math/Science Teacher. In such instances, the individual was simply counted as an Administrator. Also, in a small number of cases respondents indicated that they were both a Counselor and CTE Teacher. In such cases, these people were counted as CTE Teachers. Essentially, in those cases where the respondent indicated multiple roles, precedence was determined in the following way: Administrator, followed by CTE Teacher, Counselor, and Math/Science Teacher. This coding scheme simply allows for simpler analysis and more easily interpreted results.

1. PERCEPTIONS OF CTE COURSES

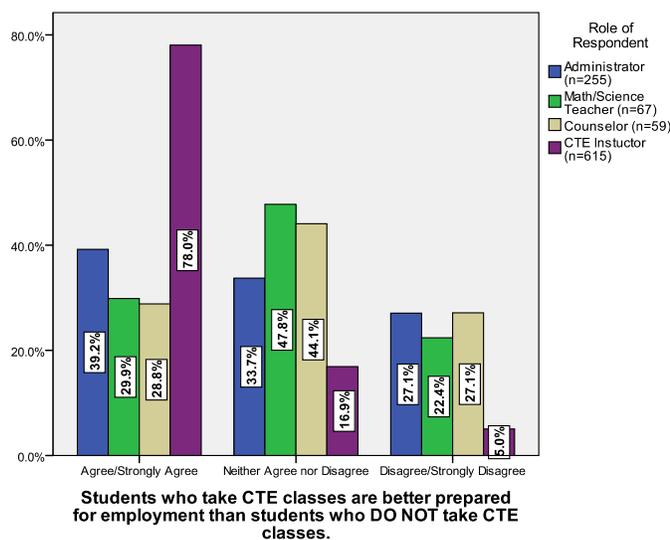
Educators were asked a series of questions about how they view the current state of CTE Courses in Nebraska. On balance, CTE teachers view CTE courses more positively than the other three groups. On many of these questions, there is wide variation between the different groups in how they perceive both the current status of CTE courses and the applicability of CTE courses.

For example, a majority of all four groups agree or strongly agree that CTE courses teach students basic employability skills. CTE Teachers are most likely to agree with the statement as over 90% agree that CTE courses teach employability skills. In contrast, 71% of Administrators, 69% of Math/Science Teachers, and 64% of Counselors agree with the statement (Table 1). Similarly, CTE Teachers are most likely to agree that CTE classes teach students entrepreneurial skills; 77% of

Table 1

CTE classes teach students basic employability skills.				
	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree	n
Administrator	71%	24.3%	4.7%	255
Math/Science Teacher	68.7%	26.9%	4.5%	67
Counselor	64.4%	32.2%	3.4%	59
CTE Instructor	90%	6%	3.9%	612
% Total	82.2%	13.7%	4.1%	993

Figure 1



CTE Teachers agree or strongly agree.¹ CTE Teachers are also most likely to agree that CTE students are more prepared for employment than their counterparts who do not take CTE courses (Figure 1).

These findings carry more significance when viewed in light of responses to the statement, “The greatest job growth in Nebraska will be in areas that are supported through CTE.” Nearly 80% of CTE Teachers agree or strongly agree with the statement, while about 54% of Counselors, 48% of Administrators, and 38% of Math/Science Teachers agree or strongly agree.² Together, this set of responses suggests that CTE Teachers view their courses as being relatively important for preparing students for careers, and that this sense of importance is bolstered by CTE Teachers’ belief that their courses are geared toward industries that will provide the greatest opportunity

for employment in the future. Clearly, the other three groups surveyed are not as certain about this connection, with large proportions of both Math/Science Teachers and Counselors responding that they “neither agree nor disagree” that job growth will be areas supported by CTE.

In terms of the rigor of CTE courses, there are varying perceptions among the four groups surveyed. When asked to agree or disagree with the statement, “CTE courses are generally considered to be easy,” a plurality of CTE Teachers, Counselors, and Math/Science Teachers agree or strongly agree (Table 2). Only among Administrators do a larger percentage of respondents disagree with the statement than agree. Interestingly, even though large proportions of respondents feel that CTE courses are considered to be easy, even larger proportions of respondents agree that “CTE classes stress academic achievement as much as they do technical skills.” Over

Table 2

CTE courses are generally considered to be easy.				
	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree	n
Administrator	29.9%	30.3%	39.8%	254
Math/Science Teacher	48.5%	39.7%	11.8%	68
Counselor	39.0%	32.2%	28.8%	59
CTE Instructor	40.5%	25.0%	34.5%	615
% Total	38.3%	27.8%	33.9%	996

¹ See Table B1.3 in Appendix B.

² See Table B1.4 in Appendix B.

70% of CTE Teachers agree or strongly agree with the statement, as do 56% of Administrators, 56% of Counselors, and 38% of Math/Science Teachers.³

It is noteworthy that the large difference between CTE Teachers and the other groups on many of these questions is not between those who agree and disagree with the statements. Rather, as Table 1 and Figure 3 show, the differences are based on the large proportion of respondents, particularly Counselors and Math/Science Teachers, who indicated that they “neither agree nor disagree” with the statements. The high proportions of neutral responses to these questions suggest that Counselors, Math/Science Teachers, and, to a lesser extent, Administrators, do not have the information necessary to provide a valid response. Additionally, the neutral responses provide evidence that these groups will be more amenable to receiving information regarding CTE courses and their place in school curriculum. In the Demographics section (pages 7-8), further analyses are presented so that we might better understand the characteristics of those providing neutral responses to these questions.

2. CAREER AWARENESS AND EXPLORATION

A series of questions about career awareness and exploration were asked. These questions were designed to gauge opinions about the extent to which Educators think students should be exposed to information about careers while in school. Additionally, the questions elicited information about *when* respondents feel it is appropriate to begin teaching students about careers and career-related matters.

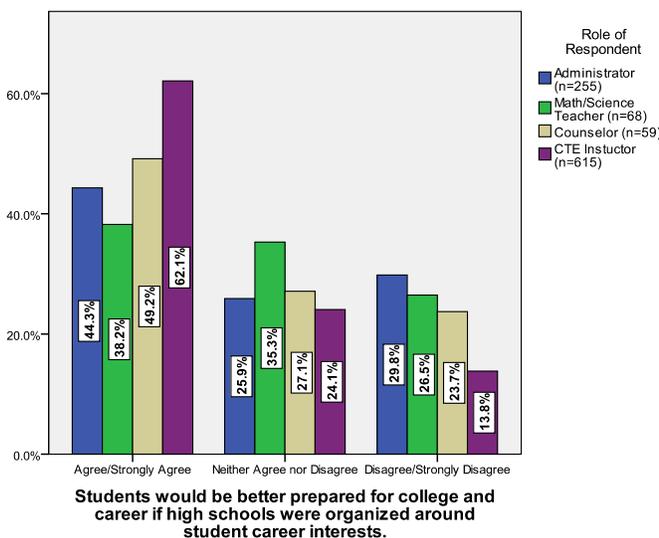
The results show that there is broad support across all four groups for providing high school students with classes designed for a specific career, though it appears that CTE Teachers are more likely to support the notion. In response to the statement, “High school students should be offered classes for a specific career area,” nearly 82% of CTE

Table 3

High school students should be offered classes for a specific career area.				
	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree	n
Administrator	66.3%	20.8%	12.9%	255
Math/Science Teacher	61.8%	23.5%	14.7%	68
Counselor	66.1%	23.7%	10.2%	59
CTE Instructor	82.0%	11.7%	6.3%	615
% Total	75.6%	15.5%	8.8%	997

Teachers agree or strongly agree with the statement, while 66% of Administrators, 66% of Counselors, and 62% of Math Science Teachers also agree or strongly agree (Table 3). Overall, support for offering *middle school students* courses for a specific career is much lower than support for offering *high school students* courses for a specific career, though CTE Teachers are again more supportive of the idea. Nearly 33% of CTE Teachers agree or strongly agree with the statement: “Middle school students should be offered classes for a specific career,” while just 23% of Administrators, 22% of Counselors and 19% of Math/Science Teachers agree or strongly agree with the statement.⁴

Figure 2



As an indication of how Educators feel about the value of basing education on career interests generally, respondents were asked to agree or disagree with the statement: “Students would be better prepared for college and career if high schools were organized around student career interests.” Again, CTE

³ See Table B1.10 in Appendix B.
⁴ See Table B2.4 in Appendix B.

Teachers are most supportive of the idea with over 62% agreeing or strongly agreeing with the statement. In contrast, 49% of Counselors, 44% of Administrators, and 38% of Math/Science Teachers say they agree or strongly agree (Figure 2). Together with the results of the two questions asking about classes for specific careers that were discussed in the previous paragraph, the findings provide evidence that CTE Teachers are much more supportive of organizing not only courses, but also schools generally, around career interests.

On balance, respondents support providing career awareness to younger students, though there is considerable variation among the different respondent groups on these questions. When asked about *when* schools should begin to offer career awareness, Counselors appear to be very enthusiastic about the idea of providing career awareness very early on, while Administrators appear to be more skeptical about the idea. For instance, in response to the statement: “Career awareness should begin with elementary school students,” nearly 87% of Counselors agree or strongly agree. This percentage is quite high in relation to the other three groups: 51% of Administrators, 65% of Counselors, and 71% of CTE Teachers agree or strongly agree with the same statement (Table 4).

Table 4

Career awareness should begin with elementary school students.				
	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
Administrator	51.4%	22.0%	26.7%	255
Math/Science Teacher	64.7%	17.6%	17.6%	68
Counselor	86.4%	8.5%	5.1%	59
CTE Instructor	70.6%	12.2%	17.2%	616
% Total	66.2%	14.8%	18.9%	998

Counselors are also relatively more supportive of providing post-graduation preparation for younger students. When asked to agree or disagree with the statement, “By the end of grade 8, schools should help each student develop an achievable plan to prepare for the next step after high school,” nearly 80% of Counselors agree or strongly agree. In comparison, 67% of Administrators, 66% of CTE Teachers, and 62% of Math/Science Teachers agree or strongly agree.⁵ Strikingly, the findings contrast with responses to the statement, “By the end of grade 8, students should be prepared to choose career areas of interest.” Though Counselors are again most likely to agree with the statement, only 37% agree or strongly agree. Similarly, only 36% of CTE Teachers, 30% of Administrators and 19% of Math/Science Teachers agree or strongly agree. Notably, Math/Science Teachers are most likely to disagree with the statement with nearly 53% responding that they disagree or strongly disagree.⁶

3. ATTITUDES ABOUT CAREER INFORMATION

Respondents were asked a set of questions regarding the information about careers that they feel should be provided to students and parents. There is overwhelming agreement among all four groups of respondents that students and parents should have information about careers and their related educational requirements.

Table 5

It is important that STUDENTS have information about careers and their related educational requirements.				
	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
Administrator	98.4%	.8%	.8%	255
Math/Science Teacher	97.1%	2.9%	.0%	68
Counselor	96.5%	.0%	3.5%	57
CTE Instructor	99.2%	.5%	.3%	616
% Total	98.7%	.7%	.6%	996

Over 90% of respondents in each of the four groups agree or strongly agree that students should be provided with such information (Table 5). Similar responses are seen when Educators are asked to respond to the statement: “It is important that parents have information about careers and their related educational requirements.”⁷ While beyond the scope of this report, the stated importance of providing career information to students and parents raises the question of the extent to which students and parents are currently provided with information about careers.

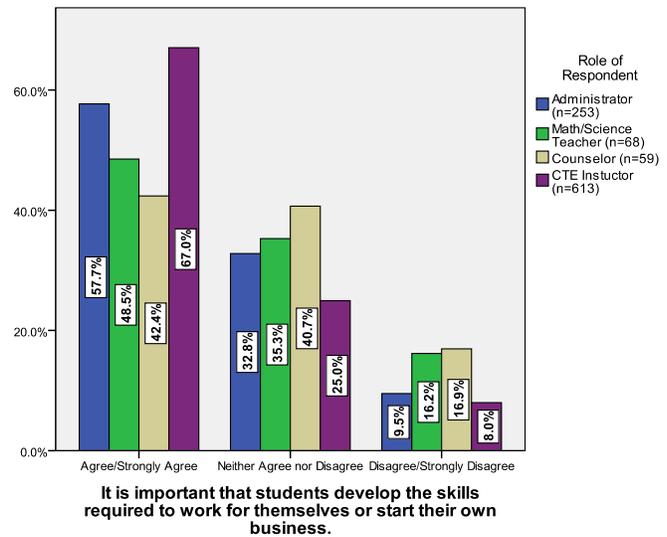
⁵ See Table B2.8 in Appendix B.

⁶ See Table B2.11 in Appendix B.

⁷ See Table B3.2 in Appendix B.

Participants were also asked about their views on entrepreneurship. The majority of Administrators, Counselors, Math/Science Teachers, and CTE teachers agree or strongly agree that it is important that students develop the skills required to work for themselves or start their own business. CTE Teachers are the most likely to agree or strongly agree with this statement (67%), followed by Administrators (57.7%), Math/Science Teachers (48.5%) and Counselors (42.4%). Counselors are most likely to give neutral responses to this question (40.7%), suggesting that this group is most ambivalent toward providing students with information about entrepreneurship (Figure 3).

Figure 3



4. THE DELIVERY OF COURSES

Educators were asked a series of questions about how they believe courses should be delivered in Nebraska. On many of the questions, there is broad consensus among the four groups that were surveyed. For example, over 90% of all groups agree or strongly agree with the following statements: “Courses should be taught by combining classroom teaching with content about related careers;” “Classes should be taught by incorporating hands-on experiences;” and “Classes should be taught using simulations and demonstrations in addition to books and lectures.”⁸ There is also relative agreement among the groups that students have the opportunity to pursue job shadowing and internship experiences. For instance, in response to the statement, “High school classes should include work-based learning experiences such as internships,” a majority of all groups agree or strongly agree (Table 6). Again, CTE Teachers are most likely to say they agree or strongly agree with the statement (81%), while Math/Science Teachers are least likely to agree or strongly agree (55%).

Table 6

	High school classes should include work-based learning experiences such as internships.			n
	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree	
Administrator	74.5%	17.6%	7.8%	255
Math/Science Teacher	54.4%	26.5%	19.1%	68
Counselor	75.9%	15.5%	8.6%	58
CTE Instructor	80.6%	17.8%	1.6%	612
% Total	76.9%	18.2%	4.8%	993

5. DEVELOPMENT OF COURSE CONTENT

Educators were asked to respond to three statements regarding the ways in which course content should be developed. The purpose of this set of questions was to examine the ways in which the different groups feel about the factors that should determine the development of courses in Nebraska schools.

First, participants were asked to respond to the statement, “The overall content of a course should be developed based on the technical, academic and work skills required in the work place.” A strong majority of each group agrees with the statement: 90% of CTE Teachers, 74% of Administrators, 68% of Counselors, and 58% of Math/Science Teachers agree or strongly agree. Second, participants were asked to respond to the statement: “The overall content of a course should be developed based on the academic standards and graduation requirements of a school district.” Large proportions of each group again agree with the statement, with 80% of Administrators, 79% of Counselors, 69% of Math/Science Teachers, and 60% of CTE Teachers agreeing or strongly agreeing. Finally, respondents were asked to agree or disagree with the statement: “The overall content of a course should be geared toward the entrance requirements of Nebraska colleges and universities.” Fifty-one percent (51%) of Counselors, 48% of

⁸ See Tables B4.1, B4.3, B4.4 in Appendix B.

Math/Science Teachers, 47% of Administrators, and 45% of CTE Teachers agree or strongly agree with the statement.⁹ Table 7 compares the overall responses to these three statements. As the table shows, overall, respondents are most likely to agree that courses should be designed based on the skills required in the work place, followed by academic and graduation requirements, and college and university standards.

Table 7

	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
The overall content of a course should be developed based on the technical, academic and work skills required in the work place.	82.1%	13.8%	4.1%	993
The overall content of a course should be developed based on the academic standards and graduation requirements of a school district.	66.1%	20.0%	13.9%	992
The overall content of a course should be geared toward the entrance requirements of Nebraska colleges and universities.	44.9%	30.2%	24.9%	997

6. A ROLE FOR LOCAL EMPLOYERS

A set of statements regarding potential roles for local employers in schools was presented to participants. The results show that Educators feel that local employers should partner with schools to provide interesting experiences for students. For example, over 85% of all four groups surveyed agree or strongly agree that local employers should provide unique education and training experiences for students, and that local employers should mentor and support students.¹⁰

Table 8

Local employers should partner with schools by validating course content.				
	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
Administrator	59.1%	21.0%	19.8%	252
Math/Science Teacher	48.5%	32.4%	19.1%	68
Counselor	62.7%	16.9%	20.3%	59
CTE Instructor	73.0%	17.5%	9.5%	611
% Total	67.2%	19.4%	13.4%	990

Moreover, a substantial majority of Educators tend to feel that local employers should have a role in assessing emerging occupations and employer needs (over 75% of all groups agree or strongly agree).¹¹ There is also moderate support for local employers validating course content: 73% of CTE Teachers, 63% of Counselors, 59% of Administrators, and 49% of Math/Science Teachers agree or strongly agree with the idea (Table 8). However, while respondents are supportive of involving local employers in the evaluation of school curriculum, they appear to be relatively

skeptical of allowing local employers to actually set the specifications for curriculum. In response to the statement: “Local employers should partner with schools by setting specifications for the curriculum,” only 18% of Math/Science teachers, 26% of Administrators, 31% of Counselors, and 45% of CTE Instructors agree or strongly agree (Table 9). Clearly, Educators see a distinction between local employers advising schools on curriculum development and the direct involvement of local employers in developing curriculum.

Table 9

Local employers should partner with schools by setting specifications for the curriculum.				
	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
Administrator	25.7%	34.8%	39.5%	253
Math/Science Teacher	17.6%	39.7%	42.6%	68
Counselor	31.0%	31.0%	37.9%	58
CTE Instructor	45.4%	29.6%	25.0%	612
% Total	37.6%	31.7%	30.7%	991

7. PERCEPTIONS OF SKILLS OBTAINED BY HIGH SCHOOL GRADUATES IN NEBRASKA

To understand the perceptions that Educators have about the skills obtained by Nebraska high school students, respondents were asked a number of questions about the skills that they believe high school graduates have upon graduation in Nebraska. The results show that Educators are fairly positive in their assessments of the skills obtained by high school graduates in Nebraska. For example, large proportions of all groups disagree with the notion that high school graduates are not prepared to make the transition to college or employment (Table 10). However, there are some differences in opinions between the four groups, as over 26% of CTE Teachers agree that high school graduates

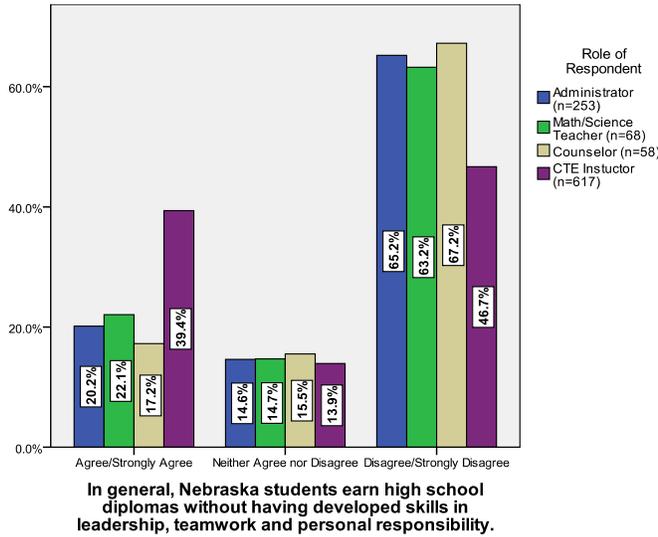
⁹ See Tables B5.1-B5.3 in Appendix B for the full results.

¹⁰ See Tables B6.5 and B6.6 in Appendix B.

¹¹ See Table B6.1 in Appendix B.

do not obtain the skills necessary for success in college and the workplace. In addition, CTE Teachers are more likely than the other three groups to agree that high school graduates do not develop skills such as leadership, teamwork and personal responsibility (Figure 4). All groups tend to agree that Nebraska students drop out of high school because they do not find the high school experience to be relevant.¹²

Figure 4



In general, Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.

Nebraska schools for longer periods of time than have the Math/Science Teachers and CTE Teachers; relatively high proportions of Administrators have worked in their current school district for 10 years or less; Administrators tend to be male, while Math/Science Teachers and Counselors tend to be Female; and the bulk of Administrators, Math/Science Teachers, and Counselors are from less populated counties, while CTE Teachers are more evenly spread among the different sizes of counties. This last relationship is particularly noteworthy, as it shows 167 of 202 (over 80%) respondents from the most urban counties are actually CTE Teachers.

To better understand the characteristics of respondents that provided a response to the questions regarding perceptions of CTE courses, a number of additional analyses drawing upon demographic information were conducted; these are presented in the third section of Appendix B (Sections B15 to B19). The results show that there are a number of differences between the respondents based on such demographic variables as age, length of time worked in Nebraska schools, gender, and the populations of the county in which respondents work.

In terms of age, respondents under the age of 30 are most likely to agree that CTE courses are generally considered to be easy, while respondents between the ages of 40 and 49 are most likely to give a neutral response to the question. Also, respondents between the ages of 40 and 59 are most likely to neither agree or disagree with the statement: “The greatest job growth in Nebraska will be in areas that are supported through CTE,” while respondents under the age of 30 are the most likely to agree or strongly agree with the statement.¹³

Table 10

In general, Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college and the workplace.				
	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree	n
Administrator	12.9%	11.4%	75.7%	255
Math/Science Teacher	14.7%	13.2%	72.1%	68
Counselor	8.6%	12.1%	79.3%	58
CTE Instructor	26.4%	16.7%	56.9%	617
% Total	21.1%	14.8%	64.0%	998

8. DEMOGRAPHICS

Appendix A contains Demographic information about respondents as well as crosstabs between the Administrators, Math/Science Teachers, Counselors and CTE Teachers and of the various demographic indicators discussed. These crosstabs provide information about the demographic makeup of each of the four groups of Educators discussed above. Generally, the tables show that: Math/Science and CTE Teachers have higher proportions of young people than the Counselors and Administrators; Administrators and Counselors have worked in

¹² See Table B7.1 in Appendix B.

¹³ See Tables B15.1 and B15.4 in Appendix B.

There are also a number of notable differences between groups when respondents are categorized by the length of time they have worked in Nebraska schools. For instance, respondents who have worked in Nebraska schools 10 or fewer years are most likely to agree that CTE courses are considered to be easy, while those working in Nebraska schools for 11 to 20 years are the most likely to neither agree nor disagree. Additionally, 28% of respondents that have been working in Nebraska schools for less than 10 years neither agree nor disagree that students who take CTE courses are better prepared for employment than those who do not take CTE classes. This is in contrast to 21% of those who have worked in Nebraska schools for over 30 years who neither agree nor disagree (Table 11).¹⁴

Table 11

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.				
How long have you worked in Nebraska Schools?	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
10 or fewer yeas	9.5%	27.8%	62.7%	241
11-20 years	12.2%	25.6%	62.0%	238
21-30 years	15.7%	22.2%	62.0%	261
Over 30 years	12.6%	20.5%	66.8%	190
% Total	12.6%	24.2%	63.2%	930

Examining the data by the length in which respondents have worked in their current school districts, we again see a number of interesting trends. For example, respondents who have worked in their current school district five or fewer years are much more likely to provide a neutral response when asked to respond to the statement, “The greatest job growth in Nebraska will be in areas that are supported through CTE.” This group was also least likely to agree with the same statement. Respondents who have worked at their current school district for over 20 years are most likely to agree with the statement, “Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes;” about 73% of respondents in this category agree with the statement, while only 54% of respondents who have worked in their local school district agree.¹⁵

While there are no substantial gaps in the perceptions of CTE courses between men and women, it is noteworthy that men are more likely to offer a “neither agree nor disagree” response on each of the 10 questions that were asked regarding CTE courses.¹⁶

Finally, we see a number of geographic differences among our respondents. Respondents from counties with less than 10,000 residents are much more likely to give a neutral response when asked whether they agree that the greatest job growth in Nebraska will be in areas supported by CTE (Table 12). This group was also much more likely to give neutral responses when asked whether they believe that CTE students are better prepared for college than students who do not take CTE courses.¹⁷

Table 12

The greatest job growth in Nebraska will be in areas that are supported through CTE.				
County Population	Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
Less than 10,000	3.0%	32.5%	54.1%	357
10,000 – 60,000	5.6%	28.5%	65.9%	270
Over 150,000	4.0%	21.3%	74.7%	202
% Total	4.2%	28.5%	67.3%	829

9. CONCLUSION

These results of this survey provide a snapshot of four key educational groups’ perceptions of CTE. Not surprisingly, many CTE Teachers appear to be relatively positive regarding the current state of CTE in Nebraska, and are quite confident about the ability of CTE to prepare Nebraska students for life after high school. Administrators also seem to be fairly positive about CTE, particularly in relation to Counselors and Math/Science Teachers. On the whole, Counselors are enthusiastic about many of the aspects of career

¹⁴ See Tables B16.1 and B16.5 in Appendix B.

¹⁵ See Tables B17.4 and B17.5 in Appendix B.

¹⁶ See Section B18 in Appendix B.

