FROM VOCATIONAL SCHOOLS TO COMMUNITY COLLEGES-AN INVESTIGATION OF THIS RESTRUCTURING PROCESS IN A NEWFOUNDLAND SETTING

CENTRE FOR NEWFOUNDLAND STUDIES

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GEOFFREY W. KELLY

FROM VOCATIONAL SCHOOLS TO COMMUNITY COLLEGES - AN INVESTIGATION OF THIS RESTRUCTURING PROCESS IN A NEWFOUNDLAND SETTING

By

© Geoffrey W. Kelly, B.A., B.Ed.

A Thesis submitted to the School of Graduate Studies in partial fulfillment of the requirements for the degree Master of Education

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Abstract

The purpose of this study was to investigate the issues which, according to vocational school principals, are not being adequately addressed by the Department of Career and Advanced Studies in its implementation of a community college system in Newfoundland and Labrador. The community college system will be officially introduced in the province in September, 1987.

Questionnaires were distributed to the 17 vocational school principals who are directly affected by the restructuring process. The data gathered involved the opinions of principals in the areas of the restructuring process, program development, communication with government, budgets and facilities.

From the data it was determined that all administrators agreed that the restructuring of the vocational schools into a community college system was necessary. They did not favour, however, the quality of service being provided by Career Development and Advanced Studies. All had reservations concerning the process and offered recommendations in each area investigated.

The study has determined that the present approach utilized by government is not adequate. It would appear that the Department of Career Development and Advanced Studies needs to reassess its position regarding the restructuring process, program development, communication with schools, budgets and facilities. The restructuring

of the schools was necessary, but the process utilized needs to be reconsidered.

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CHAPTER I

INTRODUCTION

The majority of Canadian provinces have operated a system of community colleges since the 1960's and '70's. Each province, however, has a somewhat different approach to community college development. The province of Newfoundland and Labrador recently has begun to implement such a system thus displacing the vocational schools in post-secondary education.

This study was undertaken to clarify the concept of community colleges in the post-secondary field. In addition, it was necessary to examine the systems currently in place in various areas of Canada, this in conjunction with the development and implementation of a community college system in Newfoundland and Labrador. The impact of this restructuring is being felt throughout vocational schools. An evaluation is in order.

Local administrators are the personnel who have been burdened with the responsibility of instituting change and are the first to receive reaction from staff, students and the public. Thus, they are likely the persons who are best able to evaluate current developments and recommend directions for future growth. This study, then, is an attempt to synthesize the opinions of principals and to arrive at a set of conclusions and recommendations that will aid the Department of Career Development and Advanced

Studies in its implementation of a Newfoundland and Labrador community college system.

Purpose of the Study

The purpose for undertaking the study was to isolate the issues which, according to vocational school/community college principals, are not being adequately addressed by Career Development and Advanced Studies in its implementation of a community college system. It was also determined that a set of recommendations should be compiled to facilitate a smooth and efficient transition from vocational schools to community colleges.

Need for the Study

Besides exploring the difficulties being experienced by vocational school/community college principals in the process of restructuring the vocational school system, it was deemed important to develop a succinct explanation of the concept of community colleges. Many administrators, staff and the general public are uncertain of the basic underlying philosophy of a community college. The information available to these individuals is limited. Finally, local administrators or Career Development and Advanced Studies might utilize this research as an in-service training tool for its personnel.

Limitations

One of the most important limitations of this survey was the limited time available to the researcher. The community college system will be officially introduced in September, 1987. It was therefore necessary to compile information from the participants prior to June 1987, the end of the academic year. Further, the results and recommendations, if they are to have an effect, should be made available before September of this year.

There are 17 vocational school principals in the province, and all of these were included in the sample. Even though it is a small group, the sample represents the entire population of administrators directly affected by restructuring.

A total response of 12 out of 17, or 71 percent, may also be considered a limitation. It may be assumed from this that the principals who responded and added extra comments are those who are particularly interested in seeing a community college system that is effective and beneficial.

The principals in their response to the questionnaire are, in many cases, criticizing their employer - the Department of Career Development and Advanced Studies. This may also be a factor in the rate of response. Even though anonymity was guaranteed, the notion of job reprisal may have been a contributing factor to the rate of response and to the answers to the questionnaire.

Terms to be Defined

Community College: A non-degree granting institution of "tertiary" education with an open-door policy of admissions offering vocational, technical, general education, academic upgrading and/or university transfer courses in programs of one, two or three years.

Open-door Admissions: The policy of admitting all applicants over school-learning age who are capable of benefiting from continuing education.

Principal: That administrator of a vocational school responsible for the implementation of government policy and the overall administration of the institution.

Restructuring: The realignment of 17 vocational schools in Newfoundland and Labrador into a system of 17 community college campuses comprising five regions.

Tertiary Education: A term used in place of post-secondary education which does not denote completion of high school, but rather the passing of school-learning age.

Vocational School: A non-degree granting "tertiary" institution offering preemployment and academic upgrading training in a one-year time frame.

CHAPTER II

The Community College Concept

The field of post secondary education is congested with various types of institutions, each having a basic philosophy or "raison d'etre". The spectrum ranges from vocational schools, universities, colleges, private schools, institutes, to community colleges. Palinchak (1973), states that

> the traditional functions of colleges and universities are firmly entrenched in the minds of most people. However, since the community college is a more recent phenomenon, its purpose and philosophy are too readily interpreted in terms of other institutions. The community college must be seen as an institution in its own right with its own identity and direction. (p. 15)

The general population may mistakenly refer to the community college as one that is only preparatory to university enrolment. Others, however, may misconstrue it to be one that offers terminal training leading to entry into the job market. Gleazer (1966) says that

> the community college has had its most productive development not when it is conceived of as the first two years of the baccalaureate degree program, nor when seen as grades thirteen and fourteen, but as an institution in its own right - a new kind of college - standing between the high school and university - offering broad programs of experiences of value in and of themselves, neither post-high school as such or pre-college as such. (p. 417)