¹⁷ See Tables B19.4 and B19.5 in Appendix B.

awareness and exploration, but appear to be less confident that CTE is currently meeting the needs of Nebraska students. Based on the high proportions of neutral responses to many of the questions, Math/Science Teachers seem the most ambivalent toward CTE and its role in the curriculum. Again, this suggests that perhaps this group has yet to form strong opinions regarding CTE.

There are a number of limitations to this study. First, the number of Math/Science Teachers and Counselors that responded to the survey is fairly low. This low response rate diminishes our ability to draw strong conclusions about the attitudes of these groups. Future analyses should ensure that adequate numbers of Math/Science Teachers and Counselors are included in the study. Second, the analyses conducted here are primarily descriptive and provide only a snapshot of the perceptions of Nebraska Educators toward CTE. More sophisticated statistical techniques will need to be employed in order to gain a clearer understanding of the attitudes of the respondents to this survey; such analyses are planned in the near future.

Regardless of the limitations of the study, the results of this survey provide a baseline against which it will be possible to measure future analyses that also examine perceptions of CTE. Such a comparison will be especially valuable to determine whether there are any substantial changes in perceptions in the future as a result of policy changes, thus serving as part of a feedback loop to inform policy decisions in the future.

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Appendix A

Methodology and Demographics

SAMPLING STRATEGY

Participants to the survey were CTE Teachers, Principals, Superintendents, Counselors, Curriculum Directors, and Math and Science Teachers. CTE Teachers were asked to complete a version of the survey designed specifically for them. All other groups were invited to take a very similar version of the CTE Teacher survey. A vast majority of the questions were identical on both surveys providing an opportunity to compare results across different groups.

All respondents were invited to take the survey either through e-mail invitation or through a postcard invitation sent through postal mail. Approximately 2 weeks after the original invitation was sent to participants, a follow up reminder was sent asking participants to please complete the survey if they hadn't already done so. In total, about 3,000 people were invited to take the survey and we finished with about 1,000 responses giving us a response rate of about 33%. The following describes in greater detail the sampling approach utilized:

Initial Contact

- All Principals, Superintendents, Curriculum Directors and CTE Teachers were contacted through an initial e-mail contact alerting them that the survey would soon become available (only for those whose e-mail address was available). These participants were then invited to take the survey and were provided a link to the survey in an e-mail. Of the nearly 2,000 people invited through this method, 1,337 received the Teacher Survey invitation; 604 received the Administrator Survey invitation.
- All participants (306) from this group who did not have an e-mail address were mailed a postcard with a web address to take the survey.
- 497 Counselors were invited through an e-mail sent by EducationQuest.
- Educational Service Unit (ESU) leaders sent e-mailed invitations to 554 Math/Science Teachers.

Follow Up Contact

- All participants for whom we originally had an e-mail address who had not completed a survey or who had a partially completed survey were e-mailed a reminder to complete the survey approximately 2 weeks after the original survey invitation.
- All people who still did not complete a survey through the original e-mail link or after they were sent a follow up e-mail, were sent a postcard reminder through the mail. Each of the 306 people that we originally did not have an e-mail address for were also sent a postcard.
- EducationQuest e-mailed all Counselors a follow up e-mail.
- Math/Science teachers were e-mailed a reminder by Educational Service Unit (ESU) leaders.

Teacher Survey

- All CTE Teachers were invited to take this version of the survey.
- 732 people started the survey.
- 618 people completed the survey and indicated their area of teaching responsibility.
- This report focuses on the 618 respondents that indicated their area of teaching responsibility.

Administrator Survey

- All Principals, Superintendents, Curriculum Directors, Counselors, and Math and Science Teachers were invited to take this version of the survey.
- 457 people started the survey.
- 383 people completed the survey and indicated their role as a Principal, Superintendent, Counselor, Curriculum Director, or Math/Science Teacher.
- This report focuses on the 383 respondents that indicated their area of responsibility.

DEMOGRAPHICS

The demographic questions show that the sample is relatively older, with nearly 50% of the sample indicating that they are over 49 years old (Table A.1). Accordingly, nearly 50% of the sample indicated that they have been working for Nebraska schools over 20 years (Table A.2). Interestingly, however, nearly 50% of respondents indicated that they have been employed in their current school district for 10 years or less (Table A.3). A majority of the sample (54%) was male (Table A.4), and the sample was overwhelmingly white. As Tables A.12 and A.13 on page 17, and the map on page 18 indicate, respondents came from all areas of the state.

As noted above, 618 CTE Teachers provided usable responses to the survey. Of the 618, the majority were Business and/or Marketing Teachers, followed by Computer Education, Family and Consumer Science, Industrial Technology, Agricultural Education, and Health Science. As Table A.8 shows, a fair number of CTE Teachers indicated that they have more than one type of teaching obligation: nearly a quarter of respondents teach more than one type of class, while much smaller proportions teach three or more types of classes.

Three-hundred and eighty three Administrators provided usable responses to the survey (Table A.11). Principals, Superintendents and Curriculum Directors were the most numerous with 256 indicating this as their role. Sixty eight respondents were Math/Science Teachers and 59 were Counselors.

Demographic crosstabs provide information about the demographic makeup of each of the four groups of Educators discussed above; these crosstabs are presented on pages 20-21 of this Appendix. Generally, the tables show that: Math/Science and CTE Teachers have higher proportions of young people than the Counselors and Administrators; Administrators and Counselors have worked in Nebraska schools for longer periods of time than have the Math/Science Teachers and CTE Teachers; relatively high proportions of Administrators have worked in their current school district for 10 years or less; Administrators tend to be male, while Math/Science Teachers and Counselors tend to be Female; and the bulk of Administrators, Math/Science Teachers, and Counselors are from less populated counties, while CTE Teachers are more evenly spread among the different sizes of counties. This last relationship is particularly noteworthy, as it shows 167 of 202 (over 80%) respondents from the most urban counties are actually CTE Teachers.

Table A.1
What is your age? (U.S. Census 19 Categories)

	Frequency	Percent	Cumulative Percent
20 to 24 years	23	2.4%	2.4%
25 to 29 years	57	6.1%	8.5%
30 to 34 years	83	8.8%	17.4%
35 to 39 years	75	8.0%	25.3%
40 to 44 years	107	11.4%	36.7%
45 to 49 years	145	15.4%	52.2%
50 to 54 years	195	20.8%	72.9%
55 to 59 years	153	16.3%	89.2%
60 to 64 years	86	9.2%	98.4%
65 to 69 years	10	1.1%	99.5%
70 to 74 years	3	.3%	99.8%
75 to 79 years	1	.1%	99.9%
90 years and over	1	.1%	100.0%
Total	939	100.0%	

Table A.2
How long have you worked in Nebraska schools?

	Frequency	Percent	Cumulative Percent
Less than 1 year	14	1.5%	1.5%
2-5 years	105	11.1%	12.6%
6-10 years	124	13.1%	25.8%
11-15 years	122	12.9%	38.7%
16-20 years	122	12.9%	51.6%
21-25 years	146	15.5%	67.1%
26-30 years	117	12.4%	79.5%
Over 30 years	193	20.5%	100.0%
Total	943	100.0%	

Table A.3
How long have you worked in the school district in which you are employed?

	Frequency	Percent	Cumulative Percent
Less than 1 year	55	5.9%	5.9%
2-5 years	219	23.3%	29.2%
6-10 years	188	20.0%	49.2%
11-15 years	137	14.6%	63.8%
16-20 years	103	11.0%	74.8%
21-25 years	85	9.1%	83.8%
26-30 years	68	7.2%	91.1%
Over 30 years	84	8.9%	100.0%
Total	939	100.0%	

Table A.4
What is your gender?

	Frequency	Percent	Cumulative Percent
Male	500	53.5%	53.5%
Female	435	46.5%	100.0%
Total	935	100.0%	

Table A.5
What is the highest level of education you have completed?

	Frequency	Percent	Cumulative Percent
Associates/Technical	6	.6%	.6%
Bachelors	286	30.6%	31.2%
Masters	590	63.1%	94.3%
Doctorate	53	5.7%	100.0%
Total	935	100.0%	

Table A.6**Please specify your race.**

	Frequency	Percent	Cumulative Percent
American Indian or Alaska Native	2	.2%	.2%
Asian	1	.1%	.3%
Black or African American	4	.4%	.8%
Hawaiian or Other Pacific Islander	2	.2%	1.0%
White	920	99.0%	100.0%
Total	929	100.0%	

Table A.7**CTE Teacher Survey
What is your area of
teaching responsibility?**

	Frequency
Agricultural Education	92
Business and/or Marketing	218
Computer Education	186
Family and Consumer Science	147
Health Science	25
Industrial Technology	146

Table A.8**CTE Teacher Survey
Number of Teaching Areas Reported**

	Frequency	Percent	Cumulative Percent
1	454	73.5%	73.5%
2	145	23.5%	96.9%
3	11	1.8%	98.7%
4	5	.8%	99.5%
5	1	.2%	99.7%
6	2	.3%	100.0%
Total	618	100.0%	

Table A.9**Administrator Survey
What is your area of
responsibility?**

	Frequency
Principal	127
Superintendent	101
Curriculum Director	39
Counselor	61
Math/Science Teacher	69

Table A.10**Administrator Survey-
Number of Roles Reported**

	Frequency	Percent	Cumulative Percent
1	370	96.6%	96.6%
2	12	3.1%	99.7%
3	1	.3%	100.0%
Total	383	100.0%	

Table A.11**Role of Respondent**

	Frequency	Percent	Cumulative Percent
Principal, Superintendent, Curr. Director	256	25.6%	25.6%
Math/Science Teacher	68	6.8%	32.4%
Counselor	59	5.9%	38.3%
CTE Instructor	618	61.7%	100.0%
Total	1001	100.0%	

Table A.12

**We are interested in making sure that all areas of the state are represented in this survey.
In which county is your school district located?**

County	Frequency	Percent	County	Frequency	Percent	County	Frequency	Percent
Adams	5	.6	Frontier	7	.8	Nemaha	4	.5
Antelope	11	1.3	Furnas	7	.8	Nuckolls	1	.1
Banner	3	.4	Gage	12	1.4	Otoe	10	1.2
Blaine	2	.2	Garden	3	.4	Pawnee	4	.5
Boone	6	.7	Garfield	4	.5	Perkins	1	.1
Box Butte	16	1.9	Gosper	4	.5	Phelps	10	1.2
Boyd	2	.2	Grant	1	.1	Pierce	9	1.1
Brown	5	.6	Greeley	9	1.1	Platte	17	2.1
Buffalo	25	3.0	Hall	21	2.5	Polk	8	1.0
Burt	6	.7	Hamilton	11	1.3	Red Willow	13	1.6
Butler	12	1.4	Harlan	3	.4	Rock	2	.2
Cass	17	2.1	Hitchcock	2	.2	Saline	15	1.8
Cedar	8	1.0	Holt	14	1.7	Sarpy	39	4.7
Chase	6	.7	Hooker	2	.2	Saunders	13	1.6
Cherry	5	.6	Howard	7	.8	Scotts Bluff	11	1.3
Cheyenne	8	1.0	Jefferson	4	.5	Seward	7	.8
Clay	5	.6	Johnson	3	.4	Sheridan	8	1.0
Colfax	8	1.0	Kearney	4	.5	Sherman	7	.8
Cuming	8	1.0	Keith	6	.7	Sioux	1	.1
Custer	12	1.4	Keya Paha	3	.4	Stanton	4	.5
Dakota	9	1.1	Kimball	3	.4	Thayer	10	1.2
Dawes	5	.6	Knox	12	1.4	Thomas	3	.4
Dawson	10	1.2	Lancaster	48	5.8	Thurston	6	.7
Deuel	4	.5	Lincoln	20	2.4	Valley	6	.7
Dixon	4	.5	Logan	1	.1	Washington	18	2.2
Dodge	9	1.1	Loup	3	.4	Wayne	6	.7
Douglas	115	13.9	Madison	11	1.3	Webster	1	.1
Dundy	2	.2	Merrick	4	.5	Wheeler	3	.4
Fillmore	11	1.3	Morrill	2	.2	York	11	1.3
Franklin	3	.4	Nance	8	1.0	Total	829	100.0

Table A.13

Number of Respondents by County Population

	Frequency	Percent	Cumulative Percent
Less than 10,000	357	43.1%	43.1%
10,000 - 60,6000	270	32.6%	75.7%
Over 150,000	202	24.4%	100.0%
Total	829	100.0%	

DEMOGRAPHIC CROSSTABS

Table A.14

What is your age?						
	Under 30	30-39	40-49	50-59	60 and Over	n
Administrator	1.8%	11.3%	28.5%	43.0%	15.4%	221
Math/Science Teacher	11.9%	27.1%	28.8%	20.3%	11.9%	59
Counselor	4.0%	18.0%	24.0%	40.0%	14.0%	50
CTE Instructor	11.2%	17.5%	26.0%	36.7%	8.5%	599
Total	8.6%	16.7%	26.7%	37.4%	10.7%	929

Table A.15

How long have you worked in Nebraska schools?					
	10 or fewer years	11-20 years	21-30 years	Over 30 years	n
Administrator	13.4%	26.8%	32.6%	27.2%	224
Math/Science Teacher	28.8%	30.5%	28.8%	11.9%	59
Counselor	18.0%	28.0%	32.0%	22.0%	50
CTE Instructor	30.8%	24.7%	26.0%	18.5%	600
Total	25.8%	25.7%	28.1%	20.4%	933

Table A.16

How long have you worked in the school district in which you are employed?					
	5 or fewer years	6-10 years	11-20 years	Over 20 years	n
Administrator	42.6%	15.7%	23.8%	17.9%	223
Math/Science Teacher	33.9%	15.3%	27.1%	23.7%	59
Counselor	32.0%	12.0%	30.0%	26.0%	50
CTE Instructor	23.6%	22.6%	25.8%	28.0%	597
Total	29.3%	19.9%	25.6%	25.2%	929

Table A.17

What is your gender?			
	Male	Female	n
Administrator	86.0%	14.0%	221
Math/Science Teacher	39.0%	61.0%	59
Counselor	32.0%	68.0%	50
CTE Instructor	44.9%	55.1%	595
Total	53.6%	46.4%	925

Table A.18

County population				
	Less than 10,000	10,000 – 60,000	Over 150,000	n
Administrator	52.6%	34.6%	12.8%	211
Math/Science Teacher	61.4%	33.3%	5.3%	57
Counselor	50.0%	39.1%	10.9%	46
CTE Instructor	36.5%	31.1%	32.4%	515
Total	43.1%	32.6%	24.4%	829

Appendix B

General CTE Questions:

Frequencies and Statistical Analyses

FREQUENCIES

This appendix contains the statistics pertaining to the responses to the general questions that were asked of all respondents. In the first section of Appendix A (pages 23-35), frequencies are presented so that the reader can see the distribution of responses to the various questions. The tables allow for an examination of the ways in which Administrators, Math/Science Teachers, Counselors and CTE Teachers differ in their responses to the questions.

ANALYSIS OF VARIANCE

In the second part of Appendix B (pages 36-44), Analysis of Variance (ANOVA) tables are presented. ANOVA is a hypothesis testing procedure that is used to evaluate mean differences between two or more populations. As with many statistical procedures, ANOVA uses sample data as the basis for drawing general conclusions about populations.¹ In this case, we are drawing upon this particular sample of educators to draw general conclusions about how educators generally view CTE in Nebraska. The scale used on these questions range from 1-5 with 1 representing “strongly disagree” and 5 representing “strongly agree.” Thus, larger numbers indicate higher levels of agreement with the statements. Whenever there are significant differences between the groups, the p value is followed by an asterisk (*).

DEMOGRAPHIC CROSSTABS

Third, a series of tables are presented (pages 45-58) that allow for a comparison of responses by factors: age of the respondent, the length of time the respondent has been teaching in Nebraska, the length of time the respondent has been teaching his or her district, the gender of the respondent, and whether the respondent comes from a rural or urban part of Nebraska.

¹ Gravetter and Wallnau. (2004). *Statistics for the Behavioral Sciences*, 6th ed. Belmont, CA: Wadsworth.

1. PERCEPTIONS OF CTE COURSES - FREQUENCIES

Table B1.1

CTE courses are generally considered to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.8%	39.0%	30.3%	27.2%	2.8%	254
Math/Science Teacher	.0%	11.8%	39.7%	42.6%	5.9%	68
Counselor	.0%	28.8%	32.2%	32.2%	6.8%	59
CTE Instructor	3.3%	31.2%	25.0%	35.4%	5.0%	615
Total	2.2%	31.7%	27.8%	33.6%	4.6%	996

Table B1.2

CTE classes teach students basic employability skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.8%	3.9%	24.3%	65.5%	5.5%	255
Math/Science Teacher	.0%	4.5%	26.9%	65.7%	3.0%	67
Counselor	.0%	3.4%	32.2%	61.0%	3.4%	59
CTE Instructor	.3%	3.6%	6.0%	64.1%	26.0%	612
Total	.4%	3.7%	13.7%	64.4%	17.8%	993

Table B1.3

CTE classes teach students entrepreneurial skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.8%	9.5%	29.6%	56.5%	3.6%	253
Math/Science Teacher	1.5%	5.9%	42.6%	50.0%	.0%	68
Counselor	.0%	3.4%	50.8%	40.7%	5.1%	59
CTE Instructor	.2%	5.4%	17.4%	60.0%	16.9%	608
Total	.4%	6.4%	24.3%	57.3%	11.6%	988

Table B1.4

The greatest job growth in Nebraska will be in areas that are supported through CTE.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	6.3%	43.5%	45.5%	4.3%	255
Math/Science Teacher	2.9%	4.4%	54.4%	32.4%	5.9%	68
Counselor	.0%	5.1%	40.7%	44.1%	10.2%	59
CTE Instructor	.3%	2.3%	17.7%	51.9%	27.8%	616
Total	.5%	3.6%	28.2%	48.5%	19.2%	998

Table B1.5

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.8%	26.3%	33.7%	34.9%	4.3%	255
Math/Science Teacher	3.0%	19.4%	47.8%	26.9%	3.0%	67
Counselor	1.7%	25.4%	44.1%	28.8%	.0%	59
CTE Instructor	.0%	5.0%	16.9%	52.2%	25.9%	615
Total	.5%	12.7%	24.9%	44.7%	17.3%	996

Table B1.6

CTE tends to focus on students who are not academically suited for college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	3.9%	36.9%	27.8%	30.2%	1.2%	255
Math/Science Teacher	1.5%	22.4%	34.3%	38.8%	3.0%	67
Counselor	6.9%	36.2%	25.9%	31.0%	.0%	58
CTE Instructor	10.6%	42.8%	17.1%	26.5%	2.9%	614
Total	8.0%	39.5%	21.5%	28.6%	2.3%	994

Table B1.7

Students in CTE programs are as respected as students on a traditional academic track.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.8%	23.2%	31.9%	41.3%	2.8%	254
Math/Science Teacher	2.9%	35.3%	38.2%	23.5%	.0%	68
Counselor	.0%	32.2%	28.8%	30.5%	8.5%	59
CTE Instructor	6.5%	36.9%	20.5%	30.7%	5.5%	616
Total	4.4%	33.0%	25.1%	32.9%	4.6%	997

Table B1.8

The content and delivery of CTE courses has not changed much over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	5.5%	40.2%	26.8%	24.8%	2.8%	254
Math/Science Teacher	2.9%	26.5%	52.9%	17.6%	.0%	68
Counselor	11.9%	40.7%	27.1%	18.6%	1.7%	59
CTE Instructor	14.7%	50.7%	17.5%	14.4%	2.8%	612
Total	11.4%	45.7%	22.9%	17.5%	2.5%	993

Table B1.9

CTE courses are delivered in a way that engages students and gets them excited about learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.9%	28.7%	56.7%	8.7%	254
Math/Science Teacher	.0%	1.5%	61.2%	32.8%	4.5%	67
Counselor	.0%	8.5%	33.9%	44.1%	13.6%	59
CTE Instructor	.0%	2.8%	11.9%	61.1%	24.3%	614
Total	.0%	3.8%	20.8%	57.0%	18.3%	994

Table B1.10

CTE classes stress academic achievement as much as they do technical skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	14.2%	29.1%	51.6%	4.7%	254
Math/Science Teacher	1.5%	17.6%	42.6%	33.8%	4.4%	68
Counselor	3.4%	18.6%	22.0%	52.5%	3.4%	59
CTE Instructor	.0%	6.7%	12.7%	59.3%	21.2%	612
Total	.4%	10.1%	19.5%	55.2%	14.8%	993

2. CAREER AWARENESS AND EXPLORATION - FREQUENCIES

Table B2.1

It is important that STUDENTS have information about careers and their related educational requirements.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	.4%	.8%	51.4%	47.1%	255
Math/Science Teacher	.0%	.0%	2.9%	63.2%	33.8%	68
Counselor	1.8%	1.8%	.0%	36.8%	59.6%	57
CTE Instructor	.3%	.0%	.5%	46.4%	52.8%	616
Total	.4%	.2%	.7%	48.3%	50.4%	996

Table B2.2

It is important that PARENTS have information about careers and their related educational requirements.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	.8%	3.5%	67.1%	28.2%	255
Math/Science Teacher	.0%	1.5%	7.4%	67.6%	23.5%	59
Counselor	.0%	6.8%	6.8%	52.5%	33.9%	59
CTE Instructor	.3%	1.1%	4.7%	55.0%	38.8%	616
Total	.3%	1.4%	4.7%	58.8%	34.8%	998

Table B2.3

It is important that students develop the skills required to work for themselves or start their own business.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.6%	7.9%	32.8%	48.2%	9.5%	253
Math/Science Teacher	1.5%	14.7%	35.3%	39.7%	8.8%	68
Counselor	.0%	16.9%	40.7%	30.5%	11.9%	59
CTE Instructor	.3%	7.7%	25.0%	52.2%	14.8%	613
Total	.7%	8.8%	28.6%	49.0%	12.9%	993

Table B2.4

Middle school students should be offered classes for a specific career area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	6.3%	40.9%	29.9%	20.1%	2.8%	254
Math/Science Teacher	7.4%	39.7%	33.8%	19.1%	.0%	68
Counselor	13.8%	32.8%	31.0%	19.0%	3.4%	58
CTE Instructor	4.6%	35.9%	26.8%	26.6%	6.0%	612
Total	5.7%	37.3%	28.3%	24.0%	4.6%	992

Table B2.5

High school students should be offered classes for a specific career area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	11.8%	20.8%	52.9%	13.3%	255
Math/Science Teacher	2.9%	11.8%	23.5%	51.5%	10.3%	68
Counselor	1.7%	8.5%	23.7%	47.5%	18.6%	59
CTE Instructor	.7%	5.7%	11.7%	57.2%	24.7%	615
Total	1.0%	7.8%	15.5%	55.2%	20.5%	997

Table B2.6

Career awareness should begin with elementary school students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	3.9%	22.7%	22.0%	38.0%	13.3%	255
Math/Science Teacher	4.4%	13.2%	17.6%	51.5%	13.2%	68
Counselor	3.4%	1.7%	8.5%	55.9%	30.5%	59
CTE Instructor	2.1%	15.1%	12.2%	52.1%	18.5%	616
Total	2.8%	16.1%	14.8%	48.7%	17.5%	998

Table B2.7

Career exploration should begin with middle school or junior high students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.8%	4.7%	8.7%	60.5%	25.3%	253
Math/Science Teacher	.0%	2.9%	5.9%	67.6%	23.5%	68
Counselor	.0%	6.9%	3.4%	55.2%	34.5%	58
CTE Instructor	1.8%	7.0%	4.7%	53.2%	33.3%	616
Total	1.3%	6.1%	5.7%	56.2%	30.7%	995

Table B2.8

By the end of grade 8, schools should help each student develop an achievable plan to prepare for the next step after high school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.4%	16.2%	14.6%	51.8%	15.0%	253
Math/Science Teacher	1.5%	19.1%	17.6%	55.9%	5.9%	68
Counselor	3.4%	6.9%	10.3%	48.3%	31.0%	58
CTE Instructor	1.0%	15.1%	17.7%	48.5%	17.7%	615
Total	1.5%	15.2%	16.5%	49.8%	17.0%	994

Table B2.9

Students would be better prepared for college and career if high schools were organized around student career interests.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.0%	27.8%	25.9%	36.1%	8.2%	255
Math/Science Teacher	2.9%	23.5%	35.3%	32.4%	5.9%	68
Counselor	5.1%	18.6%	27.1%	30.5%	18.6%	59
CTE Instructor	.8%	13.0%	24.1%	48.1%	14.0%	615
Total	1.5%	17.9%	25.5%	42.9%	12.2%	997

Table B2.10

High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	1.6%	4.7%	39.2%	53.3%	255
Math/Science Teacher	5.9%	5.9%	5.9%	61.8%	20.6%	68
Counselor	3.4%	.0%	6.8%	61.0%	28.8%	59
CTE Instructor	1.0%	2.8%	8.6%	50.6%	37.1%	615
Total	1.5%	2.5%	7.3%	49.0%	39.6%	997