The community college, a development in Canada in the 1960's and 1970's, filled an educational void which had

existed to that time. Education of the population is a critical responsibility in any democratic society, and the role undertaken by the community college aids in this endeavour. J.E. Roueche (1972) states that

> a democratic society cannot sustain itself without a well-educated citizenry capable of influencing its destiny in a responsible manner. Education helps to equalize opportunity by stressing the concept of individual worth and serving as a vehicle for personal and social advancement. (p. 10)

The programmes offered by the community colleges may vary from region to region, since it must be responsive to the needs of the area it serves. They have, though, one feature in common which separates them from other institutions in post-secondary education: they have a policy of non-selective admissions. As O'Connel (1968) states: "Compulsory higher education won't work. But universal opportunity for education after high school (or high school learning age) is another matter. That is what our community colleges are designed to provide." (p. 53)

The community college, a separate, distinct institution, is not then to be confused with other systems in "tertiary" education. (The term "tertiary" is used in place of "post-secondary" since it better describes the level of education provided by community colleges.) Tertiary denotes a level after school learning age, not high school completion. It is not post-secondary, in that it caters only to high school graduates and not to the total population. Through its course offerings and non-

selective admissions, it is available to all who wish to enter. The student who has passed school-learning age is as welcome as the university professor enrolled in a night-time typing course.

Gleazer (1968) defined the role of the community college in this way.

> Educational opportunity is more than a privilege; it is a citizen's right. If the great variety of people who exercise this right are to benefit, a broad range of educational experiences is demanded. The population which moves into the nation's colleges will be a cross section of the American people possessing a wide spectrum of interests, aptitudes, backgrounds, aims, achievements, and cultural determinants. By this reasoning, diversification of educational opportunity is urgently required to match a multitude of individual needs. The community college emerged to meet needs that other institutions could not or would not meet. (p. 14)

As a separate educational institution, the community college has grown and prospered in Canada during the 1960's and 1970's. During the period of 1965-1975, community colleges expanded from one in Alberta to 170 distributed in eight of the ten Canadian provinces. This growth and expansion may have slowed, but the movement has not died. (Newfoundland is introducing a province-wide system of community colleges in September 1987.) The period though from 1965-1975 proved to be a remarkable one. Dennison (1980) suggested that

> it is improbable that any future period in the development of new social institutions in Canada will equal the remarkable decade of 1965-1975. Within that relatively modest time span, society witnessed the conception, birth, and growth to maturity of the public community

> college, an institution which radically revitalized the opportunity for tertiary education among an entirely new generation of Canadians. (p. 3)

The concept of community colleges, though revolutionary in tertiary education, has fulfilled a need. The doors of the institution are open and a comprehensive program is offered. Medsker (1960) described the community college as one

> which offers a variety of educational programs of an academic and an occupational nature, day and evening, for full-time and part-time students; provides an opportunity for student to make up education deficiencies; a well-developed guidance program; performs a variety of special services to the community; and insists on its rights to dignity on its own merits without attempting to resemble a four-year college. (p. 5)

The notion of individuality and distinctiveness is paramount if one is to gain an insight into the concept of community colleges. It is a relatively new institution in Canada and therefore it must set for itself a philosophy and a series of goals which separates it from other systems of tertiary education. The goal of the community college is not to provide education or training to a select segment of the population; it is a democratic institution which does not limit its accessibility. As Gleazer (1968) states, "the whole range of students to be served by the community institution must come under consideration". It is an institution that exists "to provide educational opportunity to all of the population" (p. 52).

Features of Community Colleges

Community college systems in Canada are termed differently in various areas of the country. Quebec uses the term CEGEP, Colleges d'ensignement General et Professional, to describe its system, while Ontario has a system of Colleges of Applied Arts and Technology (CATT). Even though the designated titles may differ widely, there remains an underlying philosophy which separates the community college from other institutions of post-secondary or tertiary education. To understand the concept of the community college, it is necessary to look at the roles of the system and its various characteristics which make it unique in the educational milieu.

R.S. Palinchak (1973) characterized the community college as

> many things to many people. Among the more notable factors that supposedly characterize the community college are its comprehensiveness, open-door policy, community services, adult and continuing education, counselling and guidance, vocational-technical career training, and its potential manifold opportunities to enrich home and community life. (p. 141)

The mandate of the community college is wide and demanding. It is not, by its nature, a static institution that has maintained a common posture throughout its existence. The community college is dynamic and therefore by its flexibility it is able to respond to the demands that justify its position as a vital part of the community it serves.

Admissions Policy

Various reporters have referred to the admissions policy of the community college as "open-door". The Carnegie Commission on Higher Education (1970) defined open-door as the policy of admitting to the college all applicants who are high school graduates or are persons over 18 years of age who are capable of benefiting from continuing education. Foresi (1974) points out that since community colleges were designed to place post-high school education within the range of increasing numbers of individuals with a wide range of skills and potentials, it therefore follows that a policy of "open-door" admissions is requisite.

The admissions policy of the college, if it is to benefit the citizens it intends to serve, must therefore (as previously stated) provide remediation and upgrading. The student is to be admitted if he displays through interviews and basic skills testing, that he has the ability to cope and the interest and ambition to succeed. These individuals must be provided with the facilities and resources to give them a grounding in the skills necessary to complete their chosen programs.

Contingent to the "open-door" policy is the flexible nature of the time frame required to complete a course which the "ill-equipped" student has selected. The academically disadvantaged student cannot and should not

be expected to complete a program in the same length of time as would one who is a recent high school graduate.

Foresi (1974) recommends that in order for the open-door policy to work efficiently, arrangements for extension of time for completing programs should be provided for students who choose programs for which they lack adequate preparation. The policy of admissions utilized by the community college is further associated with the guidance services. This important characteristic of community colleges is dealt with in the section to follow.

Student Personnel Services

Gleazer (1968), Foresi (1974), Ryan (1974), Campbell (1971), and others refer to the necessity of a guidance and counselling facility within a community college. Ryan in Clientele and Community (1974) states that:

> Provisions for an adequate counselling and guidance function can serve a variety of institutional purposes, and the lack of adequate student services may contribute to goal distortion. An 'open door' philosophy of admissions requires an effective counselling service to provide aid to the low ability student and to guide the intellectually able but non-motivated student. Counsellors might also provide the information and stimulus needed by the older students who may not have completed high school but who have the ability and motivation to complete long-term programs. Finally, in institutions offering diverse programs, students will need assistance in selecting programs. (p. 26)

The guidance and counselling services offered by the college are indispensable if students are to be selected

and counselled in course selection and remedial programs. These counsellors provide a wide range of services as categorized by Collins in Junior College Student Personnel Services -- What They Are and What They Should Be (1976).

1. Orientation to college and to educational, personal, and career opportunities.

2. Appraisal of individual potentialities and limitations.

3. Consultation with students about plans, progress, and problems.

4. Participation of students in activities that will supplement and enrich the classroom experience.

5. Regulation to provide optimum conditions for special and academic development.

6. Services enabling the student to go to college, stay in college, and make the transition to further education or employment. (p. 28)

As can be seen from the above list, the main function of the guidance and career counselling service is to provide the student with any help he may require in order to ensure that his community college experience is satisfying and rewarding. The student is aided from the moment he is enticed by college advertising or by other means to apply, throughout his stay at the institution, and finally before graduation when he is provided with placement services to aid him in the procurement of employment. This service is vital in institutions where the clientele are from a variety of backgrounds. As William G. Davis, former Minister of Education for Ontario

stated, "The colleges are planned to meet the relevant needs of all adults within a community, at all socio-economic levels, of all kinds of interests and aptitudes, and at all stages of educational achievement" (p. 10).

Comprehensiveness

The community college - because it is an integral component in the area it serves - must be comprehensive. The college has to justify its existence to the entire community, so therefore it must offer a wide variety of services that cover the whole gamut of interests and expectations of the citizenry. The fact that the college must be comprehensive dictates that the curriculum or programs offered must be wide and varied. In many colleges the university transfer component in its curriculum is of particular importance.

The college provides university credits in a first and/or second year which can then be transferred toward a bachelor's degree in a four-year institution. Because each is usually within commuting distance of the student, the community college offers a chance to complete a portion of an expensive university program while staying at home. It also provides a place where the student can decide if a university education is a realistic choice. Furthermore, this one or two-year stopover before university can provide a period of maturation for the immature student. The younger secondary school graduate

does not have to leave home until he has reached a level of maturity necessary to cope in the larger university environment.

The transfer function offers to the indecisive student or academically disadvantaged student an opportunity to attend college, receive instruction toward university credit at a minimum cost, and to evaluate for himself whether the academic route is right for him. As Gleazer (1968) stated "This 'chance to try' is provided by the community college at minimum cost, financially and socially, to the student and to the state" (p. 51).

In many colleges, career and adult education programs constitute the backbone of the programs offered. These technical, technological, and vocational course offerings provide the student with the opportunity to prepare in one or two years to enter the job market. Gleazer (1980) points out that the community college not only prepares men and women for initial employment but provides programs to retrain and upgrade those who have been displaced from present jobs or forestalled in their advancement to better positions.

Carl Garry (1975) also suggests that the community colleges provide an alternative to university for those who are academically competent, but who want vocational training after grade XII to enable them to join the work force as soon as possible. The college can offer a horizontal alternative to the traditional vertical

process, in that students are able to leave the educational ladder at the optimum level of their abilities and are allowed to proceed horizontally to specialized vocational education.

The community college in its comprehensiveness must also provide adult and continuing education to its clientele. Since it functions in the community at the request of the citizens, it therefore follows that adult and continuing education is an essential component. The institution must cater to the needs of the population and therefore remedial education functions such as basic literacy and academic upgrading must be maintained and advanced.

Students are also welcomed to upgrade their vocational and technical skills in response to increasing technological changes. These students may require grounding in academic skills they did not acquire in school or lack as a result of time spent out of school. The community college can provide people with the tools to advance in their chosen fields and to keep abreast of current technological developments.

The basic literacy component of adult and continuing education is a service that cannot be deleted from the curriculum of a community college. At present, the adult or young adult who is illiterate or functionally illiterate is at a distinct disadvantage in our technological society. Basic literacy and improved

literacy training can provide these individuals with the skills necessary to cope in our world as well as the ability to advance to a vocational, technical or university education. The employment prospects and employability of students are enhanced by these offerings. Sheila Thompson (1974), among others, recommends that remediation, upgrading, foundation or literary skills components be included in the offerings of the community college. Colleges, Thompson says, are increasingly offering integrated programs, recognizing that a deficiency in academic skills has a psychological component that needs to be recognized and worked with if behaviour is to change. Gleazer (1971) refers to this service as "remediation" and reinforces its importance by stressing that the community college has an obligation to provide such a service if it is to be an institution which invites enrollment of all high school graduates and others who can benefit from its programs.

Community Services

The community college by sheer necessity has regularly scheduled classes and a duly registered student population. Beyond this function, however, is the role of the college in the community and the services it provides in addition to its regular programs. Gleazer (1968) includes a wide range of activities under the heading, community services. Some of these are educational

workshops, seminars, institutes, and special lectures; community research and development; widespread use of college facilities by community groups; varied cultural programs; community counselling and guidance; cooperation with employers and placement agencies; the utilization of the physical and human resources of the community college in the instructional program of the college; and public information.