Table B2.11

By the end of grade 8, students should be prepared to choose career areas of interest.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	8.3%	37.9%	24.1%	26.1%	3.6%	253
Math/Science Teacher	8.8%	44.1%	27.9%	19.1%	.0%	68
Counselor	11.9%	32.2%	18.6%	33.9%	3.4%	59
CTE Instructor	5.7%	35.2%	22.8%	30.2%	6.0%	613
Total	6.9%	36.4%	23.3%	28.6%	4.8%	993

3. ATTITUDES ABOUT CAREER INFORMATION - FREQUENCIES

Table B3.1

It is important that STUDENTS have information about careers and their related educational requirements.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	.4%	.8%	51.4%	47.1%	255
Math/Science Teacher	.0%	.0%	2.9%	63.2%	33.8%	68
Counselor	1.8%	1.8%	.0%	36.8%	59.6%	57
CTE Instructor	.3%	.0%	.5%	46.4%	52.8%	616
Total	.4%	.2%	.7%	48.3%	50.4%	996

Table B3.2

It is important that PARENTS have information about careers and their related educational requirements.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	.8%	3.5%	67.1%	28.2%	255
Math/Science Teacher	.0%	1.5%	7.4%	67.6%	23.5%	59
Counselor	.0%	6.8%	6.8%	52.5%	33.9%	59
CTE Instructor	.3%	1.1%	4.7%	55.0%	38.8%	616
Total	.3%	1.4%	4.7%	58.8%	34.8%	998

Table B3.3

It is important that students develop the skills required to work for themselves or start their own business.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.6%	7.9%	32.8%	48.2%	9.5%	253
Math/Science Teacher	1.5%	14.7%	35.3%	39.7%	8.8%	68
Counselor	.0%	16.9%	40.7%	30.5%	11.9%	59
CTE Instructor	.3%	7.7%	25.0%	52.2%	14.8%	613
Total	.7%	8.8%	28.6%	49.0%	12.9%	993

4. THE DELIVERY OF COURSES

Table B4.1

Courses should be taught by combining classroom teaching with content about related careers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	1.2%	8.7%	73.4%	16.3%	252
Math/Science Teacher	.0%	5.9%	13.2%	73.5%	7.4%	68
Counselor	.0%	1.7%	10.2%	64.4%	23.7%	59
CTE Instructor	.0%	.2%	6.5%	65.6%	27.7%	613
Total	.1%	.9%	7.8%	68.0%	23.2%	992

Table B4.2

Classes should teach students how to take what they learn and apply it to an entirely new situation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	.0%	4.3%	66.9%	28.7%	254
Math/Science Teacher	.0%	.0%	1.5%	76.5%	22.1%	68
Counselor	.0%	.0%	5.1%	61.0%	33.9%	59
CTE Instructor	.0%	.6%	2.8%	57.1%	39.4%	616
Total	.0%	.4%	3.2%	61.2%	35.2%	997

Table B4.3

Classes should be taught by incorporating hands-on experiences.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	.4%	3.5%	61.2%	34.5%	255
Math/Science Teacher	.0%	1.5%	1.5%	78.8%	18.2%	66
Counselor	.0%	.0%	6.8%	64.4%	28.8%	59
CTE Instructor	.0%	.2%	1.9%	48.9%	49.0%	616
Total	.1%	.3%	2.6%	54.9%	42.1%	996

Table B4.4

Classes should be taught using simulations and demonstrations in addition to books and lectures.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	.0%	4.3%	64.2%	31.5%	254
Math/Science Teacher	.0%	.0%	4.4%	76.5%	19.1%	68
Counselor	.0%	1.7%	3.4%	64.4%	30.5%	59
CTE Instructor	.3%	.3%	2.1%	56.3%	41.0%	615
Total	.2%	.3%	2.9%	60.1%	36.4%	996

Table B4.5

Middle school classes should include exploratory learning experiences such as job shadowing.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.4%	22.4%	25.5%	42.0%	7.8%	255
Math/Science Teacher	7.5%	28.4%	17.9%	44.8%	1.5%	67
Counselor	1.7%	16.9%	22.0%	49.2%	10.2%	59
CTE Instructor	1.3%	16.9%	25.2%	46.7%	9.8%	614
Total	2.0%	19.1%	24.6%	45.5%	8.7%	995

Table B4.6

High school classes should include work-based learning experiences such as internships.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	7.5%	17.6%	55.3%	19.2%	255
Math/Science Teacher	2.9%	16.2%	26.5%	51.5%	2.9%	68
Counselor	1.7%	6.9%	15.5%	62.1%	13.8%	58
CTE Instructor	.0%	1.6%	17.8%	53.1%	27.5%	612
Total	.4%	4.4%	18.2%	54.1%	22.9%	993

5. DEVELOPMENT OF COURSE CONTENT - FREQUENCIES

Table B5.1

The overall content of a course should be developed based on the technical, academic and work skills required in the work place.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	7.1%	18.4%	60.4%	13.7%	255
Math/Science Teacher	3.0%	10.4%	28.4%	55.2%	3.0%	67
Counselor	.0%	5.1%	27.1%	50.8%	16.9%	59
CTE Instructor	.0%	1.6%	9.0%	61.9%	27.5%	612
Total	.3%	3.8%	13.8%	60.4%	21.7%	993

Table B5.2

The overall content of a course should be developed based on the academic standards and graduation requirements of a school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.1%	15.0%	63.2%	16.6%	253
Math/Science Teacher	.0%	14.7%	16.2%	66.2%	2.9%	68
Counselor	1.7%	5.2%	24.1%	50.0%	19.0%	58
CTE Instructor	2.1%	16.0%	22.0%	49.9%	10.0%	613
Total	1.4%	12.5%	20.0%	54.4%	11.7%	992

Table B5.3

The overall content of a course should be geared toward the entrance requirements of Nebraska colleges and universities						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.4%	17.3%	36.9%	38.8%	4.7%	255
Math/Science Teacher	.0%	27.9%	25.0%	45.6%	1.5%	68
Counselor	1.7%	11.9%	35.6%	42.4%	8.5%	59
CTE Instructor	3.7%	24.1%	27.5%	37.9%	6.8%	615
Total	3.0%	21.9%	30.2%	38.9%	6.0%	997

6. A ROLE FOR LOCAL EMPLOYERS - FREQUENCIES

Table B6.1

Should partner with our schools by assessing emerging occupations and employer needs.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	1.6%	12.6%	72.8%	13.0%	254
Math/Science Teacher	1.5%	.0%	23.5%	73.5%	1.5%	68
Counselor	.0%	.0%	10.3%	74.1%	15.5%	58
CTE Instructor	.0%	1.3%	8.0%	71.4%	19.3%	611
Total	.1%	1.2%	10.4%	72.0%	16.2%	991

Table B6.2

Should partner with our schools by setting specifications for the curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	4.0%	35.6%	34.8%	22.5%	3.2%	253
Math/Science Teacher	8.8%	33.8%	39.7%	16.2%	1.5%	68
Counselor	8.6%	29.3%	31.0%	31.0%	.0%	58
CTE Instructor	2.8%	22.2%	29.6%	40.0%	5.4%	612
Total	3.8%	26.8%	31.7%	33.4%	4.2%	991

Table B6.3

Should partner with our schools by validating course content						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.8%	17.1%	21.0%	51.2%	7.9%	252
Math/Science Teacher	1.5%	17.6%	32.4%	47.1%	1.5%	68
Counselor	8.5%	11.9%	16.9%	55.9%	6.8%	59
CTE Instructor	1.0%	8.5%	17.5%	58.1%	14.9%	611
Total	1.9%	11.5%	19.4%	55.5%	11.7%	990

Table B6.4

Should partner with our schools by assessing program quality.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.4%	20.0%	24.3%	47.1%	6.3%	255
Math/Science Teacher	1.5%	23.9%	31.3%	41.8%	1.5%	67
Counselor	5.2%	13.8%	24.1%	56.9%	.0%	58
CTE Instructor	.8%	11.3%	21.1%	55.6%	11.3%	612
Total	1.5%	14.5%	22.8%	52.5%	8.7%	992

Table B6.5

Should partner with our schools by providing unique education and training experiences for students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	1.6%	7.9%	72.4%	17.7%	254
Math/Science Teacher	.0%	2.9%	11.8%	79.4%	5.9%	68
Counselor	.0%	1.7%	6.8%	67.8%	23.7%	59
CTE Instructor	.0%	1.1%	5.5%	70.2%	23.1%	614
Total	.1%	1.4%	6.6%	71.3%	20.6%	995

Table B6.6

Should partner with our schools by mentoring and supporting students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	1.6%	6.7%	71.0%	20.8%	255
Math/Science Teacher	.0%	.0%	7.5%	85.1%	7.5%	67
Counselor	.0%	3.4%	5.1%	64.4%	27.1%	59
CTE Instructor	.0%	.7%	5.6%	68.1%	25.7%	612
Total	.0%	1.0%	5.9%	69.8%	23.3%	993

Table B6.7

Should partner with our schools by placing students in good jobs.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.4%	7.8%	30.2%	53.7%	7.8%	255
Math/Science Teacher	.0%	9.0%	44.8%	43.3%	3.0%	67
Counselor	.0%	10.2%	42.4%	44.1%	3.4%	59
CTE Instructor	.3%	4.4%	22.3%	60.8%	12.1%	610
Total	.3%	6.0%	27.0%	56.8%	9.9%	991

7. PERCEPTIONS OF SKILLS OBTAINED BY HIGH SCHOOL GRADUATES IN NEBRASKA - FREQUENCIES

Table B7.1

In general, Nebraska students drop out of high school because they do not find the high school experience to be relevant.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	4.7%	29.1%	16.5%	44.9%	4.7%	254
Math/Science Teacher	4.4%	36.8%	13.2%	41.2%	4.4%	68
Counselor	8.6%	25.9%	17.2%	43.1%	5.2%	58
CTE Instructor	6.6%	25.9%	14.7%	44.6%	8.1%	617
Total	6.1%	27.5%	15.2%	44.3%	6.8%	997

Table B7.2

In general, Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college and the workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	18.8%	56.9%	11.4%	12.2%	.8%	255
Math/Science Teacher	10.3%	61.8%	13.2%	13.2%	1.5%	68
Counselor	13.8%	65.5%	12.1%	8.6%	.0%	58
CTE Instructor	8.3%	48.6%	16.7%	23.2%	3.2%	617
Total	11.4%	52.6%	14.8%	18.8%	2.3%	998

Table B7.3

In general, Nebraska students fail to make successful transitions to college training or employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	14.6%	65.0%	10.6%	9.8%	.0%	254
Math/Science Teacher	9.0%	67.2%	16.4%	7.5%	.0%	67
Counselor	17.2%	70.7%	8.6%	3.4%	.0%	58
CTE Instructor	9.4%	54.4%	19.3%	16.4%	.5%	616
Total	11.2%	58.9%	16.3%	13.4%	.3%	995

Table B7.4

In general, Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	11.5%	53.8%	14.6%	18.6%	1.6%	253
Math/Science Teacher	7.4%	55.9%	14.7%	20.6%	1.5%	68
Counselor	19.0%	48.3%	15.5%	15.5%	1.7%	58
CTE Instructor	6.8%	39.9%	13.9%	34.7%	4.7%	617
Total	8.7%	45.0%	14.3%	28.5%	3.5%	996

ANALYSIS OF VARIANCE

ANOVA is a hypothesis testing procedure that is used to evaluate mean differences between two or more populations. As with many statistical procedures, ANOVA uses sample data as the basis for drawing general conclusions about populations.¹⁹ In this case, we are drawing upon this particular sample of educators to draw general conclusions about how educators generally view CTE in Nebraska. The scale used on these questions range from 1-5 with 1 representing “strongly disagree” and 5 representing “strongly agree.” Thus, larger numbers indicate higher levels of agreement with the statements. Whenever there are significant differences between the groups, the p value is followed by an asterisk (*).

The results of the analysis show that there are statistically significant differences between the four groups of educators on a vast majority of the questions. For the most part, the ANOVAs provide support for the conclusions drawn in the narrative portion of the report. We hope to conduct similar statistical analyses on these questions by the various demographic variables included in the report.

¹⁹ Gravetter and Wallnau. (2004). *Statistics for the Behavioral Sciences*, 6th ed. Belmont, CA: Wadsworth.

TABLE B8 - PERCEPTIONS OF CTE COURSES – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. CTE courses are generally considered to be easy.	2.92	.894	254	3.43	.779	68	3.17	.931	59	3.08	.997	615	5.444	.001*	.016
2. CTE classes teach students basic employability skills.	3.71	.666	255	3.67	.613	67	3.64	.609	59	4.12	.693	612	31.049	.000*	.086
3. CTE classes teach students entrepreneurial skills.	3.53	.748	253	3.41	.674	68	3.47	.653	59	3.88	.750	608	21.502	.000*	.062
4. The greatest job growth in Nebraska will be in areas that are supported through CTE.	3.47	.697	255	3.34	.784	68	3.59	.746	59	4.05	.757	616	48.971	.000*	.129
5. Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.	3.16	.891	255	3.07	.841	67	3.00	.788	59	3.99	.794	615	88.473	.000*	.211
6. CTE tends to focus on students who are not academically suited for college.	2.88	.929	255	3.19	.875	67	2.81	.963	58	2.68	1.066	614	6.360	.000*	.019
7. Students in CTE programs are as respected as students on a traditional academic track.	3.22	.861	254	2.82	.828	68	3.15	.979	59	2.92	1.073	616	6.602	.000*	.020
8. The content and delivery of CTE courses has not changed much over the past five years.*	2.79	.970	254	2.79	.970	254	2.79	.970	254	2.40	.995	612	12.333	.000*	.036
9. CTE courses are delivered in a way that engages students and gets them excited about learning.*	3.68	.715	254	3.40	.605	67	3.63	.828	59	4.07	.684	614	34.721	.000*	.095

10. CTE classes stress academic achievement as much as they do technical skills.	3.46	.808	254	3.22	.844	68	3.34	.940	59	3.95	.779	612	38.912	.000*	.106
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TABLE B9 - CAREER AWARENESS AND EXPLORATION – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. Middle school students should be offered classes for a specific career area.*	2.72	.948	254	2.65	.877	68	2.66	1.052	58	2.94	1.024	612	4.624	.003*	.014
2. High school students should be offered classes for a specific career area.*	3.65	.895	255	3.54	.937	68	3.73	.925	59	4.00	.807	615	13.953	.000*	.040
3. Career awareness should begin with elementary school students.*	3.34	1.089	255	3.56	1.028	68	4.08	.877	59	3.70	1.006	616	11.669	.000*	.034
4. Career exploration should begin with middle school or junior high students.*	4.05	.775	253	4.12	.636	68	4.17	.798	58	4.09	.901	616	.417	.741	.001
5. By the end of grade 8, schools should help each student develop an achievable plan to prepare for the next step after high school.	3.61	1.004	253	3.46	.921	68	3.97	1.008	58	3.67	.969	615	3.120	.025*	.009
6. Students would be better prepared for college and career if high schools were organized around student career interests.*	3.21	1.004	255	3.15	.950	68	3.39	1.145	59	3.61	.909	615	13.913	.000*	.040
7. High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.*	4.42	.758	255	3.85	1.011	68	4.12	.811	59	4.20	.785	615	10.548	.000*	.031
8. By the end of grade 8, students should be prepared to choose career areas of interest.	2.79	1.036	253	2.57	.903	68	2.85	1.127	59	2.96	1.060	613	3.700	.011*	.011

TABLE B10 - ATTITUDES ABOUT CAREER INFORMATION – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. It is important that STUDENTS have information about careers and their related educational requirements.	4.44	.578	255	4.31	.526	68	4.51	.759	57	4.51	.547	616	3.162	.024*	.009
2. It is important that PARENTS have information about careers and their related educational requirements.	4.22	.581	255	4.13	.596	68	4.14	.819	59	4.31	.644	616	3.176	.023*	.009
3. It is important that students develop the skills required to work for themselves or start their own business.	3.56	.832	253	3.40	.900	68	3.37	.908	59	3.74	.816	613	7.411	.000*	.022

TABLE B11 - THE DELIVERY OF COURSES – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. Courses should be taught by combining classroom teaching with content about related careers.	4.04	.577	252	3.82	.645	68	4.10	.635	59	4.21	.553	613	12.562	.000*	.037
2. Classes should teach students how to take what they learn and apply it to an entirely new situation.	4.24	.522	254	4.21	.442	68	4.29	.559	59	4.35	.569	616	3.379	.018*	.010
3. Classes should be taught by incorporating hands-on experiences.	4.29	.590	255	4.14	.493	66	4.22	.559	59	4.47	.546	616	13.157	.000*	.038
4. Classes should be taught using simulations and demonstrations in addition to books and lectures.	4.27	.534	254	4.15	.466	68	4.24	.597	59	4.37	.579	615	4.969	.002*	.015
5. Middle school classes should include exploratory learning experiences such as job shadowing.	3.31	.980	255	3.04	1.051	67	3.49	.954	59	3.47	.929	614	5.146	.002*	.015
6. High school classes should include work-based learning experiences such as internships.	3.85	.827	255	3.35	.894	68	3.79	.833	58	4.06	.717	612	20.347	.000*	.058

TABLE B12 - DEVELOPMENT OF COURSE CONTENT – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. The overall content of a course should be developed based on the technical, academic and work skills required in the work place.	3.80	.776	255	3.45	.840	67	3.80	.783	59	4.15	.638	612	32.133	.000*	.089
2. The overall content of a course should be developed based on the academic standards and graduation requirements of a school district.	3.91	.718	253	3.57	.779	68	3.79	.874	58	3.50	.947	613	14.245	.000*	.041
3. The overall content of a course should be geared toward the entrance requirements of Nebraska colleges and universities.	3.26	.882	255	3.21	.873	68	3.44	.876	59	3.20	1.002	615	1.268	.284	.004

TABLE B13 - A ROLE FOR LOCAL EMPLOYERS – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. Should partner with our schools by assessing emerging occupations and employer needs.	3.97	.565	254	3.74	.563	68	4.05	.510	58	4.09	.565	611	9.238	.000*	.027
2. Should partner with our schools by setting specifications for the curriculum.	2.85	.921	253	2.68	.905	68	2.84	.970	58	3.23	.947	612	15.507	.000*	.045
3. Should partner with our schools by validating course content.	3.44	.958	252	3.29	.830	68	3.41	1.069	59	3.77	.838	611	13.614	.000*	.040
4. Should partner with our schools by assessing emerging occupations and employer needs.	3.97	.565	254	3.74	.563	68	4.05	.510	58	4.09	.565	611	9.238	.000*	.027
5. Should partner with our schools by assessing program quality.	3.35	.947	255	3.18	.869	67	3.33	.906	58	3.65	.853	612	12.000	.000*	.035
6. Should partner with our schools by providing unique education and training experiences for students.	4.06	.594	254	3.88	.533	68	4.14	.601	59	4.15	.556	614	5.663	.001*	.017
7. Should partner with our schools by mentoring and supporting students.	4.11	.571	255	4.00	.389	67	4.15	.665	59	4.19	.551	612	3.026	.029*	.009
8. Should partner with our schools by placing students in good jobs.	3.61	.760	255	3.40	.698	67	3.41	.722	59	3.80	.715	610	12.161	.000*	.036

TABLE B14 - PERCEPTIONS OF SKILLS OBTAINED BY HIGH SCHOOL GRADUATES IN NEBRASKA – ANOVA

	Administrators			Math/Science Teachers			Counselors			CTE Teachers			ANOVA		
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	F	Sig.	Eta ²
1. In general, Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college and the workplace.	2.19	.908	255	2.34	.891	68	2.16	.768	58	2.65	1.027	617	15.915	.000*	.046
2. In general, Nebraska students drop out of high school because they do not find the high school experience to be relevant.	3.16	1.048	254	3.04	1.071	68	3.10	1.119	58	3.22	1.118	617	.691	.558	.002
3. In general, Nebraska students fail to make successful transitions to college training or employment.	2.16	.790	254	2.22	.714	67	1.98	.635	58	2.44	.891	616	10.805	.000*	.032
4. In general, Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.	2.45	.973	253	2.53	.954	68	2.33	1.015	58	2.91	1.095	617	15.371	.000*	.044

DEMOGRAPHIC CROSSTABS

In “Perceptions of CTE Courses” section of the narrative (pages 1-2), we saw that a considerable portion of respondents offered a “neither agree nor disagree” response to many of the questions that were asked. Because this survey is designed to gauge opinions about CTE and better understand how different groups of individuals might differ in their view of CTE, we decided to run further analyses of the findings so that we might get a better handle on the people who are offering the neutral responses. Below is a set of crosstabs examining the seven questions regarding Perceptions of CTE Courses in Nebraska. Responses to the questions are analyzed by: the age of the respondent, the length of time the respondent has been teaching in Nebraska, the length of time the respondent has been working in his or her district, the gender of the respondent, and whether the respondent comes from a rural or urban part of Nebraska. While more sophisticated statistical techniques might allow one to control for all of these factors at once, this preliminary step does provide us with a greater understanding of what types of individuals are providing neutral responses to many of the questions.

B15 - AGE

Table B15.1

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	2.5%	27.5%	20.0%	45.0%	5.0%	80
30-39	1.9%	31.8%	23.4%	35.1%	7.8%	154
40-49	1.6%	31.5%	31.9%	31.5%	3.6%	248
50-59	2.9%	33.2%	26.6%	33.8%	3.5%	346
60 and Over	2.0%	30.3%	29.3%	30.3%	8.1%	99
Total	2.3%	31.7%	27.2%	34.0%	4.9%	927

Table B15.2

CTE classes teach students basic employability skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	.0%	5.0%	10.0%	61.3%	23.8%	80
30-39	.7%	5.9%	14.4%	60.8%	18.3%	153
40-49	.0%	3.2%	14.2%	63.2%	19.4%	247
50-59	.6%	2.9%	10.7%	69.1%	16.8%	346
60 and Over	1.0%	5.1%	20.4%	55.1%	18.4%	98
Total	.4%	3.9%	13.2%	64.0%	18.5%	924

Table B15.3

CTE classes teach students entrepreneurial skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	1.3%	3.8%	13.8%	66.3%	15.0%	80
30-39	.0%	5.8%	22.7%	60.4%	11.0%	154
40-49	.4%	7.3%	23.5%	55.9%	13.0%	247
50-59	.0%	7.3%	25.0%	56.4%	11.3%	344
60 and Over	2.1%	7.4%	23.2%	57.9%	9.5%	95
Total	.4%	6.7%	23.0%	57.9%	11.8%	920

Table B15.4

The greatest job growth in Nebraska will be in areas that are supported through CTE.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	1.3%	3.8%	21.3%	43.8%	30.0%	80
30-39	.6%	4.5%	25.8%	47.7%	21.3%	155
40-49	.4%	2.0%	31.0%	46.4%	20.2%	248
50-59	.0%	3.2%	26.5%	52.4%	17.9%	347
60 and Over	2.0%	6.1%	22.2%	50.5%	19.2%	99
Total	.5%	3.4%	26.7%	49.1%	20.2%	929

Table B15.5

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	.0%	8.8%	23.8%	50.0%	17.5%	80
30-39	.0%	11.0%	30.5%	40.3%	18.2%	154
40-49	.4%	10.1%	30.2%	41.5%	17.7%	248
50-59	.3%	15.9%	17.1%	50.0%	16.8%	346
60 and Over	2.0%	9.1%	24.2%	42.4%	22.2%	99
Total	.4%	12.2%	24.2%	45.3%	17.9%	927

Table B15.6

CTE tends to focus on students who are not academically suited for college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	16.5%	29.1%	26.6%	24.1%	3.8%	79
30-39	8.4%	44.8%	16.9%	25.3%	4.5%	154
40-49	10.1%	39.1%	22.2%	25.8%	2.8%	248
50-59	6.1%	39.3%	21.4%	31.8%	1.4%	346
60 and Over	5.1%	39.8%	20.4%	33.7%	1.0%	98
Total	8.3%	39.4%	21.2%	28.6%	2.5%	925

Table B15.7

Students in CTE programs are as respected as students on a traditional academic track.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	5.0%	31.3%	27.5%	33.8%	2.5%	80
30-39	5.8%	36.8%	23.9%	28.4%	5.2%	155
40-49	4.4%	34.3%	26.2%	31.9%	3.2%	248
50-59	4.0%	32.7%	22.8%	35.0%	5.5%	346
60 and Over	5.1%	32.3%	24.2%	30.3%	8.1%	99
Total	4.6%	33.6%	24.5%	32.4%	4.8%	928

Table B15.8

The content and delivery of CTE courses has not changed much over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	10.0%	42.5%	31.3%	16.3%	.0%	80
30-39	9.7%	43.2%	27.7%	19.4%	.0%	155
40-49	15.9%	44.7%	18.3%	17.5%	3.7%	246
50-59	10.5%	51.5%	19.8%	15.4%	2.9%	344
60 and Over	9.1%	41.4%	24.2%	20.2%	5.1%	99
Total	11.6%	46.4%	22.2%	17.2%	2.6%	924

Table B15.9

CTE courses are delivered in a way that engages students and gets them excited about learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	0%	.0%	12.5%	57.5%	30.0%	80
30-39	0%	1.3%	20.6%	56.1%	21.9%	155
40-49	0%	3.2%	24.6%	50.8%	21.4%	248
50-59	0%	6.1%	16.3%	63.3%	14.3%	343
60 and Over	0%	5.1%	26.3%	50.5%	18.2%	99
Total	0%	3.9%	20.0%	56.9%	19.2%	925

Table B15.10

CTE classes stress academic achievement as much as they do technical skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Under 30	.0%	7.5%	15.0%	62.5%	15.0%	80
30-39	.0%	7.8%	20.8%	57.1%	14.3%	154
40-49	.4%	8.9%	21.0%	53.6%	16.1%	248
50-59	.3%	10.7%	15.9%	59.4%	13.6%	345
60 and Over	2.1%	16.5%	18.6%	42.3%	20.6%	97
Total	.4%	10.1%	18.3%	56.0%	15.3%	924

B16 - TIME WORKED IN NEBRASKA SCHOOLS

Table B16.1

CTE courses are generally considered to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	2.5%	26.1%	22.0%	42.7%	6.6%	241
11-20 years	.8%	31.5%	33.2%	29.8%	4.6%	238
21-30 years	2.7%	33.3%	26.8%	33.0%	4.2%	261
Over 30 years	3.2%	36.8%	26.8%	29.5%	3.7%	190
Total	2.3%	31.7%	27.2%	34.0%	4.8%	930

Table B16.2

CTE classes teach students basic employability skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	.0%	5.8%	13.7%	59.8%	20.7%	241
11-20 years	.8%	4.2%	13.1%	64.8%	16.9%	236
21-30 years	.8%	3.1%	11.9%	67.4%	16.9%	261
Over 30 years	.0%	2.1%	14.3%	63.5%	20.1%	189
Total	.4%	3.9%	13.2%	64.0%	18.6%	927

Table B16.3

CTE classes teach students entrepreneurial skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	.4%	7.5%	21.6%	58.5%	12.0%	241
11-20 years	.0%	8.8%	23.5%	54.2%	13.4%	238
21-30 years	.8%	5.8%	23.3%	59.1%	10.9%	257
Over 30 years	.5%	4.3%	24.1%	59.9%	11.2%	187
Total	.4%	6.7%	23.1%	57.9%	11.9%	923

Table B16.4

The greatest job growth in Nebraska will be in areas that are supported through CTE.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	.8%	5.4%	24.5%	44.4%	24.9%	241
11-20 years	.0%	2.9%	29.7%	46.9%	20.5%	239
21-30 years	1.1%	1.9%	26.3%	53.8%	16.8%	262
Over 30 years	.0%	3.7%	25.8%	51.6%	18.9%	190
Total	.5%	3.4%	26.6%	49.1%	20.3%	932

Table B16.5

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	.4%	9.1%	27.8%	44.4%	18.3%	241
11-20 years	.0%	12.2%	25.6%	45.8%	16.4%	238
21-30 years	1.1%	14.6%	22.2%	42.5%	19.5%	261
Over 30 years	.0%	12.6%	20.5%	50.0%	16.8%	190
Total	.4%	12.2%	24.2%	45.4%	17.8%	930

Table B16.6

CTE tends to focus on students who are not academically suited for college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	12.1%	36.7%	17.1%	30.0%	4.2%	240
11-20 years	7.1%	40.8%	24.8%	25.2%	2.1%	238
21-30 years	8.0%	37.4%	19.5%	33.2%	1.9%	262
Over 30 years	5.3%	43.1%	25.0%	25.0%	1.6%	188
Total	8.3%	39.2%	21.3%	28.7%	2.5%	928

Table B16.7

Students in CTE programs are as respected as students on a traditional academic track.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	5.8%	37.8%	24.1%	29.0%	3.3%	241
11-20 years	3.8%	32.6%	23.4%	35.6%	4.6%	239
21-30 years	5.0%	33.0%	28.4%	29.1%	4.6%	261
Over 30 years	3.7%	30.5%	20.5%	37.9%	7.4%	190
Total	4.6%	33.6%	24.4%	32.5%	4.8%	931

Table B16.8

The content and delivery of CTE courses has not changed much over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	8.8%	41.3%	29.6%	18.8%	1.7%	240
11-20 years	12.7%	44.7%	21.5%	18.1%	3.0%	237
21-30 years	12.3%	50.8%	18.8%	15.4%	2.7%	260
Over 30 years	12.6%	48.9%	17.9%	17.4%	3.2%	190
Total	11.5%	46.4%	22.1%	17.4%	2.6%	927

Table B16.9

CTE courses are delivered in a way that engages students and gets them excited about learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	0%	4.1%	19.1%	54.8%	22.0%	241
11-20 years	0%	4.2%	21.8%	52.5%	21.4%	238
21-30 years	0%	3.1%	20.8%	58.8%	17.3%	260
Over 30 years	0%	4.2%	17.5%	62.4%	15.9%	189
Total	0%	3.9%	19.9%	56.9%	19.3%	928

Table B16.10

CTE classes stress academic achievement as much as they do technical skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
10 or fewer years	.0%	10.0%	17.8%	57.3%	14.9%	241
11-20 years	.4%	9.2%	20.2%	52.9%	17.2%	238
21-30 years	.4%	9.9%	19.5%	57.6%	12.6%	262
Over 30 years	1.1%	11.3%	15.1%	55.4%	17.2%	186
Total	.4%	10.0%	18.3%	55.9%	15.3%	927

B17 – TIME WORKED IN CURRENT SCHOOL DISTRICT

Table B17.1

CTE courses are generally considered to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	1.8%	30.6%	26.6%	36.9%	4.1%	271
6-10 years	3.2%	25.4%	26.5%	39.5%	5.4%	185
11-20 years	1.3%	32.9%	29.1%	31.2%	5.5%	237
Over 20 years	3.0%	37.3%	26.6%	28.3%	4.7%	233
Total	2.3%	31.9%	27.2%	33.8%	4.9%	926

Table B17.2

CTE classes teach students basic employability skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	.0%	4.4%	15.9%	66.4%	13.3%	271
6-10 years	.5%	6.0%	15.2%	57.6%	20.7%	184
11-20 years	.4%	3.4%	13.2%	66.4%	16.6%	235
Over 20 years	.9%	2.1%	8.6%	63.9%	24.5%	233
Total	.4%	3.9%	13.2%	64.0%	18.4%	923

Table B17.3

CTE classes teach students entrepreneurial skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	.0%	7.4%	28.4%	54.6%	9.6%	271
6-10 years	.5%	7.7%	23.5%	55.2%	13.1%	183
11-20 years	.0%	7.6%	20.8%	62.7%	8.9%	236
Over 20 years	1.3%	4.3%	18.7%	59.1%	16.5%	230
Total	.4%	6.7%	23.0%	57.9%	11.8%	920

Table B17.4

The greatest job growth in Nebraska will be in areas that are supported through CTE.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	.4%	4.4%	32.4%	45.2%	17.6%	272
6-10 years	.5%	4.9%	24.3%	46.5%	23.8%	185
11-20 years	.4%	2.5%	25.3%	54.4%	17.3%	237
Over 20 years	.9%	2.1%	23.1%	50.9%	23.1%	234
Total	.5%	3.4%	26.6%	49.2%	20.2%	928

Table B17.5

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	.0%	12.2%	34.3%	42.1%	11.4%	271
6-10 years	.5%	13.0%	22.7%	40.5%	23.2%	185
11-20 years	.8%	14.4%	20.8%	47.5%	16.5%	236
Over 20 years	.4%	9.4%	17.1%	50.9%	22.2%	234
Total	.4%	12.2%	24.2%	45.4%	17.8%	926

Table B17.6

CTE tends to focus on students who are not academically suited for college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	7.8%	34.8%	25.9%	29.3%	2.2%	270
6-10 years	9.8%	41.3%	14.7%	29.3%	4.9%	184
11-20 years	7.6%	39.7%	24.1%	26.6%	2.1%	237
Over 20 years	8.2%	42.1%	18.9%	29.6%	1.3%	233
Total	8.2%	39.2%	21.4%	28.7%	2.5%	924

Table B17.7

Students in CTE programs are as respected as students on a traditional academic track.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	4.4%	31.4%	29.2%	32.5%	2.6%	271
6-10 years	4.9%	35.7%	23.2%	29.2%	7.0%	185
11-20 years	4.6%	35.9%	21.9%	33.8%	3.8%	237
Over 20 years	4.7%	32.9%	22.2%	33.3%	6.8%	234
Total	4.6%	33.8%	24.4%	32.4%	4.9%	927

Table B17.8

The content and delivery of CTE courses has not changed much over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	8.5%	41.5%	30.0%	17.4%	2.6%	270
6-10 years	10.8%	48.1%	20.5%	17.3%	3.2%	185
11-20 years	11.0%	45.8%	20.3%	19.9%	3.0%	236
Over 20 years	15.9%	51.7%	15.9%	14.7%	1.7%	232
Total	11.5%	46.5%	22.1%	17.3%	2.6%	923

Table B17.9

CTE courses are delivered in a way that engages students and gets them excited about learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	0%	4.8%	22.4%	54.0%	18.8%	272
6-10 years	0%	2.2%	22.2%	56.2%	19.5%	185
11-20 years	0%	3.8%	20.0%	58.3%	17.9%	235
Over 20 years	0%	4.3%	15.1%	59.9%	20.7%	232
Total	0%	3.9%	19.9%	57.0%	19.2%	924

Table B17.10

CTE classes stress academic achievement as much as they do technical skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
5 or fewer years	.0%	11.1%	22.1%	55.7%	11.1%	271
6-10 years	.0%	10.3%	18.5%	56.0%	15.2%	184
11-20 years	.8%	8.9%	19.9%	53.8%	16.5%	236
Over 20 years	.9%	9.9%	12.5%	57.8%	19.0%	232
Total	.4%	10.1%	18.4%	55.8%	15.3%	923

B18 – GENDER

Table B18.1

CTE courses are generally considered to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	2.0%	32.9%	26.8%	34.1%	4.3%	493
Female	2.6%	30.1%	27.5%	34.3%	5.6%	429
Total	2.3%	31.6%	27.1%	34.2%	4.9%	922

Table B18.2

CTE classes teach students basic employability skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	.4%	3.8%	16.0%	62.8%	17.0%	495
Female	.5%	4.0%	9.9%	65.3%	20.3%	424
Total	.4%	3.9%	13.2%	64.0%	18.5%	919

Table B18.3

CTE classes teach students entrepreneurial skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	.6%	6.7%	24.3%	59.1%	9.2%	489
Female	.2%	6.3%	21.8%	56.3%	15.3%	426
Total	.4%	6.6%	23.2%	57.8%	12.0%	915

Table B18.4

The greatest job growth in Nebraska will be in areas that are supported through CTE.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	.6%	3.8%	28.5%	48.5%	18.6%	495
Female	.5%	2.8%	24.5%	50.3%	21.9%	429
Total	.5%	3.4%	26.6%	49.4%	20.1%	924

Table B18.5

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	.4%	14.8%	25.1%	43.7%	16.0%	494
Female	.5%	9.3%	22.9%	47.2%	20.1%	428
Total	.4%	12.3%	24.1%	45.3%	17.9%	922

Table B18.6

CTE tends to focus on students who are not academically suited for college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	7.3%	37.7%	22.9%	30.0%	2.0%	493
Female	8.9%	41.2%	19.4%	27.4%	3.0%	427
Total	8.0%	39.3%	21.3%	28.8%	2.5%	920

Table B18.7

Students in CTE programs are as respected as students on a traditional academic track.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	4.4%	31.7%	25.9%	33.3%	4.6%	495
Female	4.9%	35.7%	22.7%	31.5%	5.1%	428
Total	4.7%	33.6%	24.4%	32.5%	4.9%	923

Table B18.8

The content and delivery of CTE courses has not changed much over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	9.3%	43.8%	23.7%	21.1%	2.0%	493
Female	14.3%	49.1%	20.4%	12.9%	3.3%	426
Total	11.6%	46.2%	22.2%	17.3%	2.6%	919

Table B18.9

CTE courses are delivered in a way that engages students and gets them excited about learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	0%	4.1%	21.5%	55.7%	18.7%	492
Female	0%	3.7%	18.2%	57.7%	20.3%	428
Total	0%	3.9%	20.0%	56.6%	19.5%	920

Table B18.10

CTE classes stress academic achievement as much as they do technical skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Male	.2%	10.2%	20.8%	58.0%	10.8%	491
Female	.7%	10.0%	15.4%	53.5%	20.3%	428
Total	.4%	10.1%	18.3%	55.9%	15.2%	919

B19 - COUNTY SIZE

Table B19.1

CTE courses are generally considered to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	2.0%	33.3%	26.3%	34.2%	4.2%	357
10,000 – 60,000	2.2%	34.4%	25.6%	34.4%	3.3%	270
Over 150,000	2.5%	20.8%	32.2%	36.6%	7.9%	202
Total	2.2%	30.6%	27.5%	34.9%	4.8%	829

Table B19.2

CTE classes teach students basic employability skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	.3%	3.1%	14.3%	67.4%	14.9%	356
10,000 – 60,000	.7%	3.3%	13.0%	65.1%	17.8%	269
Over 150,000	.5%	4.0%	12.1%	59.3%	24.1%	199
Total	.5%	3.4%	13.3%	64.7%	18.1%	824

Table B19.3

CTE classes teach students entrepreneurial skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	.3%	4.8%	24.1%	60.9%	9.9%	353
10,000 – 60,000	.4%	6.7%	25.6%	58.1%	9.3%	270
Over 150,000	1.0%	8.1%	23.2%	51.5%	16.2%	198
Total	.5%	6.2%	24.4%	57.7%	11.2%	821

Table B19.4

The greatest job growth in Nebraska will be in areas that are supported through CTE.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	.6%	2.8%	32.5%	49.3%	14.8%	357
10,000 – 60,000	.4%	5.2%	28.5%	48.9%	17.0%	270
Over 150,000	1.0%	3.0%	21.3%	47.5%	27.2%	202
Total	.6%	3.6%	28.5%	48.7%	18.6%	829

Table B19.5

Students who take CTE classes are better prepared for employment than students who DO NOT take CTE classes.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	.3%	13.8%	27.2%	45.2%	13.5%	356
10,000 – 60,000	1.1%	13.8%	22.7%	49.8%	12.6%	269
Over 150,000	.5%	8.9%	22.8%	40.1%	27.7%	202
Total	.6%	12.6%	24.7%	45.5%	16.7%	827

Table B19.6

CTE tends to focus on students who are not academically suited for college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	5.9%	38.6%	25.6%	28.5%	1.4%	355
10,000 – 60,000	7.1%	44.2%	18.2%	27.9%	2.6%	269
Over 150,000	13.9%	35.1%	20.3%	26.7%	4.0%	202
Total	8.2%	39.6%	21.9%	27.8%	2.4%	826

Table B19.7

Students in CTE programs are as respected as students on a traditional academic track.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	4.2%	33.9%	25.8%	33.1%	3.1%	357
10,000 – 60,000	3.0%	35.3%	24.2%	33.1%	4.5%	269
Over 150,000	7.4%	33.7%	23.8%	29.7%	5.4%	202
Total	4.6%	34.3%	24.8%	32.2%	4.1%	828

Table B19.8

The content and delivery of CTE courses has not changed much over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	9.8%	43.7%	25.2%	18.5%	2.8%	357
10,000 – 60,000	11.9%	47.8%	19.4%	19.8%	1.1%	268
Over 150,000	14.9%	46.3%	20.9%	13.9%	4.0%	201
Total	11.7%	45.6%	22.3%	17.8%	2.5%	826

Table B19.9

CTE courses are delivered in a way that engages students and gets them excited about learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	0%	2.8%	23.6%	59.0%	14.6%	356
10,000 – 60,000	0%	3.3%	22.2%	57.0%	17.4%	270
Over 150,000	0%	6.5%	13.0%	54.0%	26.5%	200
Total	0%	3.9%	20.6%	57.1%	18.4%	826

Table B19.10

CTE classes stress academic achievement as much as they do technical skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Less than 10,000	.3%	8.4%	22.2%	59.3%	9.8%	356
10,000 – 60,000	.0%	15.2%	20.0%	48.9%	15.9%	270
Over 150,000	1.0%	8.5%	12.9%	57.2%	20.4%	201
Total	.4%	10.6%	19.2%	55.4%	14.4%	827

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Appendix C

Agricultural Education

Our Agricultural Education (Environmental and Agricultural Systems) program in grades 9-12:

Table C1

Emphasizes measurable and demonstrated skill development.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	.0%	8.5%	74.5%	17.0%	141
Math/Science Teacher	.0%	2.4%	33.3%	54.8%	9.5%	42
Counselor	.0%	3.2%	9.7%	54.8%	32.3%	31
CTE Instructor	.0%	1.2%	3.5%	62.8%	32.6%	86
Total	.0%	1.0%	10.7%	66.3%	22.0%	300

Table C2

Places a high value on academic achievement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.0%	14.3%	65.0%	15.7%	141
Math/Science Teacher	.0%	7.1%	35.7%	50.0%	7.1%	42
Counselor	.0%	3.2%	9.7%	71.0%	16.1%	31
CTE Instructor	.0%	.0%	4.7%	57.0%	38.4%	86
Total	.0%	3.7%	14.0%	61.2%	21.1%	299

Table C3

Places a high value on FFA membership and participation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	.7%	10.2%	38.7%	49.6%	137
Math/Science Teacher	2.3%	4.7%	11.6%	44.2%	37.2%	43
Counselor	.0%	6.9%	3.4%	34.5%	55.2%	29
CTE Instructor	.0%	6.0%	6.0%	41.7%	46.4%	84
Total	.7%	3.4%	8.5%	39.9%	47.4%	293

Table C4

Is considered BY STUDENTS to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	17.9%	30.0%	40.0%	11.4%	140
Math/Science Teacher	2.3%	27.9%	39.5%	23.3%	7.0%	43
Counselor	3.2%	29.0%	29.0%	29.0%	9.7%	31
CTE Instructor	1.2%	12.8%	27.9%	43.0%	15.1%	86
Total	1.3%	19.0%	30.7%	37.3%	11.7%	300

Table C5

Is considered BY STAFF to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.4%	18.8%	34.1%	36.2%	9.4%	138
Math/Science Teacher	2.3%	30.2%	37.2%	25.6%	4.7%	43
Counselor	6.5%	25.8%	29.0%	35.5%	3.2%	31
CTE Instructor	4.7%	24.4%	27.9%	34.9%	8.1%	86
Total	3.0%	22.8%	32.2%	34.2%	7.7%	298

Table C6

Is generally well understood and supported by other school faculty and staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	16.2%	15.5%	50.0%	17.6%	142
Math/Science Teacher	.0%	23.8%	26.2%	40.5%	9.5%	42
Counselor	6.5%	6.5%	19.4%	48.4%	19.4%	31
CTE Instructor	2.3%	15.1%	11.6%	50.0%	20.9%	86
Total	1.7%	15.9%	16.3%	48.5%	17.6%	301

Table C7

Provides basic career skills needed for success in today's workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.8%	15.6%	65.2%	16.3%	141
Math/Science Teacher	.0%	.0%	34.9%	58.1%	7.0%	43
Counselor	3.3%	3.3%	6.7%	60.0%	26.7%	30
CTE Instructor	.0%	2.4%	4.8%	51.2%	41.7%	84
Total	.3%	2.3%	14.4%	59.7%	23.2%	298

Table C8

Hasn't really changed over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	4.3%	44.9%	23.2%	21.7%	5.8%	138
Math/Science Teacher	2.5%	32.5%	27.5%	35.0%	2.5%	40
Counselor	6.9%	48.3%	31.0%	3.4%	10.3%	29
CTE Instructor	27.9%	44.2%	12.8%	8.1%	7.0%	86
Total	11.3%	43.3%	21.5%	17.7%	6.1%	293

Table C9

Is well connected with our school's core curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.1%	18.6%	22.9%	49.3%	7.1%	140
Math/Science Teacher	.0%	23.3%	34.9%	39.5%	2.3%	43
Counselor	3.4%	10.3%	41.4%	27.6%	17.2%	29
CTE Instructor	.0%	7.1%	15.3%	56.5%	21.2%	85
Total	1.3%	15.2%	24.2%	47.8%	11.4%	297

Table C10

Helps students build character and leadership skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	1.4%	7.9%	46.8%	43.9%	139
Math/Science Teacher	.0%	9.3%	18.6%	60.5%	11.6%	43
Counselor	.0%	3.4%	10.3%	48.3%	37.9%	29
CTE Instructor	.0%	.0%	.0%	32.1%	67.9%	81
Total	.0%	2.4%	7.5%	44.9%	45.2%	292

Table C11

Does a good job of telling its story to parents and taxpayers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	13.7%	22.3%	35.3%	28.8%	139
Math/Science Teacher	.0%	14.3%	28.6%	50.0%	7.1%	42
Counselor	.0%	7.1%	10.7%	64.3%	17.9%	28
CTE Instructor	.0%	11.0%	19.5%	47.6%	22.0%	82
Total	.0%	12.4%	21.3%	43.6%	22.7%	291

Table C12

Prepares students for success in a 2-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.9%	17.1%	53.6%	26.4%	140
Math/Science Teacher	.0%	2.3%	39.5%	51.2%	7.0%	43
Counselor	.0%	.0%	10.0%	70.0%	20.0%	30
CTE Instructor	.0%	1.2%	2.4%	57.3%	39.0%	82
Total	.0%	2.0%	15.6%	55.9%	26.4%	295

Table C13

Prepares students for success in a 4-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.4%	7.1%	25.7%	45.0%	20.7%	140
Math/Science Teacher	1.4%	7.1%	25.7%	45.0%	20.7%	43
Counselor	.0%	6.9%	17.2%	58.6%	17.2%	29
CTE Instructor	.0%	2.4%	6.0%	57.8%	33.7%	83
Total	1.0%	6.4%	21.7%	49.2%	21.7%	295

Agricultural Education (Environmental and Agricultural Systems) courses at our school:

Table C14

Prepare students with the skills needed for postsecondary education.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	8.6%	20.9%	66.2%	4.3%	139
Math/Science Teacher	.0%	9.3%	41.9%	46.5%	2.3%	43
Counselor	.0%	6.5%	22.6%	67.7%	3.2%	31
CTE Instructor	.0%	2.3%	4.6%	71.3%	21.8%	87
Total	.0%	6.7%	19.3%	65.0%	9.0%	300

Table C15

Prepare students with the skills needed for employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.6%	14.3%	72.1%	10.0%	140
Math/Science Teacher	.0%	4.9%	31.7%	63.4%	.0%	41
Counselor	.0%	3.2%	19.4%	71.0%	6.5%	31
CTE Instructor	.0%	1.1%	4.6%	70.1%	24.1%	87
Total	.0%	3.0%	14.4%	70.2%	12.4%	299

Table C16

Are academically rigorous.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.4%	20.6%	26.2%	46.1%	5.7%	141
Math/Science Teacher	2.4%	19.5%	43.9%	31.7%	2.4%	41
Counselor	3.3%	13.3%	40.0%	43.3%	.0%	30
CTE Instructor	.0%	10.3%	20.7%	62.1%	6.9%	87
Total	1.3%	16.7%	28.4%	48.5%	5.0%	299

Table C17

Use rigorous assessment strategies to gauge student learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	22.1%	35.0%	39.3%	2.9%	140
Math/Science Teacher	.0%	11.9%	61.9%	23.8%	2.4%	42
Counselor	3.2%	19.4%	48.4%	29.0%	.0%	31
CTE Instructor	.0%	14.9%	27.6%	52.9%	4.6%	87
Total	.7%	18.3%	38.0%	40.0%	3.0%	300

Table C18

Are regarded as a critical component of our school's curriculum and mission.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	12.8%	22.7%	56.0%	8.5%	141
Math/Science Teacher	.0%	14.3%	40.5%	40.5%	4.8%	42
Counselor	.0%	16.1%	19.4%	64.5%	.0%	31
CTE Instructor	5.7%	16.1%	17.2%	49.4%	11.5%	87
Total	1.7%	14.3%	23.3%	52.8%	8.0%	301

Table C19

Positively affect students' interest and motivation for school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.9%	10.0%	70.0%	17.1%	140
Math/Science Teacher	.0%	4.9%	34.1%	56.1%	4.9%	41
Counselor	.0%	.0%	16.1%	67.7%	16.1%	31
CTE Instructor	.0%	.0%	4.6%	63.2%	32.2%	87
Total	.0%	2.0%	12.4%	65.9%	19.7%	299

Table C20

Address district and state academic learning standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	11.3%	22.7%	61.0%	4.3%	141
Math/Science Teacher	.0%	11.6%	48.8%	39.5%	.0%	43
Counselor	3.2%	9.7%	32.3%	45.2%	9.7%	31
CTE Instructor	.0%	5.7%	11.5%	74.7%	8.0%	87
Total	.7%	9.6%	24.2%	60.3%	5.3%	302

Table C21

Are primarily enrolled in by male students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	5.7%	32.6%	21.3%	37.6%	2.8%	141
Math/Science Teacher	.0%	25.6%	27.9%	46.5%	.0%	43
Counselor	3.3%	40.0%	26.7%	26.7%	3.3%	30
CTE Instructor	2.3%	46.0%	29.9%	17.2%	4.6%	87
Total	3.7%	36.2%	25.2%	31.9%	3.0%	301