The main function, then, of the community services component in the community college is to reinforce the feeling that the college exists to serve the area in which it is located. It strives to meet the needs of the population and it utilizes its facilities for the benefit of the citizens it serves. Lamar Johnson, (1964) referred to community colleges as ones that are multipurpose institutions and in fact are communities' colleges. Blacker, Plummer and Richardson (1965) described a community college as

> the medium through which the educational services which society must have can be extended to all. Its programs must reflect the needs of the local community as well as the more generalized and shifting needs of a technological and scientific society. By its very breadth and lack of selectivity, it can provide educational services beyond high school for all those who want to take advantage of such opportunities. (p. 43)

The community college must be able to connect with the educational wishes and requirements of its intended audience. According to S.V. Martorana and W.E. Peland (1984), this can be achieved in a number of ways. The

first method is through the utilization of a dynamic curriculum. The college is advised to create and offer courses that are attractive to and essential for all interests areas, individuals and groups. The ability to respond to the changing wishes and demands of a flexible curriculum is required.

Martorana and Peland also recommend co-sponsorship of courses. In this way the college and an organization can design and mount programs together in such a manner that it allows both to be visible and to share credit for the success. Related to this concept is brokering, by which a college sees itself as the center of a group of agencies, organizations, facilities, and places. It sees the entire community as a learning facility and it links, or brokers, people wanting to learn to appropriate community setting. The college, then, is the educational information center for the entire community. It is that facility where citizens may access information relating to course offerings in various subject areas taking place in the community. The college at the same time provides courses, conferences, workshops, and institutes for interested groups, either on campus or in the community.

Governance

The community college is an extension of the community, since it responds to and serves the needs and wishes of the population. It therefore follows that the

governing of such an institution must in some way be controlled or at least influenced by the community itself. The Carnegie Commission on Higher Education (1970) recommended that every local community college district should have elected or appointed board of directors with substantial powers relating to the development and administration of the community colleges within the district. Barbie (1972) pointed out that the college is oriented to the community, controlled by the community, and therefore can be the catalyst for the process by which the values of a free world's culture can be refined and advanced.

Most experts on the concept of community colleges agree that a certain amount of community control and input is necessary in order for the community college to respond to and be aware of local needs. The issue of control, however, is still contentious. Campbell (1974) explains that the community colleges are affected and in part controlled by a variety of agencies and governments ranging from civil, to provincial and federal and including agencies such as Canada Employment. Ryan (1974) states that the effectiveness of a lay board of governors depends to a great extent upon the methods used to select the persons on the board and upon the relationships between the board and the college administration. Ryan also states that "even if lay boards are not selected by the government, they are subject to some extent to

governmental influence if financial support comes from that source, and they are subject to domination of college administrators who serve typically as the board's major source of information of policy recommendations, and of policy implementation. Lay persons, who are not full time in college governance, may even feel inadequate to speak for the community in decision-making" (p. 29).

Local input into the program offerings and the curriculum is not just a desired condition but a necessity. This input, although necessary, need not emanate solely from a local board of governors in control. There are other methods which may be utilized - advisory boards, faculty-student advisory boards, or special community-interest groups. The issue is not one of control but rather one of information. So long as the lines of communication between the population and the college are open and accessed, the philosophy of flexibility and responsiveness will be addressed.

Conclusion

The community college is a multi-faceted institution that is an integral component in the community it serves. It is responsive and flexible and makes itself available to the citizens of the area. Paramount to its organization is its ability to serve the entire community and to assist all those who wish to further their education. The community college is not restricted by

hours or facilities: courses may be offered at night as well as day, and programs may be carried out in a facility convenient for the student. The community college is therefore an institution that belongs to the community and exists to serve its needs.

Community College Structure in Canada

The community college, a virtually unknown post secondary institution in Canada in the 1950's, made its debut across the country in the 1960's and 70's. As with many other "new" ideas in our nation, the United States to the south had an important influence on the development and structure of our system. The United States underwent a change in its post secondary structure between 1900 and 1960 which saw a tremendous increase in the volume of community colleges.

The nomenclature of these colleges changed from "junior colleges" to "two-year colleges" to "community colleges". The term "community" was employed because it best describes the nature of the institution. It is one that reaches out to the community to serve its needs and it strives to be a vital component of the community structure. According to Dennison (1986) the boom in colleges continued in the 40's and 50's and

> by 1960 there were public community colleges in virtually every one of the United States; the total number of two-year colleges grew from 678 in 1961 to 1,100 by the end of that decade. The

> enrolment increase during the same period was from 750,000 to 2,500,000. There has been massive injections of public money into the new colleges with an abundance of political rhetoric accompanying the process. (p. 14)

Transfer of the idea of the community college was on its way to Canada. During the period of growth and expansion in the United States a Canadian community college system was instituted. Community college systems came into vogue in Canada during the 1960's and 1970's, thereby ushering in a new system of post secondary education. Each province, however, was determined to establish a system that was unique in its own right. The ten provinces instituted systems that had individual attributes in terms of structure, governance, and programming. The forces which dictated this surge in community college growth may be attributed in large part to the funding arrangements provided by the federal government in Ottawa.

Throughout the 1960's and 1970's in this country there was continued growth and modification of post-secondary institutions in the provinces. Much of the frantic construction of institutions was undertaken in the early 1960's with the introduction, by the federal government, of the Technical and Vocational Training Act (1960), in which eight hundred million dollars was allocated for training over a ten-year period. Further to this, the Adult Occupation Training Act and the Canada

Manpower Training Program of 1967 increased federal support for training institutions to the provinces.

Variations from one province to another existed in the formation of the community college system, making each unique to the provinces it served. Community colleges by their nature are to be responsive and flexible, thus reflecting the characters, needs, and wishes of the citizens they serve. This basic underlying characteristic may have been the determining factor which influenced the individual identities of the college existing throughout Canada.