Table C22

Are primarily enrolled in by female students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	7.9%	66.4%	23.6%	2.1%	.0%	140
Math/Science Teacher	2.4%	73.8%	23.8%	.0%	.0%	42
Counselor	6.5%	71.0%	19.4%	3.2%	.0%	31
CTE Instructor	2.3%	51.2%	34.9%	8.1%	3.5%	86
Total	5.4%	63.5%	26.4%	3.7%	1.0%	299

Agricultural Education (Environmental and Agricultural Systems) courses at our school emphasize the following content areas:

Table C23

Animal Science						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	.0%	.0%	2.4%	56.5%	41.2%	85
Total	.0%	.0%	2.4%	56.5%	41.2%	85

Table C24

Plant Science						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	.0%	6.0%	4.8%	60.2%	28.9%	83
Total	.0%	6.0%	4.8%	60.2%	28.9%	83

Table C25

Agricultural Mechanics						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.8%	13.1%	7.1%	48.8%	26.2%	84
Total	4.8%	13.1%	7.1%	48.8%	26.2%	84

Table C26

Welding						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	3.6%	8.3%	3.6%	47.6%	36.9%	84
Total	3.6%	8.3%	3.6%	47.6%	36.9%	84

Table C27

AgriBusiness						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	2.4%	3.6%	4.8%	59.0%	30.1%	83
Total	2.4%	3.6%	4.8%	59.0%	30.1%	83

Table C28

Food Science						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	11.4%	38.0%	15.2%	32.9%	2.5%	79
Total	11.4%	38.0%	15.2%	32.9%	2.5%	79

Table C29

Environmental Science						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.2%	9.3%	15.1%	55.8%	18.6%	86
Total	1.2%	9.3%	15.1%	55.8%	18.6%	86

Table C30

Horticulture						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.8%	20.2%	14.3%	34.5%	26.2%	84
Total	4.8%	20.2%	14.3%	34.5%	26.2%	84

Table C31

Entrepreneurship						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.2%	12.3%	19.8%	46.9%	19.8%	81
Total	1.2%	12.3%	19.8%	46.9%	19.8%	81

Table C32

Leadership						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	.0%	1.2%	9.5%	47.6%	41.7%	84
Total	.0%	1.2%	9.5%	47.6%	41.7%	84

Table C33

Biotechnology						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	7.1%	27.4%	22.6%	36.9%	6.0%	84
Total	7.1%	27.4%	22.6%	36.9%	6.0%	84

Table C34

Advanced Sciences						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	5.1%	30.8%	24.4%	33.3%	6.4%	78
Total	5.1%	30.8%	24.4%	33.3%	6.4%	78

The Agriculture Education (Environmental and Agricultural Systems) instructor(s) at our school is (are):

Table C35

Regarded as a cooperative member of our high school's teaching staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	4.4%	9.5%	63.5%	21.9%	137
Math/Science Teacher	4.9%	2.4%	12.2%	65.9%	14.6%	41
Counselor	.0%	3.3%	6.7%	56.7%	33.3%	30
CTE Instructor	.0%	.0%	1.2%	48.2%	50.6%	85
Total	1.0%	2.7%	7.2%	58.7%	30.4%	293

Table C36

Active on professional committees within our school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.5%	9.5%	14.6%	57.7%	16.8%	137
Math/Science Teacher	2.4%	7.3%	34.1%	43.9%	12.2%	41
Counselor	.0%	6.7%	26.7%	43.3%	23.3%	30
CTE Instructor	.0%	3.5%	8.1%	47.7%	40.7%	86
Total	1.0%	7.1%	16.7%	51.4%	23.8%	294

Table C37

Known for demonstrating high ethical standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.1%	18.2%	54.0%	22.6%	137
Math/Science Teacher	2.4%	2.4%	26.8%	56.1%	12.2%	41
Counselor	3.3%	.0%	16.7%	53.3%	26.7%	30
CTE Instructor	.0%	.0%	2.3%	53.5%	44.2%	86
Total	.7%	2.7%	14.6%	54.1%	27.9%	294

Table C38

Known for demonstrating outstanding professional behavior.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.6%	21.2%	45.3%	27.0%	137
Math/Science Teacher	4.9%	2.4%	24.4%	53.7%	14.6%	41
Counselor	.0%	3.4%	13.8%	58.6%	24.1%	29
CTE Instructor	.0%	.0%	3.5%	47.1%	49.4%	85
Total	.7%	3.8%	15.8%	48.3%	31.5%	292

Table C39

Active in community organizations, boards and events.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	8.8%	16.1%	53.3%	21.2%	137
Math/Science Teacher	.0%	4.9%	24.4%	56.1%	14.6%	41
Counselor	.0%	6.9%	17.2%	58.6%	17.2%	29
CTE Instructor	.0%	5.8%	10.5%	36.0%	47.7%	86
Total	.3%	7.2%	15.7%	49.1%	27.6%	293

Table C40

Supportive of other career student organizations in the school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.2%	15.6%	61.5%	17.8%	135
Math/Science Teacher	.0%	7.3%	26.8%	51.2%	14.6%	41
Counselor	3.3%	3.3%	6.7%	70.0%	16.7%	30
CTE Instructor	.0%	1.2%	2.3%	55.8%	40.7%	86
Total	.3%	4.1%	12.3%	59.2%	24.0%	292

Table C41

Supportive of other student organizations and opportunities in the community.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.5%	3.7%	11.9%	63.4%	19.4%	134
Math/Science Teacher	.0%	4.9%	17.1%	63.4%	14.6%	41
Counselor	3.3%	.0%	10.0%	56.7%	30.0%	30
CTE Instructor	.0%	1.2%	3.5%	45.9%	49.4%	85
Total	1.0%	2.8%	10.0%	57.6%	28.6%	290

Table C42

Active in his or her professional organization.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.6%	13.9%	54.0%	28.5%	137
Math/Science Teacher	.0%	.0%	26.8%	53.7%	19.5%	41
Counselor	.0%	.0%	24.1%	41.4%	34.5%	29
CTE Instructor	1.2%	3.5%	4.7%	37.2%	53.5%	86
Total	.3%	2.7%	14.0%	47.8%	35.2%	293

Table C43

Active and supportive of FFA within our school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	.7%	9.6%	47.1%	41.9%	136
Math/Science Teacher	2.4%	2.4%	12.2%	46.3%	36.6%	41
Counselor	.0%	.0%	6.7%	40.0%	53.3%	30
CTE Instructor	.0%	1.2%	4.7%	23.3%	70.9%	86
Total	.7%	1.0%	8.2%	39.2%	50.9%	293

We would like to know what you think about the reasons that students sign up for Agricultural Education (Environmental and Agricultural Systems) courses. For each statement, please tell us whether you agree or disagree that students take Agricultural Education (Environmental and Agricultural Systems) courses for the reason listed.

Table C44

Students are intrinsically interested in the topic area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.6%	12.3%	72.5%	11.6%	138
Math/Science Teacher	.0%	.0%	22.0%	65.9%	12.2%	41
Counselor	.0%	3.4%	6.9%	75.9%	13.8%	29
CTE Instructor	.0%	2.3%	10.5%	68.6%	18.6%	86
Total	.0%	2.7%	12.6%	70.7%	13.9%	294

Table C45

Students are interested in participating in FFA opportunities.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.5%	2.2%	7.3%	60.6%	28.5%	137
Math/Science Teacher	.0%	4.9%	19.5%	58.5%	17.1%	41
Counselor	.0%	6.9%	6.9%	48.3%	37.9%	29
CTE Instructor	.0%	2.3%	7.0%	52.3%	38.4%	86
Total	.7%	3.1%	8.9%	56.7%	30.7%	293

Table C46

Students need an elective to complete their schedule.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	20.4%	26.3%	51.8%	1.5%	137
Math/Science Teacher	.0%	14.6%	46.3%	39.0%	.0%	41
Counselor	3.6%	17.9%	14.3%	57.1%	7.1%	28
CTE Instructor	2.3%	16.3%	22.1%	45.3%	14.0%	86
Total	1.0%	18.2%	26.7%	48.6%	5.5%	292

Table C47

Students view the program as a way to prepare for their chosen career.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.8%	15.9%	68.8%	9.4%	138
Math/Science Teacher	.0%	.0%	29.3%	63.4%	7.3%	41
Counselor	.0%	.0%	10.3%	69.0%	20.7%	29
CTE Instructor	.0%	7.0%	9.3%	67.4%	16.3%	86
Total	.0%	4.8%	15.3%	67.7%	12.2%	294

Table C48

Students view the course as a part of their college preparation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	18.1%	32.6%	44.9%	3.6%	138
Math/Science Teacher	2.4%	9.8%	39.0%	46.3%	2.4%	41
Counselor	.0%	17.2%	24.1%	55.2%	3.4%	29
CTE Instructor	1.2%	17.4%	25.6%	41.9%	14.0%	86
Total	1.0%	16.7%	30.6%	45.2%	6.5%	294

Table C49

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	4.3%	31.2%	34.8%	26.1%	3.6%	138
Math/Science Teacher	2.4%	22.0%	39.0%	31.7%	4.9%	41
Counselor	.0%	34.5%	34.5%	27.6%	3.4%	29
CTE Instructor	1.2%	27.9%	29.1%	34.9%	7.0%	86
Total	2.7%	29.3%	33.7%	29.6%	4.8%	294

Table C50

Students have friends who take classes in the subject area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.7%	5.9%	20.6%	66.2%	6.6%	136
Math/Science Teacher	.0%	2.5%	15.0%	75.0%	7.5%	40
Counselor	.0%	10.3%	24.1%	58.6%	6.9%	29
CTE Instructor	.0%	2.4%	10.6%	74.1%	12.9%	85
Total	.3%	4.8%	17.2%	69.0%	8.6%	290

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Appendix D

Business Education / Marketing

Our Business Education/Marketing (Business, Marketing and Management) program in grades 9-12:

Table D1

Emphasizes measurable and demonstrated skill development.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	4.9%	6.8%	69.8%	18.0%	205
Math/Science Teacher	.0%	.0%	15.2%	71.7%	13.0%	46
Counselor	.0%	2.2%	4.4%	71.1%	22.2%	45
CTE Instructor	.0%	1.9%	1.4%	64.5%	32.2%	211
Total	.2%	3.0%	5.1%	67.9%	23.9%	507

Table D2

Places a high value on academic achievement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	4.0%	9.5%	64.2%	21.9%	201
Math/Science Teacher	.0%	.0%	14.9%	72.3%	12.8%	47
Counselor	.0%	4.4%	11.1%	62.2%	22.2%	45
CTE Instructor	.0%	1.0%	3.3%	62.4%	33.3%	210
Total	.2%	2.4%	7.6%	64.0%	25.8%	503

Table D3

Places a high value on FBLA and/or DECA membership and participation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	7.3%	20.4%	14.1%	38.2%	19.9%	191
Math/Science Teacher	6.8%	29.5%	25.0%	27.3%	11.4%	44
Counselor	23.7%	7.9%	26.3%	18.4%	23.7%	38
CTE Instructor	5.3%	13.3%	16.5%	31.9%	33.0%	188
Total	7.8%	17.4%	17.1%	33.0%	24.7%	461

Table D4

Is considered BY STUDENTS to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	14.1%	20.0%	53.7%	11.7%	205
Math/Science Teacher	.0%	15.2%	37.0%	39.1%	8.7%	46
Counselor	.0%	18.2%	15.9%	45.5%	20.5%	44
CTE Instructor	.5%	11.4%	25.1%	43.1%	19.9%	211
Total	.4%	13.4%	23.3%	47.2%	15.6%	506

Table D5

Is considered BY STAFF to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	12.6%	22.8%	51.5%	12.1%	206
Math/Science Teacher	.0%	17.4%	32.6%	43.5%	6.5%	46
Counselor	.0%	17.8%	24.4%	42.2%	15.6%	45
CTE Instructor	1.4%	18.6%	26.2%	39.5%	14.3%	210
Total	1.0%	16.0%	25.2%	45.0%	12.8%	507

Table D6

Is generally well understood and supported by other school faculty and staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.9%	14.2%	67.2%	11.8%	204
Math/Science Teacher	.0%	8.5%	29.8%	48.9%	12.8%	47
Counselor	.0%	6.7%	15.6%	57.8%	20.0%	45
CTE Instructor	1.4%	22.7%	10.0%	51.2%	14.7%	211
Total	.6%	13.6%	14.0%	58.0%	13.8%	507

Table D7

Provides basic career skills needed for success in today's workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	1.5%	8.8%	72.5%	17.2%	204
Math/Science Teacher	.0%	4.3%	12.8%	74.5%	8.5%	47
Counselor	.0%	6.7%	4.4%	57.8%	31.1%	45
CTE Instructor	.0%	1.9%	1.9%	56.7%	39.4%	208
Total	.0%	2.4%	6.0%	64.9%	26.8%	504

Table D8

Hasn't really changed over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	7.0%	41.8%	19.9%	25.4%	6.0%	201
Math/Science Teacher	2.3%	27.3%	38.6%	29.5%	2.3%	44
Counselor	4.4%	51.1%	22.2%	11.1%	11.1%	45
CTE Instructor	16.7%	51.0%	10.0%	16.2%	6.2%	210
Total	10.4%	45.2%	17.6%	20.6%	6.2%	500

Table D9

Is well connected with our school's core curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	11.5%	20.5%	52.5%	15.0%	200
Math/Science Teacher	.0%	2.1%	38.3%	53.2%	6.4%	47
Counselor	.0%	4.4%	20.0%	66.7%	8.9%	45
CTE Instructor	1.4%	9.6%	19.1%	48.3%	21.5%	209
Total	.8%	9.2%	21.6%	52.1%	16.4%	501

Table D10

Helps students build character and leadership skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.9%	16.7%	57.1%	19.2%	203
Math/Science Teacher	.0%	2.2%	34.8%	43.5%	19.6%	46
Counselor	.0%	6.7%	24.4%	48.9%	20.0%	45
CTE Instructor	.0%	1.4%	7.2%	50.7%	40.6%	207
Total	.0%	4.2%	15.2%	52.5%	28.1%	501

Table D11

Does a good job of telling its story to parents and taxpayers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	16.7%	30.4%	39.7%	12.7%	204
Math/Science Teacher	.0%	6.5%	54.3%	32.6%	6.5%	46
Counselor	2.4%	14.3%	26.2%	40.5%	16.7%	42
CTE Instructor	1.0%	22.7%	23.7%	31.9%	20.8%	207
Total	.8%	18.0%	29.5%	35.9%	15.8%	499

Table D12

Prepares students for success in a 2-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	3.4%	9.9%	67.0%	19.2%	203
Math/Science Teacher	.0%	2.1%	21.3%	59.6%	17.0%	47
Counselor	.0%	2.3%	9.1%	68.2%	20.5%	44
CTE Instructor	.5%	1.4%	3.8%	55.0%	39.2%	209
Total	.4%	2.4%	8.3%	61.4%	27.4%	503

Table D13

Prepares students for success in a 4-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	4.5%	12.9%	63.9%	17.8%	202
Math/Science Teacher	.0%	8.7%	28.3%	54.3%	8.7%	46
Counselor	.0%	4.4%	8.9%	66.7%	20.0%	45
CTE Instructor	.5%	1.9%	6.2%	55.2%	36.2%	210
Total	.6%	3.8%	11.1%	59.6%	24.9%	503

Business Education / Marketing (Business, Marketing and Management) courses at our school:

Table D14

Prepare students with the skills needed for postsecondary education.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	1.0%	14.5%	76.8%	6.8%	207
Math/Science Teacher	.0%	2.1%	29.2%	62.5%	6.3%	48
Counselor	.0%	6.7%	6.7%	68.9%	17.8%	45
CTE Instructor	.0%	1.9%	4.7%	69.6%	23.8%	214
Total	.4%	1.9%	11.1%	71.8%	14.8%	514

Table D15

Prepare students with the skills needed for employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.4%	11.2%	75.7%	10.7%	206
Math/Science Teacher	.0%	6.3%	18.8%	68.8%	6.3%	48
Counselor	.0%	2.2%	4.4%	75.6%	17.8%	45
CTE Instructor	.0%	1.4%	4.7%	67.8%	26.2%	214
Total	.0%	2.3%	8.6%	71.7%	17.3%	513

Table D16

Are academically rigorous.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	10.7%	21.5%	60.0%	7.3%	205
Math/Science Teacher	.0%	16.7%	31.3%	45.8%	6.3%	48
Counselor	.0%	17.8%	20.0%	55.6%	6.7%	45
CTE Instructor	.5%	7.5%	16.8%	61.7%	13.6%	214
Total	.4%	10.5%	20.3%	59.0%	9.8%	512

Table D17

Use rigorous assessment strategies to gauge student learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	12.0%	27.9%	51.9%	7.2%	208
Math/Science Teacher	.0%	12.5%	33.3%	47.9%	6.3%	48
Counselor	.0%	20.0%	22.2%	51.1%	6.7%	45
CTE Instructor	.5%	10.2%	21.9%	54.4%	13.0%	215
Total	.6%	12.0%	25.4%	52.5%	9.5%	516

Table D18

Are regarded as a critical component of our school's curriculum and mission.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	6.4%	18.6%	66.7%	7.4%	204
Math/Science Teacher	.0%	8.5%	34.0%	51.1%	6.4%	47
Counselor	.0%	13.3%	20.0%	55.6%	11.1%	45
CTE Instructor	3.3%	23.9%	16.9%	46.5%	9.4%	213
Total	1.8%	14.5%	19.4%	55.8%	8.4%	509

Table D 19

Positively affect students' interest and motivation for school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	5.3%	20.7%	64.4%	8.7%	208
Math/Science Teacher	.0%	4.2%	39.6%	52.1%	4.2%	48
Counselor	.0%	15.9%	13.6%	63.6%	6.8%	44
CTE Instructor	.0%	3.7%	12.1%	66.0%	18.1%	215
Total	.4%	5.4%	18.3%	63.9%	12.0%	515

Table D20

Address district and state academic learning standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator		6.8%	18.0%	67.0%	8.3%	206
Math/Science Teacher		10.4%	41.7%	39.6%	8.3%	48
Counselor		4.4%	22.2%	62.2%	11.1%	45
CTE Instructor		2.3%	10.7%	66.5%	20.5%	215
Total		5.1%	17.5%	63.8%	13.6%	514

Table D21

Are primarily enrolled in by male students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	8.7%	51.0%	35.6%	3.4%	1.4%	208
Math/Science Teacher	4.2%	47.9%	43.8%	2.1%	2.1%	48
Counselor	6.7%	62.2%	28.9%	2.2%	.0%	45
CTE Instructor	10.4%	50.0%	30.2%	8.0%	1.4%	212
Total	8.8%	51.3%	33.5%	5.1%	1.4%	513

Table D22

Are primarily enrolled in by female students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	8.3%	47.3%	33.7%	9.8%	1.0%	205
Math/Science Teacher	2.1%	38.3%	42.6%	12.8%	4.3%	47
Counselor	6.7%	46.7%	26.7%	17.8%	2.2%	45
CTE Instructor	8.4%	47.9%	32.1%	10.2%	1.4%	215
Total	7.6%	46.7%	33.2%	10.9%	1.6%	512

Business Education / Marketing (Business, Marketing and Management) courses emphasize the following content areas:

Table D23

Basic Business Principles						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.4%	5.2%	6.2%	64.0%	23.2%	211
Total	1.4%	5.2%	6.2%	64.0%	23.2%	211

Table D24

Finance						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.3%	17.1%	14.8%	47.6%	16.2%	210
Total	4.3%	17.1%	14.8%	47.6%	16.2%	210

Table D25

Accounting						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	.5%	.9%	.5%	54.7%	43.4%	212
Total	.5%	.9%	.5%	54.7%	43.4%	212

Table D26

Business Management						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	2.9%	15.7%	18.6%	49.5%	13.3%	210
Total	2.9%	15.7%	18.6%	49.5%	13.3%	210

Table D27

Marketing						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	5.2%	17.6%	13.3%	43.3%	20.5%	210
Total	5.2%	17.6%	13.3%	43.3%	20.5%	210

Table D28

Personal Finance						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	2.8%	3.3%	58.0%	35.8%	212
Total	0%	2.8%	3.3%	58.0%	35.8%	212

Table D29

Entrepreneurship						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.9%	10.0%	11.9%	54.8%	21.4%	210
Total	1.9%	10.0%	11.9%	54.8%	21.4%	210

Table D30

Hospitality and Tourism						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	20.1%	42.6%	22.5%	11.0%	3.8%	209
Total	20.1%	42.6%	22.5%	11.0%	3.8%	209

Table D31

Business Communication						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	2.9%	16.7%	21.5%	45.0%	13.9%	209
Total	2.9%	16.7%	21.5%	45.0%	13.9%	209

The Business and/or Marketing (Business, Marketing, and Management) instructor(s) at our school is:

Table D32

Regarded as a cooperative member of our high school's teaching staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.9%	8.7%	69.2%	19.2%	208
Math/Science Teacher	.0%	2.0%	8.2%	69.4%	20.4%	49
Counselor	2.3%	6.8%	4.5%	54.5%	31.8%	44
CTE Instructor	.0%	1.9%	3.3%	56.1%	38.7%	212
Total	.2%	2.7%	6.0%	62.6%	28.5%	513

Table D33

Active on professional committees within our school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	5.3%	16.9%	65.7%	11.6%	207
Math/Science Teacher	.0%	12.2%	14.3%	61.2%	12.2%	49
Counselor	2.3%	11.4%	15.9%	47.7%	22.7%	44
CTE Instructor	.5%	5.2%	11.8%	51.9%	30.7%	212
Total	.6%	6.4%	14.5%	58.0%	20.5%	512

Table D34

Known for demonstrating high ethical standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.4%	15.4%	64.4%	17.8%	208
Math/Science Teacher	.0%	2.1%	18.8%	62.5%	16.7%	48
Counselor	4.5%	.0%	20.5%	38.6%	36.4%	44
CTE Instructor	.0%	.5%	2.8%	60.8%	35.8%	212
Total	.4%	1.4%	10.9%	60.5%	26.8%	512

Table D35

Known for demonstrating outstanding professional behavior.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.4%	17.0%	63.1%	17.5%	206
Math/Science Teacher	.0%	2.0%	18.4%	59.2%	20.4%	49
Counselor	4.5%	4.5%	11.4%	38.6%	40.9%	44
CTE Instructor	.0%	.9%	4.2%	59.0%	35.8%	212
Total	.4%	2.0%	11.4%	58.9%	27.4%	511

Table D36

Active in community organizations, boards and events.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	10.2%	24.8%	54.9%	9.2%	206
Math/Science Teacher	2.0%	16.3%	24.5%	44.9%	12.2%	49
Counselor	2.3%	11.4%	27.3%	34.1%	25.0%	44
CTE Instructor	1.0%	9.1%	18.7%	51.2%	20.1%	209
Total	1.2%	10.4%	22.4%	50.6%	15.4%	508

Table D37

Supportive of other career student organizations in the school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	3.9%	11.6%	68.6%	15.5%	207
Math/Science Teacher	.0%	4.2%	12.5%	66.7%	16.7%	48
Counselor	2.3%	.0%	13.6%	56.8%	27.3%	44
CTE Instructor	.5%	2.8%	8.5%	54.2%	34.0%	212
Total	.6%	3.1%	10.6%	61.4%	24.3%	511

Table D38

Supportive of other student organizations and opportunities in the community.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.8%	10.1%	70.7%	15.4%	208
Math/Science Teacher	.0%	4.1%	12.2%	65.3%	18.4%	49
Counselor	2.3%	7.0%	9.3%	55.8%	25.6%	43
CTE Instructor	.0%	3.3%	4.3%	59.0%	33.3%	210
Total	.2%	3.9%	7.8%	64.1%	23.9%	510

Table D39

Active in his or her professional organization.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.4%	8.7%	20.7%	58.2%	11.1%	208
Math/Science Teacher	.0%	12.2%	32.7%	40.8%	14.3%	49
Counselor	4.5%	13.6%	25.0%	29.5%	27.3%	44
CTE Instructor	1.4%	10.5%	19.6%	45.9%	22.5%	209
Total	1.6%	10.2%	21.8%	49.0%	17.5%	510

Table D40

Active and supportive of DECA and/or FBLA within our school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	5.8%	13.5%	16.9%	43.5%	20.3%	207
Math/Science Teacher	4.1%	22.4%	30.6%	26.5%	16.3%	49
Counselor	25.6%	7.0%	27.9%	16.3%	23.3%	43
CTE Instructor	5.7%	10.8%	15.1%	33.0%	35.4%	212
Total	7.6%	12.7%	18.4%	35.2%	26.4%	511

We would like to know what you think about the reasons that students sign up for Business and/or Marketing (Business, Marketing and Management) courses. For each statement, please tell us whether you agree or disagree that students take Business and/or Marketing (Business, Marketing and Management) courses for the reason listed.

Table D42

Students are intrinsically interested in the topic area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	4.4%	19.9%	66.0%	9.7%	206
Math/Science Teacher	0%	8.2%	20.4%	65.3%	6.1%	49
Counselor	0%	6.7%	13.3%	68.9%	11.1%	45
CTE Instructor	0%	3.8%	14.2%	71.7%	10.4%	212
Total	0%	4.7%	17.0%	68.6%	9.8%	512

Table D43

Students are interested in participating in FBLA and/or DECA opportunities.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	6.7%	17.8%	21.2%	42.8%	11.5%	208
Math/Science Teacher	8.2%	22.4%	30.6%	28.6%	10.2%	49
Counselor	20.0%	11.1%	28.9%	26.7%	13.3%	45
CTE Instructor	8.1%	15.6%	22.3%	34.6%	19.4%	211
Total	8.6%	16.8%	23.2%	36.6%	14.8%	513

Table D44

Students need an elective to complete their schedule.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	13.0%	26.0%	57.2%	2.9%	208
Math/Science Teacher	.0%	2.0%	22.4%	67.3%	8.2%	49
Counselor	.0%	11.4%	20.5%	59.1%	9.1%	44
CTE Instructor	.5%	6.6%	10.9%	70.1%	11.8%	211
Total	.6%	9.2%	18.9%	63.7%	7.6%	512

Table D45

Students view the program as a way to prepare for their chosen career.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.4%	14.0%	73.9%	8.7%	207
Math/Science Teacher	.0%	2.0%	22.4%	71.4%	4.1%	49
Counselor	.0%	6.7%	8.9%	71.1%	13.3%	45
CTE Instructor	.5%	6.2%	14.7%	63.5%	15.2%	211
Total	.2%	4.7%	14.6%	69.1%	11.3%	512

Table D46

Students view the course as a part of their college preparation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.8%	20.8%	65.2%	8.2%	207
Math/Science Teacher	.0%	4.1%	20.4%	69.4%	6.1%	49
Counselor	.0%	8.9%	17.8%	60.0%	13.3%	45
CTE Instructor	.5%	10.5%	17.1%	59.5%	12.4%	210
Total	.2%	7.8%	19.0%	62.8%	10.2%	511

Table D47

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.4%	43.8%	33.2%	19.7%	1.9%	208
Math/Science Teacher	.0%	24.5%	36.7%	36.7%	2.0%	49
Counselor	8.9%	40.0%	26.7%	22.2%	2.2%	45
CTE Instructor	3.8%	35.1%	26.5%	31.8%	2.8%	211
Total	2.9%	38.0%	30.2%	26.5%	2.3%	513

Table D48

Students have friends who take classes in the subject area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	10.1%	26.1%	59.4%	4.3%	207
Math/Science Teacher	.0%	.0%	20.8%	75.0%	4.2%	48
Counselor	2.2%	8.9%	35.6%	51.1%	2.2%	45
CTE Instructor	.0%	6.6%	11.8%	69.3%	12.3%	212
Total	.2%	7.6%	20.5%	64.3%	7.4%	512

Appendix E

Computer Education/Information Technology

Our Computer Education/Information Technology program in grades 9-12:

Table E1

Emphasizes measurable and demonstrated skill development.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	2.4%	4.3%	69.7%	23.6%	208
Math/Science Teacher	0%	5.6%	11.1%	75.9%	7.4%	54
Counselor	0%	4.1%	4.1%	65.3%	26.5%	49
CTE Instructor	0%	2.3%	4.6%	54.6%	38.5%	174
Total	0%	2.9%	5.2%	64.5%	27.4%	485

Table E2

Places a high value on academic achievement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.9%	9.1%	66.5%	21.5%	209
Math/Science Teacher	.0%	9.3%	20.4%	63.0%	7.4%	54
Counselor	2.0%	10.0%	12.0%	56.0%	20.0%	50
CTE Instructor	.6%	5.7%	8.6%	57.5%	27.6%	174
Total	.4%	5.3%	10.5%	61.8%	22.0%	487

Table E3

Places a high value on student organization membership and participation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.0%	15.2%	21.1%	44.1%	17.6%	204
Math/Science Teacher	1.9%	15.4%	28.8%	44.2%	9.6%	52
Counselor	10.4%	31.3%	14.6%	37.5%	6.3%	48
CTE Instructor	3.6%	26.0%	24.3%	30.8%	15.4%	169
Total	3.4%	20.7%	22.4%	38.7%	14.8%	473

Table E4

Is considered BY STUDENTS to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	12.0%	27.4%	47.1%	13.5%	208
Math/Science Teacher	1.9%	29.6%	40.7%	20.4%	7.4%	54
Counselor	4.0%	20.0%	14.0%	52.0%	10.0%	50
CTE Instructor	1.1%	20.0%	24.6%	42.9%	11.4%	175
Total	1.0%	17.7%	26.5%	43.1%	11.7%	487

Table E5

Is considered BY STAFF to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	13.5%	27.4%	46.2%	13.0%	208
Math/Science Teacher	1.9%	24.5%	39.6%	28.3%	5.7%	53
Counselor	4.0%	18.0%	22.0%	48.0%	8.0%	50
CTE Instructor	1.7%	24.4%	29.5%	33.5%	10.8%	176
Total	1.2%	19.1%	29.0%	39.8%	10.9%	487

Table E6

Is generally well understood and supported by other school faculty and staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	7.2%	14.0%	58.9%	19.8%	207
Math/Science Teacher	.0%	17.0%	24.5%	52.8%	5.7%	53
Counselor	6.0%	4.0%	12.0%	70.0%	8.0%	50
CTE Instructor	5.7%	25.6%	16.5%	39.2%	13.1%	176
Total	2.7%	14.6%	15.8%	52.3%	14.6%	486

Table E7

Provides basic career skills needed for success in today's workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	1.4%	6.6%	66.8%	25.1%	211
Math/Science Teacher	1.8%	7.3%	9.1%	67.3%	14.5%	55
Counselor	.0%	10.0%	12.0%	60.0%	18.0%	50
CTE Instructor	.0%	4.7%	5.8%	58.1%	31.4%	172
Total	.2%	4.1%	7.2%	63.1%	25.4%	488

Table E8

Hasn't really changed over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	14.1%	53.9%	8.7%	17.5%	5.8%	206
Math/Science Teacher	9.8%	37.3%	31.4%	19.6%	2.0%	51
Counselor	10.9%	45.7%	21.7%	15.2%	6.5%	46
CTE Instructor	26.6%	43.9%	11.0%	16.8%	1.7%	173
Total	17.9%	47.7%	13.2%	17.2%	4.0%	476

Table E9

Is well connected with our school's core curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	10.0%	18.2%	55.0%	16.7%	209
Math/Science Teacher	.0%	14.5%	34.5%	40.0%	10.9%	55
Counselor	2.0%	16.0%	24.0%	46.0%	12.0%	50
CTE Instructor	2.3%	19.7%	18.5%	49.7%	9.8%	173
Total	1.0%	14.6%	20.7%	50.5%	13.1%	487

Table E10

Helps students build character and leadership skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	10.1%	31.4%	46.9%	10.6%	207
Math/Science Teacher	1.9%	14.8%	35.2%	35.2%	13.0%	54
Counselor	8.2%	8.2%	36.7%	36.7%	10.2%	49
CTE Instructor	1.2%	6.4%	26.7%	48.8%	16.9%	172
Total	1.9%	9.1%	30.7%	45.2%	13.1%	482

Table E11

Does a good job of telling its story to parents and taxpayers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.5%	16.5%	34.0%	35.4%	12.6%	206
Math/Science Teacher	.0%	13.5%	55.8%	26.9%	3.8%	52
Counselor	6.5%	26.1%	21.7%	34.8%	10.9%	46
CTE Instructor	2.4%	24.1%	30.6%	33.5%	9.4%	170
Total	2.1%	19.8%	34.0%	33.8%	10.3%	474

Table E12

Prepares students for success in a 2-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	.5%	10.6%	65.2%	22.7%	207
Math/Science Teacher	1.9%	3.7%	24.1%	53.7%	16.7%	54
Counselor	.0%	6.1%	14.3%	63.3%	16.3%	49
CTE Instructor	1.2%	4.0%	6.4%	61.3%	27.2%	173
Total	1.0%	2.7%	11.0%	62.3%	23.0%	483

Table E13

Prepares students for success in a 4-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	.5%	13.9%	61.1%	23.6%	208
Math/Science Teacher	1.9%	7.4%	31.5%	46.3%	13.0%	54
Counselor	2.0%	10.2%	16.3%	57.1%	14.3%	49
CTE Instructor	1.2%	5.2%	9.3%	61.0%	23.3%	172
Total	1.2%	3.9%	14.5%	59.0%	21.3%	483

Computer Education / Information Technology classes at our school:

Table E14

Prepare students with the skills needed for postsecondary education.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.4%	9.6%	73.6%	14.4%	208
Math/Science Teacher	.0%	7.3%	18.2%	69.1%	5.5%	55
Counselor	2.0%	7.8%	9.8%	68.6%	11.8%	51
CTE Instructor	1.7%	4.4%	7.2%	68.3%	18.3%	180
Total	.8%	4.3%	9.7%	70.6%	14.6%	494

Table E15

Prepare students with the skills needed for employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	1.0%	9.7%	76.7%	12.6%	206
Math/Science Teacher	.0%	5.5%	18.2%	70.9%	5.5%	55
Counselor	2.0%	9.8%	11.8%	64.7%	11.8%	51
CTE Instructor	.5%	2.7%	8.2%	71.4%	17.0%	182
Total	.4%	3.0%	10.3%	72.9%	13.4%	494

Table E16

Are academically rigorous.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	12.6%	23.7%	56.5%	7.2%	2074
Math/Science Teacher	1.8%	29.1%	36.4%	29.1%	3.6%	55
Counselor	8.0%	18.0%	18.0%	52.0%	4.0%	50
CTE Instructor	.6%	13.8%	20.4%	55.8%	9.4%	181
Total	1.2%	15.4%	23.3%	52.7%	7.3%	493

Table E17

Use rigorous assessment strategies to gauge student learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	11.6%	31.9%	50.2%	6.3%	207
Math/Science Teacher	1.8%	21.8%	45.5%	29.1%	1.8%	55
Counselor	8.0%	16.0%	36.0%	34.0%	6.0%	50
CTE Instructor	.5%	18.1%	29.1%	43.4%	8.8%	182
Total	1.2%	15.6%	32.8%	43.7%	6.7%	494

Table E18

Are regarded as a critical component of our school's curriculum and mission.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	4.3%	13.9%	63.0%	18.8%	208
Math/Science Teacher	.0%	16.4%	29.1%	50.9%	3.6%	55
Counselor	6.1%	18.4%	20.4%	49.0%	6.1%	49
CTE Instructor	3.9%	23.3%	13.3%	47.8%	11.7%	180
Total	2.0%	14.0%	16.1%	54.7%	13.2%	492

Table E19

Positively affect students' interest and motivation for school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	2.4%	18.3%	66.3%	13.0%	208
Math/Science Teacher	0%	9.1%	29.1%	58.2%	3.6%	55
Counselor	0%	17.6%	17.6%	58.8%	5.9%	51
CTE Instructor	0%	4.4%	12.6%	75.3%	7.7%	182
Total	0%	5.4%	17.3%	67.9%	9.3%	496

Table E20

Address district and state academic learning standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.3%	16.4%	69.6%	7.7%	207
Math/Science Teacher	.0%	7.3%	41.8%	47.3%	3.6%	55
Counselor	2.0%	11.8%	27.5%	52.9%	5.9%	51
CTE Instructor	.0%	9.9%	13.2%	63.7%	13.2%	182
Total	.2%	8.3%	19.2%	63.2%	9.1%	495

Table E21

Are primarily enrolled in by male students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	9.7%	50.7%	28.0%	10.1%	1.4%	207
Math/Science Teacher	5.5%	47.3%	34.5%	10.9%	1.8%	55
Counselor	5.9%	54.9%	21.6%	13.7%	3.9%	51
CTE Instructor	11.0%	45.1%	25.8%	14.3%	3.8%	182
Total	9.3%	48.7%	27.3%	12.1%	2.6%	495

Table E22

Are primarily enrolled in by female students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	9.6%	54.8%	28.4%	6.3%	1.0%	208
Math/Science Teacher	7.4%	51.9%	38.9%	1.9%	.0%	54
Counselor	8.0%	62.0%	22.0%	8.0%	.0%	50
CTE Instructor	12.1%	56.6%	26.4%	4.4%	.5%	182
Total	10.1%	55.9%	28.1%	5.3%	.6%	494

Computer Education / Information Technology courses at our school emphasize the following content:

Table E23

Databases						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	5.6%	18.3%	12.8%	51.1%	12.2%	180
Total	5.6%	18.3%	12.8%	51.1%	12.2%	180

Table E24

Word Processing						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	0%	2.2%	55.2%	42.6%	183
Total	0%	0%	2.2%	55.2%	42.6%	183

Table E25

Basic Computer Applications						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	.6%	2.2%	60.6%	36.7%	180
Total	0%	.6%	2.2%	60.6%	36.7%	180

Table E26

Advanced Computer Applications						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	2.2%	12.2%	11.7%	52.2%	21.7%	180
Total	2.2%	12.2%	11.7%	52.2%	21.7%	180

Table E27

Spreadsheets						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	1.6%	4.4%	63.9%	30.1%	183
Total	0%	1.6%	4.4%	63.9%	30.1%	183

Table E28

Multimedia						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	.5%	4.9%	9.3%	59.3%	25.8%	182
Total	.5%	4.9%	9.3%	59.3%	25.8%	182

Table E29

Programming						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	17.7%	33.1%	15.5%	26.0%	7.7%	181
Total	17.7%	33.1%	15.5%	26.0%	7.7%	181

Table E30

Networking						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	9.4%	35.9%	18.2%	29.3%	7.2%	181
Total	9.4%	35.9%	18.2%	29.3%	7.2%	181

Table E31

Security						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	3.3%	26.0%	19.9%	43.6%	7.2%	181
Total	3.3%	26.0%	19.9%	43.6%	7.2%	181

Table E32

Desktop Publishing						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.1%	8.8%	10.4%	59.3%	20.3%	182
Total	1.1%	8.8%	10.4%	59.3%	20.3%	182

Table E33

Web Design and Development						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	3.8%	11.0%	8.2%	57.1%	19.8%	182
Total	3.8%	11.0%	8.2%	57.1%	19.8%	182

Table E34

Electronic Communications						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	3.9%	20.6%	20.6%	39.4%	15.6%	180
Total	3.9%	20.6%	20.6%	39.4%	15.6%	180

The Computer Education / Information Technology instructor(s) at our school is (are):

Table E35

Regarded as a cooperative member of our high school's teaching staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	2.5%	10.8%	63.2%	23.0%	204
Math/Science Teacher	.0%	7.3%	7.3%	60.0%	25.5%	55
Counselor	2.0%	10.2%	6.1%	55.1%	26.5%	49
CTE Instructor	1.7%	2.2%	6.6%	57.5%	32.0%	181
Total	1.0%	3.7%	8.4%	59.9%	27.0%	489

Table E36

Active on professional committees within our school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.4%	11.3%	66.2%	17.2%	204
Math/Science Teacher	.0%	10.9%	27.3%	45.5%	16.4%	55
Counselor	2.0%	6.1%	22.4%	53.1%	16.3%	49
CTE Instructor	1.7%	8.3%	11.0%	54.1%	24.9%	181
Total	.8%	7.2%	14.1%	58.1%	19.8%	489

Table E37

Known for demonstrating high ethical standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	1.5%	15.8%	60.1%	22.2%	203
Math/Science Teacher	.0%	1.8%	20.0%	61.8%	16.4%	55
Counselor	2.0%	4.1%	18.4%	49.0%	26.5%	49
CTE Instructor	.0%	.0%	4.4%	61.1%	34.4%	180
Total	.4%	1.2%	12.3%	59.5%	26.5%	487

Table E38

Known for demonstrating outstanding professional behavior.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	2.0%	19.1%	60.3%	18.1%	204
Math/Science Teacher	.0%	5.5%	23.6%	50.9%	20.0%	55
Counselor	4.1%	8.2%	14.3%	49.0%	24.5%	49
CTE Instructor	.6%	.6%	8.3%	60.2%	30.4%	181
Total	.8%	2.5%	15.1%	58.1%	23.5%	489

Table E39

Active in community organizations, boards and events.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	11.2%	30.7%	47.3%	10.7%	205
Math/Science Teacher	1.8%	12.7%	29.1%	43.6%	12.7%	55
Counselor	.0%	10.2%	30.6%	44.9%	14.3%	49
CTE Instructor	1.7%	19.6%	24.0%	40.8%	14.0%	179
Total	.8%	14.3%	28.1%	44.3%	12.5%	488

Table E40

Supportive of other career student organizations in the school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.9%	12.1%	66.0%	18.0%	206
Math/Science Teacher	.0%	3.7%	18.5%	63.0%	14.8%	54
Counselor	4.1%	4.1%	12.2%	61.2%	18.4%	49
CTE Instructor	.6%	2.2%	8.3%	63.0%	26.0%	181
Total	.6%	3.3%	11.4%	64.1%	20.6%	490

Table E41

Supportive of other student organizations and opportunities in the community.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.0%	12.2%	68.3%	17.6%	205
Math/Science Teacher	.0%	1.8%	18.2%	61.8%	18.2%	55
Counselor	.0%	.0%	14.3%	63.3%	22.4%	49
CTE Instructor	1.1%	1.7%	9.4%	61.9%	26.0%	181
Total	.4%	1.6%	12.0%	64.7%	21.2%	490

Table E42

Active in his or her professional organization.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.3%	26.2%	53.9%	13.6%	206
Math/Science Teacher	1.9%	5.6%	33.3%	46.3%	13.0%	54
Counselor	2.0%	10.2%	36.7%	34.7%	16.3%	49
CTE Instructor	.6%	14.9%	24.3%	43.6%	16.6%	181
Total	.6%	9.8%	27.3%	47.3%	14.9%	490

Table E43

Active and supportive of career student organizations in our school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	4.4%	14.6%	64.6%	16.5%	206
Math/Science Teacher	.0%	3.6%	21.8%	58.2%	16.4%	55
Counselor	2.0%	4.1%	18.4%	53.1%	22.4%	49
CTE Instructor	1.1%	6.6%	14.9%	55.8%	21.5%	181
Total	.6%	5.1%	15.9%	59.5%	18.9%	491

We would like to know what you think about the reasons that students sign up for Computer Education / Information Technology courses. For each statement, please tell us whether you agree or disagree that students take Computer Education / Information Technology courses for the reason listed.

Table E44

Students are intrinsically interested in the topic area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.0%	8.0%	67.5%	21.5%	200
Math/Science Teacher	0%	11.1%	11.1%	70.4%	7.4%	54
Counselor	0%	10.2%	10.2%	59.2%	20.4%	49
CTE Instructor	0%	7.9%	15.8%	61.0%	15.3%	177
Total	0%	6.5%	11.5%	64.6%	17.5%	480

Table E45

Students are interested in participating in student organization opportunities						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	14.0%	30.0%	49.0%	6.0%	200
Math/Science Teacher	3.7%	22.2%	38.9%	35.2%	.0%	54
Counselor	8.2%	28.6%	36.7%	22.4%	4.1%	49
CTE Instructor	1.1%	32.0%	30.9%	31.5%	4.5%	178
Total	2.1%	23.1%	32.0%	38.3%	4.6%	481

Table E46

Students need an elective to complete their schedule.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.5%	17.0%	25.0%	52.5%	5.0%	200
Math/Science Teacher	.0%	5.6%	20.4%	72.2%	1.9%	54
Counselor	2.0%	16.3%	10.2%	61.2%	10.2%	49
CTE Instructor	.0%	8.5%	10.7%	67.2%	13.6%	177
Total	.4%	12.5%	17.7%	61.0%	8.3%	480

Table E47

Students view the program as a way to prepare for their chosen career.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	4.5%	13.6%	69.8%	12.1%	199
Math/Science Teacher	1.9%	14.8%	18.5%	57.4%	7.4%	54
Counselor	.0%	16.7%	12.5%	54.2%	16.7%	48
CTE Instructor	.0%	14.6%	14.6%	60.1%	10.7%	178
Total	.2%	10.6%	14.4%	63.3%	11.5%	479

Table E48

Students view the course as a part of their college preparation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	6.5%	14.6%	63.8%	15.1%	199
Math/Science Teacher	0%	13.0%	14.8%	64.8%	7.4%	54
Counselor	0%	16.3%	20.4%	46.9%	16.3%	49
CTE Instructor	0%	16.9%	14.0%	57.3%	11.8%	178
Total	0%	12.1%	15.0%	59.8%	13.1%	480

Table E49

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	3.0%	43.5%	35.5%	17.0%	1.0%	200
Math/Science Teacher	.0%	14.8%	33.3%	46.3%	5.6%	54
Counselor	6.1%	30.6%	34.7%	24.5%	4.1%	49
CTE Instructor	3.4%	33.3%	27.1%	31.1%	5.1%	177
Total	3.1%	35.2%	32.1%	26.3%	3.3%	480

Table E50

Students have friends who take classes in the subject area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	10.1%	26.6%	58.8%	4.5%	199
Math/Science Teacher	.0%	11.1%	13.0%	70.4%	5.6%	54
Counselor	2.0%	6.1%	34.7%	55.1%	2.0%	49
CTE Instructor	.6%	5.1%	17.5%	66.1%	10.7%	177
Total	.4%	7.9%	22.5%	62.4%	6.7%	479

Appendix F

Family and Consumer Sciences

Our Family and Consumer Sciences (Human Services) courses in grades 9-12:

Table F1

Emphasizes measurable and demonstrated skill development						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	7.2%	9.6%	73.5%	9.6%	166
Math/Science Teacher	.0%	3.0%	6.1%	69.7%	21.2%	33
Counselor	2.6%	.0%	7.7%	59.0%	30.8%	39
CTE Instructor	.0%	2.1%	4.3%	55.3%	38.3%	141
Total	.3%	4.2%	7.1%	64.9%	23.5%	379

Table F2

Places a high value on academic achievement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	14.6%	17.7%	61.0%	6.7%	164
Math/Science Teacher	.0%	6.1%	27.3%	54.5%	12.1%	33
Counselor	5.0%	7.5%	10.0%	60.0%	17.5%	40
CTE Instructor	.0%	3.6%	5.0%	60.7%	30.7%	140
Total	.5%	9.0%	13.0%	60.2%	17.2%	377

Table F3

Places a high value on FCCLA membership and participation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	5.1%	17.8%	18.5%	40.8%	17.8%	157
Math/Science Teacher	.0%	6.5%	16.1%	51.6%	25.8%	31
Counselor	12.5%	9.4%	15.6%	37.5%	25.0%	32
CTE Instructor	14.6%	25.2%	16.3%	26.0%	17.9%	123
Total	8.7%	18.7%	17.2%	36.2%	19.2%	343

Table F4

Is considered BY STUDENTS to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.8%	33.1%	28.3%	33.1%	3.6%	166
Math/Science Teacher	3.0%	39.4%	21.2%	33.3%	3.0%	33
Counselor	5.0%	27.5%	25.0%	37.5%	5.0%	40
CTE Instructor	2.9%	28.6%	23.6%	37.1%	7.9%	140
Total	2.6%	31.4%	25.6%	35.1%	5.3%	379

Table F5

Is considered BY STAFF to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.4%	30.7%	30.1%	32.5%	4.2%	166
Math/Science Teacher	3.0%	33.3%	21.2%	39.4%	3.0%	33
Counselor	5.0%	22.5%	22.5%	45.0%	5.0%	40
CTE Instructor	5.8%	32.4%	32.4%	25.2%	4.3%	139
Total	4.0%	30.7%	29.4%	31.7%	4.2%	378

Table F6

Is generally well understood and supported by other school faculty and staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	16.4%	18.2%	54.5%	10.3%	165
Math/Science Teacher	.0%	12.1%	18.2%	60.6%	9.1%	33
Counselor	2.5%	10.0%	10.0%	55.0%	22.5%	40
CTE Instructor	7.1%	19.3%	22.1%	41.4%	10.0%	140
Total	3.2%	16.4%	18.8%	50.3%	11.4%	378

Table F7

Provides basic career skills needed for success in today's workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	6.1%	20.1%	62.8%	10.4%	164
Math/Science Teacher	.0%	.0%	9.1%	66.7%	24.2%	33
Counselor	.0%	7.5%	5.0%	65.0%	22.5%	40
CTE Instructor	.0%	1.5%	7.5%	50.4%	40.6%	133
Total	.3%	4.1%	13.0%	58.9%	23.8%	370

Table F8

Hasn't really changed over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	6.8%	39.1%	19.3%	24.8%	9.9%	161
Math/Science Teacher	3.1%	40.6%	21.9%	34.4%	.0%	32
Counselor	10.0%	50.0%	17.5%	12.5%	10.0%	40
CTE Instructor	23.7%	51.8%	7.2%	15.1%	2.2%	139
Total	13.2%	45.2%	14.8%	20.7%	6.2%	372

Table F9

Is well connected with our school's core curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	15.7%	24.7%	52.4%	6.0%	166
Math/Science Teacher	.0%	6.1%	36.4%	48.5%	9.1%	33
Counselor	2.5%	10.0%	27.5%	50.0%	10.0%	40
CTE Instructor	1.4%	12.3%	21.7%	50.0%	14.5%	138
Total	1.3%	13.0%	24.9%	50.9%	9.8%	377

Table F10

Helps students build character and leadership skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.6%	17.5%	59.6%	16.3%	166
Math/Science Teacher	.0%	3.0%	3.0%	72.7%	21.2%	33
Counselor	2.6%	7.7%	2.6%	69.2%	17.9%	39
CTE Instructor	.0%	2.3%	4.6%	53.1%	40.0%	130
Total	.3%	4.9%	10.1%	59.5%	25.3%	368