The provinces did not collaborate to determine if a single, unified country-wide approach to post-secondary education may have been beneficial. Quebec decided to introduce CEGEP's (Collèges d'enseignement général et professionnel - colleges of general and vocational education) which made a two-year stay mandatory for university-bound students but also provided a two-year terminal program for students entering the work force. Ontario, on the other hand, introduced a system of CAAT's (Colleges of Applied Arts and Technology) throughout the province whose mandate did not include the offering of university transfers.

British Columbia, by the end of the 1960's, had nine colleges which offered university transfer and career programs, seven of which had vocational divisions. Newfoundland, at the other end of the country, introduced

a series of seventeen vocational schools and two colleges, none of which offered university transfers.

The system, then, which was in place in the 1960's was not one which had common characteristics or goals. One contributing factor which influenced the separate provincial structures was the very nature of the provinces in which the systems were instituted. Saskatchewan's system of community colleges is reflective of the very nature of the province; the population is mostly rural and sparsely spread throughout the province. Few permanent facilities or permanent staff are utilized, but the system which exists in 150 community locations offers 750 educational activities. As a consequence, Saskatchewan has a system of colleges that is very flexible and accessible.

Alberta has ten public colleges, three institutes of technology, twenty-one vocational centres, and a variety of post-secondary "consortia" (outside institutions delivering local programs by contracting with a university, college or technical institute). Prince Edward Island has one college (Holland College) which supports nine campuses and therefore is able to provide service to the small population in a small geographic area. The province of New Brunswick has a community college system with nine college regions, while its neighbour, Nova Scotia, does not have a structured community college system. (It is, however, by the sheer number of post-secondary institutions, able to offer a

wide variety of courses to serve the majority of the population). Manitoba, with three colleges, is also able to serve the population but does so with satellite campuses, off-campus programmes, and distance education.

Table 2.1 illustrates the current system operating throughout Canada. The individual nature of each system is evident in the types of institutions government and program offerings.

The Evolution of Community Colleges in Newfoundland and Labrador

The Vocational School System in Newfoundland and Labrador is currently undergoing a change in its structure which will see it evolve from 17 separate campuses, entities unto themselves into a system of five regional community colleges. This change has been heralded by many educators as the route that is necessary if post-secondary education is to evolve into a system which is beneficial and responsive to the needs of Newfoundland and Labrador. The change from a vocational school to a community college system brings Newfoundland and Labrador in line with developments that have been taking place in Canada for the last twenty years

In 1984 the Government of Newfoundland and Labrador decided to restructure the vocational school system into a system of provincial community colleges. The decision taken at that time was not one made in a vacuum nor was it instigated without advice, suggestions, and

Table 2.1

PROVINCE	COLLEGES	GOVERNMENT	PROGRAMMES
Nova Scotia	Univ. Coll. of Cape Breton Adult Vocational Training Centers. Six (6) Universities plus 7 Degree Granting Institutes: N.S. Institute of Tech./N.S. Nautical Institute. Nova Scotia Land Survey Institute/Nova Scotia Agricultural College/Fisheries Training School	Board of Governors	Bachelor Degree in Arts and Science. Diplomas in business and Engineering Tech. Apprenticeable Trades continuing Education
Saskatchewan	Sask. Community College 16 Colleges	Board of Governors. 600 'contact' committees.	Adult Basic Education Brokerage for University & Institutes. Career & Guidance Services.
Yukon	Yukon Comm. College System. (Whitehorse Campus + 11 other communities.)	Agency of Advanced Education and Manpower Branch of the Territory. (Yukon Post-Secondary Education Advisoty Board.)	Pre-employment Community Learning Centers. Mobile Units for College access.
Manitoba	Red River Comm. College. Assinibone Comm. College. Keewatin Comm. College.	1) Adult & Continuing Education Business 2) Post-Secondary Adult & Continuing Education Division of the Dept. of Education. 3) Articulation Council 4) Local Advisory Committees.	No or little transfer. Applied Arts & Business. Health Sciences. Trades & Technologies satelite campuses. Off-campus programmes distance education.

PROVINCE	COLLEGES	GOVERNMENT	PROGRAMMES
Alberta	Albertan Community College system. (10 Colleges)	Boards of Governors Community "Consortia"	Transfer (6/10) Upgrading Comprehensive Courses.
Quebec	CEGEP (30 Colleges)	Boards of Governors	Programme is comprehensive Grade XII, XIII, plus trades.
Ontario	CAAT (90 Campuses)	1) Boards of Governors 2) Prov. Council of Regents for CATT's 3) Ministry of Universities and Colleges 4) Advisory Committee to each College	Comprehensive No transfers except on individual basis.
Prince Edward Island	Holland College (1 College - 9 Campuses)	Board of Governors	Adult & Continuing Education. Applied Arts & Tech. Vocational. Bo University transfers.
New Brunswick	N.B. Community College System. (5 college regions)	Prov. Government through Dept. of Comm. College	Comprehensive/each has a speciality.
British Columbia	5 Institutes/15 Colleges	Governors on Boards appointed by Gov. (Ministry of Education must approve everything)	University transfer.
North West Territories	Arctic College	Board of Governors Board of Directors reporting to Territories. A.D.M. of Advisory Education.	Pre-Employment Teacher Education R.N.A. Secretarial Arts Basic Life Skills/ Adult Education
Newfoundland	Presently under review.		

recommendations from various sources. To comprehend fully the decisions of the government in 1984, it is necessary here to review the developments relating to vocational schools in the province and to review the sequence of events leading to the 1984 decision to restructure.