Table F11

Does a good job of telling its story to parents and taxpayers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	18.9%	29.9%	42.1%	7.9%	164
Math/Science Teacher	.0%	12.1%	24.2%	48.5%	15.2%	33
Counselor	2.7%	13.5%	18.9%	48.6%	16.2%	37
CTE Instructor	2.1%	21.4%	25.0%	34.3%	17.1%	140
Total	1.6%	18.7%	26.5%	40.4%	12.8%	374

Table F12

Prepares students for success in a 2-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	12.1%	19.4%	60.0%	7.3%	165
Math/Science Teacher	.0%	6.1%	27.3%	57.6%	9.1%	33
Counselor	.0%	10.0%	7.5%	62.5%	20.0%	40
CTE Instructor	.0%	2.2%	5.1%	58.1%	34.6%	136
Total	.5%	7.8%	13.6%	59.4%	18.7%	374

Table F13

Prepares students for success in a 4-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	13.4%	28.0%	50.6%	6.7%	164
Math/Science Teacher	.0%	12.1%	39.4%	39.4%	9.1%	33
Counselor	2.5%	15.0%	12.5%	55.0%	15.0%	40
CTE Instructor	.0%	6.7%	9.6%	53.3%	30.4%	135
Total	.8%	11.0%	20.7%	51.1%	16.4%	372

Family and Consumer Sciences (Human Services) classes at our school:

Table F14

Prepare students with the skills needed for postsecondary education.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	14.4%	26.3%	55.1%	3.0%	167
Math/Science Teacher	.0%	9.1%	36.4%	51.5%	3.0%	33
Counselor	2.5%	20.0%	12.5%	55.0%	10.0%	40
CTE Instructor	.0%	3.5%	10.5%	68.5%	17.5%	143
Total	.8%	10.4%	19.8%	59.8%	9.1%	383

Table F15

Prepare students with the skills needed for employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	7.1%	21.3%	63.9%	6.5%	169
Math/Science Teacher	.0%	6.1%	12.1%	75.8%	6.1%	33
Counselor	2.5%	12.5%	10.0%	65.0%	10.0%	40
CTE Instructor	.0%	5.0%	5.7%	69.5%	19.9%	141
Total	.8%	6.8%	13.6%	67.1%	11.7%	383

Table F16

Are academically rigorous.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	24.7%	33.7%	38.6%	1.8%	166
Math/Science Teacher	.0%	34.4%	21.9%	40.6%	3.1%	32
Counselor	5.0%	22.5%	27.5%	40.0%	5.0%	40
CTE Instructor	.7%	14.1%	25.4%	52.1%	7.7%	142
Total	1.3%	21.3%	28.9%	43.9%	4.5%	380

Table F17

Use rigorous assessment strategies to gauge student learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.8%	16.3%	34.3%	45.2%	2.4%	166
Math/Science Teacher	3.0%	15.2%	36.4%	36.4%	9.1%	33
Counselor	5.0%	17.5%	27.5%	47.5%	2.5%	40
CTE Instructor	.0%	14.1%	26.8%	50.0%	9.2%	142
Total	1.6%	15.5%	31.0%	46.5%	5.5%	381

Table F18

Are regarded as a critical component of our school's curriculum and mission.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	17.6%	27.6%	51.2%	2.9%	170
Math/Science Teacher	.0%	9.1%	27.3%	60.6%	3.0%	33
Counselor	5.1%	17.9%	15.4%	51.3%	10.3%	39
CTE Instructor	4.2%	22.5%	19.7%	45.8%	7.7%	142
Total	2.3%	18.8%	23.4%	50.0%	5.5%	384

Table F19

Positively affect students' interest and motivation for school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	6.0%	16.1%	72.0%	5.4%	168
Math/Science Teacher	.0%	.0%	24.2%	72.7%	3.0%	33
Counselor	2.5%	2.5%	15.0%	70.0%	10.0%	40
CTE Instructor	.0%	2.1%	5.6%	63.6%	28.7%	143
Total	.5%	3.6%	12.8%	68.8%	14.3%	384

Table F20

Address district and state academic learning standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.8%	9.6%	24.6%	58.7%	5.4%	167
Math/Science Teacher	.0%	12.1%	33.3%	48.5%	6.1%	33
Counselor	2.5%	10.0%	25.0%	57.5%	5.0%	40
CTE Instructor	.0%	.7%	11.2%	69.2%	18.9%	143
Total	1.0%	6.5%	20.4%	61.6%	10.4%	383

Table F21

Are primarily enrolled in by male students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	8.9%	63.3%	23.1%	4.1%	.6%	169
Math/Science Teacher	9.1%	72.7%	12.1%	6.1%	.0%	33
Counselor	2.5%	70.0%	22.5%	5.0%	.0%	40
CTE Instructor	18.2%	56.6%	18.9%	5.6%	.7%	143
Total	11.7%	62.3%	20.5%	4.9%	.5%	385

Table F22

Are primarily enrolled in by female students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	4.7%	33.1%	20.7%	37.9%	3.6%	169
Math/Science Teacher	6.1%	21.2%	9.1%	54.5%	9.1%	33
Counselor	2.5%	30.0%	25.0%	40.0%	2.5%	40
CTE Instructor	14.0%	35.7%	17.5%	28.7%	4.2%	143
Total	8.1%	32.7%	19.0%	36.1%	4.2%	385

Family and Consumer Sciences (Human Services) courses emphasize the following content:

Table F23

Clothing and Textiles						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	5.7%	5.7%	5.0%	58.2%	25.5%	141
Total	5.7%	5.7%	5.0%	58.2%	25.5%	141

Table F24

Housing						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	8.0%	10.1%	8.0%	50.7%	23.2%	138
Total	8.0%	10.1%	8.0%	50.7%	23.2%	138

Table F25

Nutrition and Foods						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	.7%	0%	52.8%	46.5%	142
Total	0%	.7%	0%	52.8%	46.5%	142

Table F26

Human Development						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.4%	2.1%	2.1%	55.3%	39.0%	141
Total	1.4%	2.1%	2.1%	55.3%	39.0%	141

Table F27

Family Relationships						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	.7%	.7%	5.0%	56.7%	36.9%	141
Total	.7%	.7%	5.0%	56.7%	36.9%	141

Table F28

Applied Psychology						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	7.8%	24.0%	27.1%	31.0%	10.1%	129
Total	7.8%	24.0%	27.1%	31.0%	10.1%	129

Table F29

Food Science						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	3.7%	14.1%	12.6%	54.8%	14.8%	135
Total	3.7%	14.1%	12.6%	54.8%	14.8%	135

Table F30

Food Service						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	5.4%	14.6%	10.8%	46.2%	23.1%	130
Total	5.4%	14.6%	10.8%	46.2%	23.1%	130

Table F31

Early Childhood						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.4%	4.2%	4.9%	53.8%	35.7%	143
Total	1.4%	4.2%	4.9%	53.8%	35.7%	143

Table F32

Life Skills						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.4%	.7%	2.8%	54.9%	40.1%	142
Total	1.4%	.7%	2.8%	54.9%	40.1%	142

Family and Consumer Science (Human Services) instructor(s) at our school is (are):

Table F33

Regarded as a cooperative member of our high school's teaching staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	1.2%	10.8%	68.1%	18.7%	166
Math/Science Teacher	.0%	.0%	3.0%	60.6%	36.4%	33
Counselor	.0%	2.6%	5.1%	59.0%	33.3%	39
CTE Instructor	.0%	.7%	3.5%	45.1%	50.7%	142
Total	.5%	1.1%	6.8%	57.9%	33.7%	380

Table F34

Active on professional committees within our school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	7.3%	15.9%	61.0%	15.2%	164
Math/Science Teacher	.0%	6.1%	18.2%	51.5%	24.2%	33
Counselor	.0%	5.1%	20.5%	43.6%	30.8%	39
CTE Instructor	.0%	5.6%	16.2%	46.5%	31.7%	142
Total	.3%	6.3%	16.7%	52.9%	23.8%	378

Table F35

Known for demonstrating high ethical standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	2.4%	15.7%	57.2%	24.7%	166
Math/Science Teacher	0%	.0%	6.1%	57.6%	36.4%	33
Counselor	0%	.0%	10.5%	55.3%	34.2%	38
CTE Instructor	0%	.7%	4.2%	45.1%	50.0%	142
Total	0%	1.3%	10.0%	52.5%	36.1%	379

Table F36

Known for demonstrating outstanding professional behavior.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	3.7%	14.0%	60.4%	20.7%	164
Math/Science Teacher	.0%	6.1%	9.1%	54.5%	30.3%	33
Counselor	.0%	2.6%	7.7%	53.8%	35.9%	39
CTE Instructor	.0%	.7%	2.1%	52.1%	45.1%	142
Total	.5%	2.6%	8.5%	56.1%	32.3%	378

Table F37

Active in community organizations, boards and events.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	10.2%	28.3%	48.2%	13.3%	166
Math/Science Teacher	0%	6.1%	6.1%	63.6%	24.2%	33
Counselor	0%	7.7%	28.2%	38.5%	25.6%	39
CTE Instructor	0%	7.7%	20.4%	45.8%	26.1%	142
Total	0%	8.7%	23.4%	47.6%	20.3%	380

Table F38

Supportive of other career student organizations in the school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	3.7%	15.3%	62.6%	17.2%	163
Math/Science Teacher	.0%	.0%	3.0%	66.7%	30.3%	33
Counselor	2.6%	.0%	10.3%	59.0%	28.2%	39
CTE Instructor	.0%	1.4%	9.9%	47.5%	41.1%	141
Total	.8%	2.1%	11.7%	56.9%	28.5%	376

Table F39

Supportive of other student organizations and opportunities in the community.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	3.0%	15.1%	62.7%	18.7%	166
Math/Science Teacher	.0%	.0%	3.0%	66.7%	30.3%	33
Counselor	.0%	5.1%	7.7%	61.5%	25.6%	39
CTE Instructor	.0%	1.4%	3.5%	52.5%	42.6%	141
Total	.3%	2.4%	9.0%	59.1%	29.3%	379

Table F40

Active in his or her professional organization.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	6.7%	23.2%	53.0%	16.5%	164
Math/Science Teacher	.0%	6.1%	24.2%	45.5%	24.2%	33
Counselor	2.6%	5.1%	20.5%	35.9%	35.9%	39
CTE Instructor	3.5%	11.3%	23.2%	35.9%	26.1%	142
Total	1.9%	8.2%	23.0%	44.2%	22.8%	378

Table F41

Active and supportive of FCCLA in our school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	3.0%	17.0%	15.2%	43.6%	21.2%	165
Math/Science Teacher	3.1%	3.1%	15.6%	53.1%	25.0%	32
Counselor	5.1%	10.3%	20.5%	28.2%	35.9%	39
CTE Instructor	14.9%	13.5%	24.8%	19.1%	27.7%	141
Total	7.7%	13.8%	19.4%	33.7%	25.5%	377

We would like to know what you think about the reasons that students sign up for Family and Consumer Sciences (Human Services) courses. For each statement, please tell us whether you agree or disagree that students take Family and Consumer Sciences (Human Services) courses for the reason listed.

Table F42

Students are intrinsically interested in the topic area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	6.1%	15.2%	73.8%	4.3%	164
Math/Science Teacher	.0%	6.1%	12.1%	69.7%	12.1%	33
Counselor	2.6%	10.3%	5.1%	61.5%	20.5%	39
CTE Instructor	.0%	4.9%	8.4%	60.1%	26.6%	143
Total	.5%	6.1%	11.3%	67.0%	15.0%	379

Table F43

Students are interested in participating in FCCLA opportunities						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	3.6%	18.8%	22.4%	44.8%	10.3%	165
Math/Science Teacher	.0%	15.6%	15.6%	56.3%	12.5%	32
Counselor	12.8%	10.3%	28.2%	33.3%	15.4%	39
CTE Instructor	19.3%	23.6%	27.1%	23.6%	6.4%	140
Total	10.1%	19.4%	24.2%	36.7%	9.6%	376

Table F44

Students need an elective to complete their schedule.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	4.8%	18.8%	70.3%	6.1%	165
Math/Science Teacher	.0%	6.1%	15.2%	66.7%	12.1%	33
Counselor	2.6%	2.6%	20.5%	64.1%	10.3%	39
CTE Instructor	.7%	4.9%	12.0%	62.0%	20.4%	142
Total	.5%	4.7%	16.1%	66.2%	12.4%	379

Table F45

Students view the program as a way to prepare for their chosen career.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.2%	17.0%	24.8%	55.8%	1.2%	165
Math/Science Teacher	.0%	15.2%	30.3%	48.5%	6.1%	33
Counselor	.0%	15.4%	17.9%	61.5%	5.1%	39
CTE Instructor	.7%	8.5%	21.8%	57.7%	11.3%	142
Total	.8%	13.5%	23.5%	56.5%	5.8%	379

Table F 46

Students view the course as a part of their college preparation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.8%	24.2%	33.9%	39.4%	.6%	165
Math/Science Teacher	.0%	25.0%	34.4%	37.5%	3.1%	32
Counselor	.0%	25.6%	28.2%	41.0%	5.1%	39
CTE Instructor	1.4%	26.6%	30.1%	34.3%	7.7%	143
Total	1.3%	25.3%	31.9%	37.5%	4.0%	379

Table F47

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	18.8%	32.1%	41.8%	6.7%	165
Math/Science Teacher	.0%	12.1%	12.1%	66.7%	9.1%	33
Counselor	.0%	5.1%	51.3%	38.5%	5.1%	39
CTE Instructor	1.4%	10.6%	20.4%	56.3%	11.3%	142
Total	.8%	13.7%	28.0%	49.1%	8.4%	379

Table F48

Students have friends who take classes in the subject area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.0%	22.4%	69.7%	4.8%	165
Math/Science Teacher	0%	.0%	9.1%	81.8%	9.1%	33
Counselor	0%	5.1%	30.8%	56.4%	7.7%	39
CTE Instructor	0%	2.1%	10.6%	70.4%	16.9%	142
Total	0%	2.6%	17.7%	69.7%	10.0%	379

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Appendix G

Health Science

Our Health Science program in grades 9-12:

Table G1

Emphasizes measurable and demonstrated skill development						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	1.0%	12.5%	73.1%	13.5%	104
Math/Science Teacher	0%	3.2%	16.1%	74.2%	6.5%	31
Counselor	0%	5.6%	22.2%	38.9%	33.3%	18
CTE Instructor	0%	.0%	14.3%	57.1%	28.6%	21
Total	0%	1.7%	14.4%	67.8%	16.1%	174

Table G2

Places a high value on academic achievement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.9%	17.3%	64.4%	15.4%	104
Math/Science Teacher	3.2%	6.5%	19.4%	67.7%	3.2%	31
Counselor	.0%	.0%	11.1%	55.6%	33.3%	18
CTE Instructor	.0%	.0%	9.1%	63.6%	27.3%	22
Total	.6%	2.9%	16.0%	64.0%	16.6%	175

Table G3

Places a high value on HOSA membership and participation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	8.7%	27.2%	32.6%	22.8%	8.7%	92
Math/Science Teacher	19.2%	23.1%	42.3%	11.5%	3.8%	26
Counselor	8.3%	25.0%	41.7%	16.7%	8.3%	12
CTE Instructor	.0%	26.7%	40.0%	20.0%	13.3%	15
Total	9.7%	26.2%	35.9%	20.0%	8.3%	145

Table G4

Is considered BY STUDENTS to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.9%	9.6%	23.1%	52.9%	12.5%	104
Math/Science Teacher	3.2%	16.1%	25.8%	48.4%	6.5%	31
Counselor	.0%	5.9%	23.5%	29.4%	41.2%	17
CTE Instructor	.0%	13.0%	21.7%	43.5%	21.7%	23
Total	1.7%	10.9%	23.4%	48.6%	15.4%	175

Table G5

Is considered BY STAFF to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.9%	9.6%	25.0%	52.9%	10.6%	104
Math/Science Teacher	6.3%	6.3%	25.0%	56.3%	6.3%	32
Counselor	.0%	5.9%	23.5%	23.5%	47.1%	17
CTE Instructor	.0%	18.2%	22.7%	36.4%	22.7%	22
Total	2.3%	9.7%	24.6%	48.6%	14.9%	175

Table G6

Is generally well understood and supported by other school faculty and staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	8.7%	25.0%	57.7%	8.7%	104
Math/Science Teacher	.0%	6.3%	18.8%	65.6%	9.4%	32
Counselor	.0%	5.9%	23.5%	29.4%	41.2%	17
CTE Instructor	4.5%	27.3%	36.4%	27.3%	4.5%	22
Total	.6%	10.3%	25.1%	52.6%	11.4%	175

Table G7

Provides basic career skills needed for success in today's workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.9%	3.8%	21.9%	61.9%	10.5%	105
Math/Science Teacher	3.1%	.0%	28.1%	62.5%	6.3%	32
Counselor	.0%	.0%	17.6%	35.3%	47.1%	17
CTE Instructor	.0%	4.5%	18.2%	50.0%	27.3%	22
Total	1.7%	2.8%	22.2%	58.0%	15.3%	176

Table G8

Hasn't really changed over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	11.7%	36.9%	23.3%	23.3%	4.9%	103
Math/Science Teacher	10.0%	20.0%	30.0%	36.7%	3.3%	30
Counselor	23.5%	35.3%	5.9%	23.5%	11.8%	17
CTE Instructor	36.4%	31.8%	18.2%	9.1%	4.5%	22
Total	15.7%	33.1%	22.1%	23.8%	5.2%	172

Table G9

Is well connected with our school's core curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	6.7%	24.8%	56.2%	11.4%	105
Math/Science Teacher	.0%	6.3%	28.1%	59.4%	6.3%	32
Counselor	.0%	.0%	17.6%	52.9%	29.4%	17
CTE Instructor	.0%	9.1%	18.2%	45.5%	27.3%	22
Total	.6%	6.3%	23.9%	55.1%	14.2%	176

Table G10

Helps students build character and leadership skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	3.8%	29.5%	51.4%	14.3%	105
Math/Science Teacher	3.2%	.0%	29.0%	58.1%	9.7%	31
Counselor	.0%	.0%	11.8%	52.9%	35.3%	17
CTE Instructor	.0%	.0%	13.6%	50.0%	36.4%	22
Total	1.1%	2.3%	25.7%	52.6%	18.3%	175

Table G11

Does a good job of telling its story to parents and taxpayers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	13.6%	36.9%	39.8%	9.7%	103
Math/Science Teacher	3.3%	.0%	56.7%	33.3%	6.7%	30
Counselor	.0%	11.8%	35.3%	23.5%	29.4%	17
CTE Instructor	.0%	26.1%	30.4%	26.1%	17.4%	23
Total	.6%	12.7%	39.3%	35.3%	12.1%	173

Table G12

Prepares students for success in a 2-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	4.8%	26.9%	51.9%	15.4%	104
Math/Science Teacher	3.1%	6.3%	28.1%	59.4%	3.1%	32
Counselor	.0%	5.9%	11.8%	47.1%	35.3%	17
CTE Instructor	.0%	.0%	4.5%	63.6%	31.8%	22
Total	1.1%	4.6%	22.9%	54.3%	17.1%	175

Table G13

Prepares students for success in a 4-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.0%	5.8%	26.9%	50.0%	16.3%	104
Math/Science Teacher	3.2%	3.2%	35.5%	54.8%	3.2%	31
Counselor	.0%	5.9%	11.8%	47.1%	35.3%	17
CTE Instructor	.0%	4.3%	8.7%	60.9%	26.1%	23
Total	1.1%	5.1%	24.6%	52.0%	17.1%	175

Health Science courses at our school:

Table G14

Prepare students with the skills needed for postsecondary education.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	6.4%	27.5%	56.9%	8.3%	109
Math/Science Teacher	3.1%	6.3%	25.0%	59.4%	6.3%	32
Counselor	.0%	.0%	6.3%	62.5%	31.3%	16
CTE Instructor	.0%	.0%	16.7%	75.0%	8.3%	24
Total	1.1%	5.0%	23.8%	60.2%	9.9%	181

Table G15

Prepare students with the skills needed for employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	10.1%	32.1%	54.1%	2.8%	109
Math/Science Teacher	3.0%	.0%	42.4%	51.5%	3.0%	33
Counselor	.0%	.0%	11.8%	58.8%	29.4%	17
CTE Instructor	4.2%	4.2%	25.0%	54.2%	12.5%	24
Total	1.6%	6.6%	31.1%	54.1%	6.6%	183

Table G16

Are academically rigorous.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	10.6%	26.0%	54.8%	8.7%	104
Math/Science Teacher	0%	15.6%	31.3%	43.8%	9.4%	32
Counselor	0%	5.9%	17.6%	47.1%	29.4%	17
CTE Instructor	0%	.0%	29.2%	54.2%	16.7%	24
Total	0%	9.6%	26.6%	52.0%	11.9%	177

Table G17

Use rigorous assessment strategies to gauge student learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	8.4%	29.0%	57.9%	3.7%	107
Math/Science Teacher	3.0%	9.1%	30.3%	48.5%	9.1%	33
Counselor	.0%	5.9%	29.4%	41.2%	23.5%	17
CTE Instructor	.0%	4.2%	20.8%	58.3%	16.7%	24
Total	1.1%	7.7%	28.2%	54.7%	8.3%	181

Table G18

Are regarded as a critical component of our school's curriculum and mission.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	11.0%	27.5%	56.0%	4.6%	109
Math/Science Teacher	.0%	6.3%	25.0%	59.4%	9.4%	32
Counselor	.0%	.0%	29.4%	52.9%	17.6%	17
CTE Instructor	4.2%	16.7%	29.2%	41.7%	8.3%	24
Total	1.1%	9.9%	27.5%	54.4%	7.1%	182

Table G19

Positively affect students' interest and motivation for school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	4.6%	27.8%	61.1%	5.6%	108
Math/Science Teacher	.0%	3.0%	33.3%	57.6%	6.1%	33
Counselor	.0%	6.3%	18.8%	62.5%	12.5%	16
CTE Instructor	.0%	4.2%	25.0%	54.2%	16.7%	24
Total	.6%	4.4%	27.6%	59.7%	7.7%	181

Table G20

Address district and state academic learning standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	4.6%	24.8%	64.2%	5.5%	109
Math/Science Teacher	3.0%	.0%	24.2%	69.7%	3.0%	33
Counselor	.0%	.0%	37.5%	37.5%	25.0%	16
CTE Instructor	.0%	.0%	8.7%	69.6%	21.7%	23
Total	1.1%	2.8%	23.8%	63.5%	8.8%	181

Table G21

Are primarily enrolled in by male students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	10.3%	43.9%	37.4%	8.4%	0%	107
Math/Science Teacher	12.1%	30.3%	54.5%	3.0%	0%	33
Counselor	18.8%	43.8%	31.3%	6.3%	0%	16
CTE Instructor	13.6%	31.8%	45.5%	9.1%	0%	22
Total	11.8%	39.9%	41.0%	7.3%	0%	178

Table G22

Are primarily enrolled in by female students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	10.2%	35.2%	38.9%	14.8%	.9%	108
Math/Science Teacher	9.4%	31.3%	56.3%	3.1%	.0%	32
Counselor	6.3%	37.5%	31.3%	18.8%	6.3%	16
CTE Instructor	12.5%	25.0%	41.7%	16.7%	4.2%	24
Total	10.0%	33.3%	41.7%	13.3%	1.7%	180

Health Science courses emphasize the following content:

Table G23

Certified Nursing Assistant						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.0%	28.0%	20.0%	24.0%	24.0%	25
Total	4.0%	28.0%	20.0%	24.0%	24.0%	25

Table G24

Introduction to Health Science						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	0%	16.0%	56.0%	28.0%	25
Total	0%	0%	16.0%	56.0%	28.0%	25

Table G25

Medical Terminology						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	8.0%	12.0%	16.0%	40.0%	24.0%	25
Total	8.0%	12.0%	16.0%	40.0%	24.0%	25

Table G26

Sports Medicine						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.2%	20.8%	16.7%	41.7%	16.7%	24
Total	4.2%	20.8%	16.7%	41.7%	16.7%	24

Table G27

Clinical Nutrition						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.0%	16.0%	28.0%	48.0%	4.0%	25
Total	4.0%	16.0%	28.0%	48.0%	4.0%	25

Table G28

Athletic Training						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.2%	25.0%	20.8%	33.3%	16.7%	24
Total	4.2%	25.0%	20.8%	33.3%	16.7%	24

The Health Science instructor(s) at our school is (are):

Table G29

Regarded as a cooperative member of our high school's teaching staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.7%	16.8%	69.2%	10.3%	107
Math/Science Teacher	0%	.0%	12.5%	56.3%	31.3%	32
Counselor	0%	.0%	18.8%	43.8%	37.5%	16
CTE Instructor	0%	.0%	8.3%	58.3%	33.3%	24
Total	0%	2.2%	15.1%	63.1%	19.6%	179

Table G30

Active on professional committees within our school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	8.4%	33.6%	48.6%	9.3%	107
Math/Science Teacher	0%	6.1%	27.3%	39.4%	27.3%	33
Counselor	0%	12.5%	25.0%	37.5%	25.0%	16
CTE Instructor	0%	.0%	16.7%	54.2%	29.2%	24
Total	0%	7.2%	29.4%	46.7%	16.7%	180

Table G31

Known for demonstrating high ethical standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.7%	22.4%	60.7%	13.1%	107
Math/Science Teacher	0%	.0%	18.8%	56.3%	25.0%	32
Counselor	0%	.0%	25.0%	43.8%	31.3%	16
CTE Instructor	0%	.0%	13.0%	52.2%	34.8%	23
Total	0%	2.2%	20.8%	57.3%	19.7%	178

Table G32

Known for demonstrating outstanding professional behavior.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.7%	24.1%	62.0%	10.2%	108
Math/Science Teacher	0%	.0%	18.8%	50.0%	31.3%	32
Counselor	0%	.0%	25.0%	37.5%	37.5%	16
CTE Instructor	0%	.0%	8.3%	54.2%	37.5%	24
Total	0%	2.2%	21.1%	56.7%	20.0%	180

Table G33

Active in community organizations, boards and events.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	13.9%	30.6%	48.1%	6.5%	108
Math/Science Teacher	3.0%	6.1%	21.2%	39.4%	30.3%	33
Counselor	.0%	12.5%	31.3%	31.3%	25.0%	16
CTE Instructor	.0%	.0%	37.5%	41.7%	20.8%	24
Total	1.1%	10.5%	29.8%	44.2%	14.4%	181

Table G34

Supportive of other career student organizations in the school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	1.9%	26.9%	57.4%	13.9%	108
Math/Science Teacher	0%	3.0%	15.2%	57.6%	24.2%	33
Counselor	0%	6.3%	25.0%	43.8%	25.0%	16
CTE Instructor	0%	.0%	16.7%	54.2%	29.2%	24
Total	0%	2.2%	23.2%	55.8%	18.8%	181

Table G35

Supportive of other student organizations and opportunities in the community.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	2.8%	22.6%	63.2%	11.3%	106
Math/Science Teacher	0%	.0%	12.1%	57.6%	30.3%	33
Counselor	0%	6.3%	18.8%	43.8%	31.3%	16
CTE Instructor	0%	.0%	8.3%	58.3%	33.3%	24
Total	0%	2.2%	18.4%	59.8%	19.6%	179

Table G36

Active in his or her professional organization.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.9%	9.3%	37.0%	44.4%	7.4%	108
Math/Science Teacher	.0%	9.1%	27.3%	33.3%	30.3%	33
Counselor	.0%	6.3%	31.3%	31.3%	31.3%	16
CTE Instructor	.0%	8.3%	29.2%	45.8%	16.7%	24
Total	1.1%	8.8%	33.7%	41.4%	14.9%	181

Table G37

Active and supportive of HOSA in our school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	7.4%	18.5%	40.7%	25.9%	7.4%	108
Math/Science Teacher	15.2%	12.1%	42.4%	15.2%	15.2%	33
Counselor	18.8%	12.5%	37.5%	25.0%	6.3%	16
CTE Instructor	8.3%	20.8%	33.3%	25.0%	12.5%	24
Total	9.9%	17.1%	39.8%	23.8%	9.4%	181

We would like to know what you think about the reasons that students sign up for Health Science courses. For each statement, please tell us whether you agree or disagree that students take Health Science courses for the reason listed.

Table G38

Students are intrinsically interested in the topic area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	9.3%	17.6%	64.8%	8.3%	108
Math/Science Teacher	0%	6.3%	43.8%	43.8%	6.3%	32
Counselor	0%	6.3%	12.5%	50.0%	31.3%	16
CTE Instructor	0%	4.3%	17.4%	52.2%	26.1%	23
Total	0%	7.8%	21.8%	58.1%	12.3%	173

Table G39

Students are interested in participating in HOSA opportunities						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	10.1%	27.5%	37.6%	19.3%	5.5%	109
Math/Science Teacher	15.2%	12.1%	60.6%	9.1%	3.0%	33
Counselor	12.5%	18.8%	43.8%	18.8%	6.3%	16
CTE Instructor	8.7%	21.7%	47.8%	13.0%	8.7%	23
Total	11.0%	23.2%	43.6%	16.6%	5.5%	181

Table G40

Students need an elective to complete their schedule.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.8%	18.5%	32.4%	43.5%	2.8%	108
Math/Science Teacher	.0%	9.4%	31.3%	53.1%	6.3%	32
Counselor	6.3%	31.3%	31.3%	31.3%	.0%	16
CTE Instructor	4.3%	39.1%	8.7%	39.1%	8.7%	23
Total	2.8%	20.7%	29.1%	43.6%	3.9%	179

Table G41

Students view the program as a way to prepare for their chosen career.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.9%	15.6%	22.9%	50.5%	10.1%	109
Math/Science Teacher	3.0%	3.0%	42.4%	45.5%	6.1%	33
Counselor	.0%	12.5%	6.3%	43.8%	37.5%	16
CTE Instructor	.0%	.0%	26.1%	52.2%	21.7%	23
Total	1.1%	11.0%	25.4%	49.2%	13.3%	181

Table G42

Students view the course as a part of their college preparation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	10.1%	34.9%	45.9%	9.2%	109
Math/Science Teacher	3.0%	6.1%	33.3%	51.5%	6.1%	33
Counselor	.0%	12.5%	6.3%	37.5%	43.8%	16
CTE Instructor	.0%	.0%	21.7%	56.5%	21.7%	23
Total	.6%	8.3%	30.4%	47.5%	13.3%	181

Table G43

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	4.6%	39.4%	30.3%	23.9%	1.8%	109
Math/Science Teacher	.0%	30.3%	39.4%	30.3%	.0%	33
Counselor	12.5%	31.3%	43.8%	12.5%	.0%	16
CTE Instructor	4.3%	34.8%	30.4%	26.1%	4.3%	23
Total	4.4%	36.5%	33.1%	24.3%	1.7%	181

Table G44

Students have friends who take classes in the subject area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.8%	8.3%	34.9%	52.3%	2.8%	109
Math/Science Teacher	.0%	9.1%	36.4%	51.5%	3.0%	33
Counselor	.0%	6.3%	62.5%	25.0%	6.3%	16
CTE Instructor	4.3%	4.3%	43.5%	34.8%	13.0%	23
Total	1.7%	7.7%	38.7%	47.5%	4.4%	181

Appendix H

Industrial Technical Education

Our Industrial Education program in grades 9-12:

Table H1

Emphasizes measurable and demonstrated skill development						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.4%	8.4%	64.0%	24.2%	178
Math/Science Teacher	0%	2.4%	7.3%	68.3%	22.0%	41
Counselor	0%	8.1%	5.4%	56.8%	29.7%	37
CTE Instructor	0%	.7%	4.2%	57.7%	37.3%	142
Total	0%	2.8%	6.5%	61.6%	29.1%	398

Table H2

Places a high value on academic achievement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	16.2%	21.8%	47.5%	14.5%	179
Math/Science Teacher	0%	12.2%	24.4%	53.7%	9.8%	41
Counselor	0%	22.2%	25.0%	41.7%	11.1%	36
CTE Instructor	0%	5.7%	14.3%	55.0%	25.0%	140
Total	0%	12.6%	19.7%	50.3%	17.4%	396

Table H3

Places a high value on SkillsUSA membership and participation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	8.6%	24.1%	25.3%	25.3%	16.7%	162
Math/Science Teacher	5.7%	20.0%	34.3%	31.4%	8.6%	35
Counselor	20.7%	24.1%	27.6%	10.3%	17.2%	29
CTE Instructor	6.9%	25.4%	26.9%	30.0%	10.8%	130
Total	8.7%	24.2%	27.0%	26.4%	13.8%	356

Table H4

Is considered BY STUDENTS to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	23.0%	32.6%	32.0%	11.8%	178
Math/Science Teacher	.0%	34.1%	26.8%	34.1%	4.9%	41
Counselor	5.4%	29.7%	24.3%	35.1%	5.4%	37
CTE Instructor	4.3%	13.5%	26.2%	46.1%	9.9%	141
Total	2.3%	21.4%	29.0%	37.5%	9.8%	397

Table H5

Is considered BY STAFF to be a rigorous program.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	24.0%	33.5%	31.8%	10.6%	179
Math/Science Teacher	.0%	26.8%	34.1%	31.7%	7.3%	41
Counselor	5.6%	27.8%	25.0%	36.1%	5.6%	36
CTE Instructor	7.8%	22.0%	27.7%	34.0%	8.5%	141
Total	3.3%	23.9%	30.7%	33.0%	9.1%	397

Table H6

Is generally well understood and supported by other school faculty and staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	11.7%	20.7%	52.5%	15.1%	179
Math/Science Teacher	2.4%	4.9%	24.4%	61.0%	7.3%	41
Counselor	5.4%	8.1%	13.5%	56.8%	16.2%	37
CTE Instructor	6.4%	19.3%	16.4%	43.6%	14.3%	140
Total	3.0%	13.4%	18.9%	50.6%	14.1%	397

Table H7

Provides basic career skills needed for success in today's workplace.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	.6%	9.6%	62.9%	27.0%	178
Math/Science Teacher	.0%	2.5%	10.0%	70.0%	17.5%	40
Counselor	5.4%	5.4%	2.7%	70.3%	16.2%	37
CTE Instructor	.0%	.0%	4.3%	59.4%	36.2%	138
Total	.5%	1.0%	7.1%	63.1%	28.2%	393

Table H8

Hasn't really changed over the past five years.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	11.9%	34.1%	18.8%	25.6%	9.7%	176
Math/Science Teacher	2.6%	35.9%	25.6%	25.6%	10.3%	39
Counselor	16.2%	18.9%	18.9%	35.1%	10.8%	37
CTE Instructor	13.6%	50.7%	11.4%	21.4%	2.9%	140
Total	12.0%	38.8%	16.8%	25.0%	7.4%	392

Table H9

Is well connected with our school's core curriculum.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	15.7%	28.7%	46.1%	9.0%	178
Math/Science Teacher	.0%	12.2%	31.7%	48.8%	7.3%	41
Counselor	2.7%	18.9%	35.1%	37.8%	5.4%	37
CTE Instructor	2.9%	10.9%	21.0%	55.1%	10.1%	138
Total	1.5%	14.0%	26.9%	48.7%	8.9%	394

Table H10

Helps students build character and leadership skills.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	6.7%	24.0%	55.3%	14.0%	179
Math/Science Teacher	.0%	4.9%	22.0%	61.0%	12.2%	41
Counselor	.0%	18.9%	13.5%	48.6%	18.9%	37
CTE Instructor	.7%	2.2%	15.2%	57.2%	24.6%	138
Total	.3%	6.1%	19.7%	55.9%	18.0%	395

Table H11

Does a good job of telling its story to parents and taxpayers.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	16.3%	29.2%	40.4%	14.0%	178
Math/Science Teacher	.0%	10.0%	32.5%	47.5%	10.0%	40
Counselor	2.9%	20.0%	28.6%	25.7%	22.9%	35
CTE Instructor	2.2%	15.9%	25.4%	43.5%	13.0%	138
Total	1.0%	15.9%	28.1%	40.9%	14.1%	391

Table H12

Prepares students for success in a 2-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	5.1%	11.8%	66.3%	16.9%	178
Math/Science Teacher	2.4%	.0%	14.6%	70.7%	12.2%	41
Counselor	2.7%	8.1%	5.4%	56.8%	27.0%	37
CTE Instructor	.0%	.7%	3.7%	58.1%	37.5%	136
Total	.5%	3.3%	8.7%	63.0%	24.5%	392

Table H13

Prepares students for success in a 4-year college.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	16.0%	28.6%	45.1%	9.7%	175
Math/Science Teacher	2.4%	12.2%	34.1%	46.3%	4.9%	41
Counselor	2.7%	27.0%	16.2%	40.5%	13.5%	37
CTE Instructor	.7%	4.3%	15.9%	59.4%	19.6%	138
Total	1.0%	12.5%	23.5%	49.9%	13.0%	391

Industrial Education (Industrial Manufacturing and Engineering Systems) courses at our school:

Table H14

Prepare students with the skills needed for postsecondary education.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	8.0%	29.0%	55.1%	8.0%	176
Math/Science Teacher	.0%	4.9%	36.6%	58.5%	.0%	41
Counselor	2.6%	12.8%	23.1%	53.8%	7.7%	39
CTE Instructor	.0%	1.4%	12.0%	70.4%	16.2%	142
Total	.3%	5.8%	23.1%	60.8%	10.1%	398

Table H15

Prepare students with the skills needed for employment.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	2.8%	10.2%	74.4%	12.5%	176
Math/Science Teacher	.0%	2.4%	14.6%	73.2%	9.8%	41
Counselor	2.6%	5.1%	7.7%	74.4%	10.3%	39
CTE Instructor	.0%	1.4%	5.0%	72.3%	21.3%	141
Total	.3%	2.5%	8.6%	73.6%	15.1%	397

Table H16

Are academically rigorous.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	20.8%	32.0%	40.4%	6.2%	178
Math/Science Teacher	.0%	29.3%	39.0%	31.7%	.0%	41
Counselor	7.7%	25.6%	30.8%	33.3%	2.6%	39
CTE Instructor	2.1%	11.3%	26.8%	52.1%	7.7%	142
Total	1.8%	18.8%	30.8%	43.0%	5.8%	400

Table H17

Use rigorous assessment strategies to gauge student learning.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	15.6%	35.2%	40.8%	7.8%	179
Math/Science Teacher	2.4%	7.3%	46.3%	43.9%	.0%	41
Counselor	2.7%	13.5%	37.8%	40.5%	5.4%	37
CTE Instructor	.7%	12.7%	26.8%	53.5%	6.3%	142
Total	1.0%	13.5%	33.6%	45.6%	6.3%	399

Table H18

Are regarded as a critical component of our school's curriculum and mission.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	9.0%	23.6%	62.4%	5.1%	178
Math/Science Teacher	.0%	12.2%	29.3%	56.1%	2.4%	41
Counselor	5.1%	20.5%	17.9%	51.3%	5.1%	39
CTE Instructor	9.2%	14.8%	17.6%	52.1%	6.3%	142
Total	3.8%	12.5%	21.5%	57.0%	5.3%	400

Table H19

Positively affect students' interest and motivation for school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	5.6%	10.6%	66.5%	17.3%	179
Math/Science Teacher	0%	4.9%	19.5%	68.3%	7.3%	41
Counselor	0%	2.6%	15.8%	68.4%	13.2%	38
CTE Instructor	0%	.0%	8.5%	65.2%	26.2%	141
Total	0%	3.3%	11.3%	66.4%	19.0%	399

Table H20

Address district and state academic learning standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	10.2%	34.5%	50.8%	4.5%	177
Math/Science Teacher	.0%	19.5%	46.3%	34.1%	.0%	41
Counselor	2.6%	10.3%	38.5%	43.6%	5.1%	39
CTE Instructor	.7%	6.4%	21.3%	63.8%	7.8%	141
Total	.5%	9.8%	31.4%	53.0%	5.3%	398

Table H21

Are primarily enrolled in by male students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	3.3%	10.0%	7.8%	67.8%	11.1%	180
Math/Science Teacher	.0%	9.8%	17.1%	56.1%	17.1%	41
Counselor	2.6%	7.9%	10.5%	55.3%	23.7%	38
CTE Instructor	.7%	1.4%	9.9%	63.4%	24.6%	142
Total	2.0%	6.7%	9.7%	63.8%	17.7%	401

Table H22

Are primarily enrolled in by female students.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	11.8%	69.7%	12.9%	4.5%	1.1%	178
Math/Science Teacher	17.1%	61.0%	19.5%	2.4%	.0%	41
Counselor	18.4%	65.8%	13.2%	2.6%	.0%	38
CTE Instructor	22.7%	61.0%	14.9%	1.4%	.0%	141
Total	16.8%	65.3%	14.3%	3.0%	.5%	398

Industrial Education (Industrial Manufacturing and Engineering Systems) emphasizes the following content areas:

Table H23

Welding						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	7.0%	3.5%	4.9%	51.4%	33.1%	142
Total	7.0%	3.5%	4.9%	51.4%	33.1%	142

Table H24

Woods Design and Construction						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.4%	.7%	2.1%	51.4%	44.4%	142
Total	1.4%	.7%	2.1%	51.4%	44.4%	142

Table H25

Metals Design and Construction						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	6.4%	7.8%	9.9%	51.8%	24.1%	141
Total	6.4%	7.8%	9.9%	51.8%	24.1%	141

Table H26

Drafting (CAD)						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	0%	2.8%	3.5%	50.7%	43.0%	142
Total	0%	2.8%	3.5%	50.7%	43.0%	142

Table H27

Pre-engineering						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	5.0%	10.0%	22.9%	45.0%	17.1%	140
Total	5.0%	10.0%	22.9%	45.0%	17.1%	140

Table H28

Automotive						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	18.4%	13.5%	14.2%	32.6%	21.3%	141
Total	18.4%	13.5%	14.2%	32.6%	21.3%	141

Table H29

Home Maintenance (Plumbing, Electricity, etc)						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	7.2%	12.3%	21.0%	39.9%	19.6%	138
Total	7.2%	12.3%	21.0%	39.9%	19.6%	138

Table H30

Project Construction						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	2.8%	2.8%	2.8%	56.0%	35.5%	141
Total	2.8%	2.8%	2.8%	56.0%	35.5%	141

Table H31

Manufacturing						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	4.3%	7.9%	17.1%	52.1%	18.6%	140
Total	4.3%	7.9%	17.1%	52.1%	18.6%	140

Table H32

Architecture						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	1.4%	2.1%	8.6%	54.3%	33.6%	140
Total	1.4%	2.1%	8.6%	54.3%	33.6%	140

Table H33

Electronics						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	12.9%	12.9%	19.4%	39.6%	15.1%	139
Total	12.9%	12.9%	19.4%	39.6%	15.1%	139

Table H34

Transportation and Logistics						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE Instructor	13.8%	21.0%	27.5%	30.4%	7.2%	138
Total	13.8%	21.0%	27.5%	30.4%	7.2%	138

The Industrial Education (Industrial Manufacturing and Engineering Systems) instructor(s) at our school is (are):

Table H35

Regarded as a cooperative member of our high school's teaching staff.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.4%	14.7%	64.4%	17.5%	177
Math/Science Teacher	0%	4.9%	12.2%	65.9%	17.1%	41
Counselor	0%	.0%	7.7%	69.2%	23.1%	39
CTE Instructor	0%	2.8%	8.5%	52.8%	35.9%	142
Total	0%	3.0%	11.5%	60.9%	24.6%	399

Table H36

Active on professional committees within our school district.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.1%	12.4%	16.4%	56.5%	13.6%	177
Math/Science Teacher	.0%	14.6%	17.1%	56.1%	12.2%	41
Counselor	.0%	23.1%	17.9%	41.0%	17.9%	39
CTE Instructor	1.4%	7.1%	17.1%	52.1%	22.1%	140
Total	1.0%	11.8%	16.9%	53.4%	16.9%	397

Table H37

Known for demonstrating high ethical standards.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.4%	18.5%	57.3%	20.8%	178
Math/Science Teacher	.0%	2.5%	27.5%	57.5%	12.5%	40
Counselor	.0%	10.3%	15.4%	53.8%	20.5%	39
CTE Instructor	.7%	2.1%	6.3%	57.0%	33.8%	142
Total	.3%	3.5%	14.8%	56.9%	24.6%	399

Table H38

Known for demonstrating outstanding professional behavior.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	6.7%	20.2%	55.1%	18.0%	178
Math/Science Teacher	0%	4.9%	24.4%	53.7%	17.1%	41
Counselor	0%	10.3%	20.5%	51.3%	17.9%	39
CTE Instructor	0%	2.1%	10.6%	53.5%	33.8%	142
Total	0%	5.3%	17.3%	54.0%	23.5%	400

Table H39

Active in community organizations, boards and events.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	17.5%	27.7%	44.6%	9.6%	177
Math/Science Teacher	2.4%	7.3%	26.8%	51.2%	12.2%	41
Counselor	2.6%	20.5%	28.2%	23.1%	25.6%	39
CTE Instructor	.7%	9.2%	26.1%	42.3%	21.8%	142
Total	1.0%	13.8%	27.1%	42.4%	15.8%	399

Table H40

Supportive of other career student organizations in the school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	3.9%	15.2%	66.3%	14.6%	178
Math/Science Teacher	0%	.0%	14.6%	75.6%	9.8%	41
Counselor	0%	2.6%	10.3%	66.7%	20.5%	39
CTE Instructor	0%	2.1%	7.7%	64.1%	26.1%	142
Total	0%	2.8%	12.0%	66.5%	18.8%	400

Table H41

Supportive of other student organizations and opportunities in the community.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	4.0%	12.5%	67.6%	15.9%	176
Math/Science Teacher	2.4%	2.4%	17.1%	61.0%	17.1%	41
Counselor	.0%	2.6%	7.9%	68.4%	21.1%	38
CTE Instructor	.7%	1.4%	7.7%	60.6%	29.6%	142
Total	.5%	2.8%	10.8%	64.5%	21.4%	397

Table H42

Active in his or her professional organization.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.7%	14.6%	23.0%	47.2%	13.5%	178
Math/Science Teacher	.0%	17.1%	24.4%	46.3%	12.2%	41
Counselor	.0%	15.8%	42.1%	28.9%	13.2%	38
CTE Instructor	.7%	9.9%	29.6%	39.4%	20.4%	142
Total	1.0%	13.3%	27.3%	42.6%	15.8%	399

Table H43

Active and supportive of SkillsUSA in our school.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	6.7%	23.0%	28.7%	26.4%	15.2%	178
Math/Science Teacher	2.6%	15.4%	43.6%	28.2%	10.3%	39
Counselor	13.2%	7.9%	44.7%	18.4%	15.8%	38
CTE Instructor	7.7%	17.6%	21.1%	31.0%	22.5%	142
Total	7.3%	18.9%	29.0%	27.5%	17.4%	397

We would like to know what you think about the reasons that students sign up for Industrial Education (Industrial Manufacturing and Engineering Systems) courses. For each statement, please tell us whether you agree or disagree that students take Industrial Education (Industrial Manufacturing and Engineering Systems) courses for the reason listed.

Table H44

Students are intrinsically interested in the topic area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.0%	3.4%	7.9%	71.3%	17.4%	178
Math/Science Teacher	2.5%	.0%	12.5%	75.0%	10.0%	40
Counselor	.0%	2.6%	5.3%	68.4%	23.7%	38
CTE Instructor	.0%	2.1%	9.2%	65.2%	23.4%	141
Total	.3%	2.5%	8.6%	69.3%	19.4%	397

Table H45

Students are interested in participating in SkillsUSA opportunities						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	6.8%	27.1%	31.1%	29.9%	5.1%	177
Math/Science Teacher	5.1%	10.3%	48.7%	35.9%	.0%	39
Counselor	23.7%	18.4%	31.6%	23.7%	2.6%	38
CTE Instructor	8.6%	27.3%	42.4%	20.1%	1.4%	139
Total	8.9%	24.7%	36.9%	26.5%	3.1%	393

Table H46

Students need an elective to complete their schedule.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	1.1%	9.0%	20.2%	66.9%	2.8%	178
Math/Science Teacher	.0%	7.3%	14.6%	65.9%	12.2%	41
Counselor	2.6%	5.1%	15.4%	69.2%	7.7%	39
CTE Instructor	.7%	8.5%	14.9%	63.1%	12.8%	141
Total	1.0%	8.3%	17.3%	65.7%	7.8%	399

Table H47

Students view the program as a way to prepare for their chosen career.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	5.6%	12.9%	67.4%	13.5%	178
Math/Science Teacher	.0%	2.4%	14.6%	75.6%	7.3%	41
Counselor	.0%	7.7%	10.3%	56.4%	25.6%	39
CTE Instructor	.0%	2.1%	17.9%	67.1%	12.9%	140
Total	.3%	4.3%	14.6%	67.1%	13.8%	398

Table H48

Students view the course as a part of their college preparation.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	.6%	16.9%	31.1%	44.6%	6.8%	177
Math/Science Teacher	2.4%	17.1%	29.3%	51.2%	.0%	41
Counselor	2.6%	23.1%	17.9%	43.6%	12.8%	39
CTE Instructor	1.4%	12.8%	31.9%	47.5%	6.4%	141
Total	1.3%	16.1%	29.9%	46.2%	6.5%	398

Table H49

Students perceive the courses to be easy.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	2.8%	25.0%	31.8%	37.5%	2.8%	176
Math/Science Teacher	.0%	14.6%	31.7%	46.3%	7.3%	41
Counselor	2.6%	21.1%	23.7%	50.0%	2.6%	38
CTE Instructor	.7%	17.7%	36.9%	37.6%	7.1%	141
Total	1.8%	21.0%	32.8%	39.6%	4.8%	396

Table H50

Students have friends who take classes in the subject area.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Administrator	0%	6.3%	21.6%	65.3%	6.8%	176
Math/Science Teacher	0%	2.5%	15.0%	72.5%	10.0%	40
Counselor	0%	10.3%	20.5%	61.5%	7.7%	39
CTE Instructor	0%	4.9%	11.3%	73.2%	10.6%	142
Total	0%	5.8%	17.1%	68.5%	8.6%	397



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