Vocational Education in Newfoundland and Labrador A Brief History

The first vocational school was opened in Newfoundland and Labrador in December 1945 on the South Side of St. John's Harbour and was named the "Vocational Institute for Ex-Service Men". This school was designed to provide training for returning servicemen who had served in World War II. Those men without marketable skills were unable to compete with civilians and had received on-the-job training at the American base which was located in Pepperell. This school operated from 1945 to 1948, when training there ceased; it was later developed into the Adult Education Centre and operated until 1963. The Federal Government of Canada proclaimed the Technical and Vocational Training Assistance Act in 1961 and the Newfoundland Government as well as other provinces of Canada decided to take advantage of this funding arrangement. Accordingly, in addition to the College of Trades and Technology which was then under construction in St. John's, vocational schools were constructed in the following places: Port aux Basques,

Stephenville Crossing, Corner Brook, Lewisporte, Gander, Clarenville, Burin, Carbonear, Bell Island, Conception bay South and Grand Falls. These were opened in the period between 1963-1965. The overall enrollment in 1965 was 3,780.

In 1964 the College of Fisheries Navigation, Marine Engineering and Electronics was opened in the old facilities vacated by Memorial University of Newfoundland which had earlier moved to a new campus. During 1966-67 two more facilities were opened - the Adult Training Centre and the Heavy Equipment School, both located in Stephenville. In this period of rapid expansion of vocational training in Newfoundland and Labrador, the Government of 1967 received the report of the Royal Commission on Education and Youth under the Chairmanship of Philip J. Warren. In this report Dr. Warren recommended that within the province there be established a series of community college regions servicing the transfer, general, terminal, vocational and continuing education functions. The recommendations were accepted at that time, but the government did not act. Construction of new vocational school facilities was to continue. In 1972-73 schools were opened in Happy Valley, Springdale, Bonavista and Placentia. During 1973-74, both St. Anthony and Baie Verte opened a new vocational school.

In April 1977 the Bay St. George Community College was incorporated to oversee and direct the transmission of

adult education programs in the Bay St. George area. The Stephenville Adult Centre, the District Vocational School at Stephenville Crossing, and the Heavy Equipment School in Stephenville were placed under the control of the Bay St. George Community College.

At the end of this period of growth, little more than twenty years, Newfoundland and Labrador had progressed from a province with few post-secondary school facilities to one with its population (approximately 500,000) having access to 17 vocational schools, the College of Trades and Technology, the College of Fisheries, and the Bay St. George Community College). The question at this point was whether or not Newfoundland would be able to support such a large educational structure, spaced throughout the province, with such a small population base.

By the end of this period many educators and members of the public were dismayed by the services being provided across the province through the vocational school system. Enrollments in the vocational schools were dropping considerably and the lure of traditional courses such as carpentry and electrical was quickly disappearing. The provincial government at this point decided to employ a task force to study the state of post secondary education in Newfoundland and Labrador. To this end "The Task Force on Education, 1980 - Improving School Retention and Post-Secondary Participation - Educational Challenge for the 80's" was appointed under Frank Riggs and R. Crocker.

The Community College Idea in Newfoundland and Labrador

The vocational school system in Newfoundland and Labrador did indeed enjoy a period of growth and did provide essential training for countless Newfoundlanders. The writers of the Task Force on Education, 1980, reported that while the system had provided a valuable service, it was recommended that the vocational school system be phased out and that it be replaced by a community college system similar to those operating in other provinces in Canada. The Commission studied other systems that were currently operating and recommended that the model that best fitted the requirements of Newfoundland and Labrador was one operating in the Province of Saskatchewan.

The Task Force writers pointed out that Newfoundland and Labrador, like Saskatchewan, had a population that is scattered across the province. Then too, the Saskatchewan system did not, when it instituted its community college system, require new facilities; structures and facilities that were currently in place were utilized. The Task Force felt that this same approach would be appropriate-the vocational school facilities could be utilized. It was further felt that Newfoundland and Labrador should follow Saskatchewan's lead in employing a staff mostly on a part-time and temporary basis. Such a staff therefore would enable the college to be more responsive to immediate local needs. The programs that could be offered

would not be tied to a commitment to a full-time staff but rather to the needs and wishes of the local community.

The 1980 Task Force on Post-Secondary Education explained that various reasons and forces had combined to influence them to recommend that a community college system be incorporated into Newfoundland and Labrador. The first of these reasons was that the rest of the Canadian provinces did in fact employ a system of community colleges in the post-secondary education. The Task Force felt that in all probability there was a gap in our post-secondary system. This gap was not being filled by a vocational school structure. It was deemed necessary for a more co-ordinated effort to be launched under a community college structure.

With the increase in the number of post-secondary schools in the 1960's and 70's, the Task Force felt that there may have existed a conflict in program offerings and also an imbalance of programs offered in various areas of the Province. The main point of consideration was that no one institute was clearly mandated to fulfill the Adult and Continuing Education functions. As was stated by the Task Force, "Each agency seems to regard itself as engaged in this area by default. Each agency seems to be attempting to fill gaps left by others. While this helps reduce the number of instances of conflict and duplication of services, it does raise doubts that any agency has a sufficiently broad mandate to meet the demands that exist

in this area" (p. 134). Furthermore, it was stated that with different community needs being spread across the province it was unlikely that there would be the appropriate response by a division of the Department of Education in St. John's.

The Task Force further pointed out that the College of Fisheries and the College of Trades and Technology, both located in St. John's, were not able to meet the individual community needs across the province. It was suggested that some programs be offered in the community where the need, the facilities, and the personnel were available. Also, some courses being offered from St. John's might more appropriately be assigned to a vocational school.

The major problem encountered by the Task Force was that of program development within the province's vocational schools. There was no mandate given to the schools to expand the programs or to develop new programs that were responsive to the needs of the communities. It was suggested that since the schools were under the direct control of the Department of Education, they were unable to institute changes as assessed. The fact was also noted that the staff of the vocational schools were too inflexible to meet the ever-changing demands of a technical society. A full-time permanent staff meant that the same courses were continually being offered. New

staff might be able to offer new programs to meet new demands.

The 1980 Task Force which was engaged to study the system of post-secondary education in Newfoundland and Labrador formulated the recommendation which instigated the restructuring of the vocational school system.

"We see no way in which an innovative climate can be created in the system other than by proposing the creating of what amounts to a totally new structure. This is not to suggest that organizational change will, in itself, lead to improved service. The change must be accompanied by a willingness and a capability to rethink the nature of the programs offered, free from constraints imposed by the existing system. The assignment of responsibility for continuing education at the community level to a single agency, the creation of a means of local governance, and perhaps most important, gaining an explicit mandate to assess and fulfill community needs and, to promote aggressively its available programs should combine to yield a system that is much more flexible than at present and that is capable of increasing participation in both career and continuing education. We therefore recommend:

Recommendation 7.1

That a community college system be established in the Province." (p. 136)

In recommending the formation of Community Colleges in Newfoundland and Labrador the Task Force felt that a programming change was necessary. The courses that were being offered at the time did not often translate into long term employment for the graduates. The choices in the schools were limited, and the only reason students enrolled was because the schools were there. Flexibility of offerings that would reflect the resources of the community and new and innovative courses were recommended. In 1980 there was a duplication of courses, in that many of the vocational schools offered duplicate programs. The Task Force felt that this was unnecessary and that a provincial body should coordinate the programs. Also, it was suggested that specialized programs be offered in various areas.

It was further proposed that the Community Colleges assume responsibility for programs offered by the Division of Adult and Continuing Education and off-campus offerings of the College of Fisheries and Memorial University Extension Service. This was suggested in order to eliminate duplication of effort and increased responsiveness to the needs of the local area. Since community colleges would be governed by a local board of governors, they would therefore be more capable of assessing local needs and providing a more even course offering list throughout the Province.

Further recommendations of the Task Force on Education, 1980, are noted here:

Recommendation 7.2

That the Province be divided into six community college regions, as follows:

Avalon Peninsula

Burin Bonavista

Central Newfoundland

Northwest Newfoundland

Southwest Newfoundland

Labrador

(See Figure 2.1)

Recommendation 7.3

That a board of governors, a director, and a program development staff be appointed for each community college region, and that these officials be responsible for the preparation of a master development plan for each college.

Recommendation 7.4

That the district vocational schools be incorporated directly into the community college regions, and that vocational school buildings serve as primary facilities for the community colleges.

Figure 2.1

Proposed Community College Regions

Recommendation 7.6

That a concerted effort be made, as part of the development activities of each community college, to assess community needs, to promote programs, and to establish an identity within the region served.

Recommendation 7.7

That community colleges be assigned responsibility for all post-secondary, non-university education and for adult and continuing education, with the exception of those functions specifically assigned to other institutions.

Recommendation 7.8

That all vocational school programs be subject to review.

In the Task Force report of 1980 the suggestions of restructuring post-secondary education in the province necessitated another important recommendation. It was suggested that within the Department of Education a separate division headed by an official of Assistant Deputy rank be responsible for post-secondary education in the province. This division would be responsible for all post-secondary continuing education, and manpower training activities.

Government Reaction

The Provincial Government of Newfoundland and Labrador, having appointed the 1980 Task Force on Education, responded to one major recommendation concerning post-secondary education on December 19, 1984. The Task Force had recommended that a separate division be constituted within the Department of Education to be responsible for post-secondary education. The government in December 1984 created a separate Department of Career Development and Advanced Studies. The powers, functions and duties of the Minister extended and included

(a) the supervision, control and direction of all matters relating to career planning, labour market issues and advances and continuing education generally....

The recommendation of the 1980 Task Force had been followed by the government. The new Department of Career Development and Advanced Studies was then in the process of following another major recommendation by responding and reorganizing the vocational school system in Newfoundland and Labrador. In June 1985 the Minister of Career Development and Advanced Studies, then Charles Power, M.H.A. presented a white paper on The Reorganization of the Vocational School System.

The Government proposed over a three-year period to establish a provincial college system of six institutions with 20 campuses, by

1. Consolidating selected vocational schools under the ambit of the boards of the College of Trades and Technology, the Bay St. George Community College, and the Fisheries and Marine Institute.
2. Transferring responsibility for the remaining vocational schools to Boards of Governors.
3. Establishing a division of Colleges within the Department of Career Development and Advanced Studies and abolishing the Division of Vocational and Technical Education.

The Minister further intended to reduce the volume of training in traditional courses by 30-60 percent. Furthermore, there would be new courses introduced which were more relevant to the Newfoundland economy, e.g., oil-related training. Also, while instructors would be displaced by the restructuring program, some of these would be deemed suitable for retraining.

As was pointed out by the White Paper on reorganization, the Crocker-Riggs Task Force of 1980 recommended that the vocational school system be reorganized into a Regional Community College System. It was further stated that the system needed to be revamped in order for it to be more responsive to developments in the province. What was needed, then, was a system that would be flexible and responsive.

The White Paper, as the Reorganization of the Vocational School System, proposed the following:

1. Transfer responsibility for operating vocational schools from the Department of Career Development and Advanced Studies to boards of Governors;
2. Establish a Division of Colleges within the Department Career Development and Advanced Studies, with responsibilities for monitoring and co-ordinating the system;
3. Place the vocational schools located at Placentia, Burin, Bonavista and St. Anthony under the jurisdiction of the Board of Governors of the new Fisheries and Marine Institute, and declare them campuses of that institute;
4. Place the vocational schools at Bell Island, Conception Bay South, Carbonear and Clarenville and the Craft School, St. John's, under the jurisdiction of the Board of Governors of the College of Trades and Technology;
5. Place the vocational school at Port aux Basques under the jurisdiction of the Board of Governors of the Bay St. George Community College;
6. Designate the vocational school at Baie Verte as part of the Fisher Technical College and have both administered by a local board of Governors;

7. Designate the vocational school at Happy Valley a Community College and give it responsibility for all post-secondary education and training in Labrador under a local Board of Governors;
8. Designate the vocational schools at Grand Falls, Gander, Lewisporte and Springdale as a Regional Community College for Central Newfoundland under a local Board of Governors with its central administration to be located in Grand Falls with campuses at the other locations.

The above would result in a provincial College System consisting of six institutions under different boards of Governors, with campuses in approximately twenty different locations throughout the Province.

In 1986 the Provincial government commissioned a report on Employment and Unemployment under the Chairmanship of Dr. Douglas House. The Report on Education and Training in Newfoundland, Education for Self-Reliance, reconfirmed the recommendations of the 1980 Task Force and also the direction taken by the new Department of Career Development and Advanced Studies.

The Royal Commission pointed out that while the vocational schools were necessary during the 1970's and did fulfill a worthwhile role, their function was rapidly becoming obsolete. The enrollment in vocational schools rose from 998 in 1963 to 5,322 in 1966-67. The Commission attributed this increase in demand to cumulative interest

in courses at district vocational schools, federal and provincial involvement in vocational education, and most importantly, student allowances. At the end of the 1960's the daytime enrollment was 6,000.

As can be seen from Table 2.2 and 2.3, enrollment had been steadily declining:

Table 2.2

Vocational Schools and Craft School Enrollment
Newfoundland

Year	Full-time	Part-time
1975-76	5,878	3,461
1976-77	5,417	n/a
1977-78	3,833	n/a
1978-79	3,617	3,309
1979-80	3,177	4,232
1980-81	3,157	5,188
1981-82	3,142	3,625
1982-83	3,731	3,044
1983-84	2,426	3,069
1984-85	2,427	2,749
1985-86	2,266	n/a

Table 2.3

Education/Training Capacity and Percentage of Capacity Used
1985-86

School	Maximum Full-time Capacity (Full-time) Equivalent	Actual Enrollment Jan. 1986	Percentage of Capacity used Jan. 1986
Baie Verte DVS	108	89	82%
Bell Island DVS	77	55	71%
Bonavista DVS	104	72	69%
Burin DVS	326	281	86%
Carbonear DVS	381	201	53%
Clarenville DVS	173	127	73%
Conception Bay S DVS	236	140	59%
Fisher Technical College	630	470	75%
Gander DVS	326	200	61%
Grand Falls DVS	377	240	64%
Happy Valley DVS	293	130	44%
Lewisporte DVS	153	94	61%
Placentia DVS	131	98	75%
Port aux Basques DVS	130	88	68%
Springdale DVS	109	90	83%
St. Anthony DVS	85	56	66%

Source: Department of Career Development and Advanced Studies

The Commission suggested that a multitude of factors may have contributed to the demise of vocational schools in the Province. It was suggested that the employment opportunities for graduates were so low that no incentive existed for people to enroll in the vocational schools. The other factors suggested by the Commission were under-funding, outmoded training, obsolete equipment, inappropriate programming, and staff who were unable to change to meet new demands. The Commission on Employment and Unemployment did follow the Crocker-Riggs Task Force report of 1980 and the White Paper presented in 1984. It was recommended by the Commission also that the district vocational schools, the craft schools and the Bay St. George Community College should be incorporated into a Community college system. The system should be

(a) operated independently of government

(b) administered on a regional basis

(c) co-ordinated through a central co-ordinating committee or board of governors

The Royal Commission also noted that the Provincial Government had instigated needed changes in the vocational school system. "Other omens of change have been the setting up of a new Department of Career Development and Advanced Studies which is currently revamping the province's vocational school systems and the mandating of this Royal Commission to examine the employment

implications of the current education and training programmes".

Restructuring of the Vocational System

From June 1985, when the White Paper on Reorganization was presented and through the following eighteen months the Provincial Government was accepting responses to and criticism of its document. Over 150 submissions relating to restructuring were received during that period. The Town of Gander, while suggesting that the Central Newfoundland area needed to be served by two Colleges, did commend the move to reorganize.

> The plan by the Government of Newfoundland and Labrador to reorganize the Provincial Vocational School System is a bold step which is long overdue. Since inception, these schools have experienced minimal change and have not reflected the changing needs of a developing economy and society. This present move by government to revamp the vocational school system is most welcomed.
>
> On the whole, the Town of Gander applauds government's proposal as contained in the White Paper released late last spring. The plan contains many positive features and, as a general thrust, it is a commendable effort. We endorse the creation of community colleges and the reconsideration being given to the programs offered through the new system.

The Newfoundland and Labrador Association for Adult Education also responded to the White Paper on Reorganization and expressed concern in a number of areas ranging from adult education, gender bias, mandate, system cost, and planning and development. The NLAAE had conducted regional forums and a provincial forum during

September and October 1985. The concerns expressed were gathered from the more than 500 people who attended the forums. The concept of reorganization, though was not at issue.

> All regions of the Province agree that the system of vocational and post-secondary education in the province needs to be changed. There is a common sentiment that the existing system has become unresponsive to changes in the economy and to regional labour market demands. In no case was there a prevailing attitude that the system, as it is presently structured, should remain unmodified. The Minister and his Department were clearly correct in initiating changes in post-secondary education.

There seemed to be within the province a general agreement that the vocational system did need to be reorganized and that the community college system was an answer to this need. The government studied the submissions and briefs and on August 22, 1986, presented a press release outlining the new reorganized system. The new system would be composed of community college regions and three provincial institutes.

> The prime mandate of the community college will be to bring the greatest variety of education and training opportunities to as many people as possible, including the physically and mentally handicapped in these local communities. In addition, the college would act as 'brokers' for the delivery of programs and courses from educational institutions that have provincial mandates and will pursue the development of a mechanism for transfer program and course credits between colleges and institutions.

The five colleges will be structured as follows:

1. THE AVALON COMMUNITY COLLEGE will be responsible for five campuses, namely: the adult learning center (housed in the former Fisheries College on Parade Street), Bell Island, Carbonear, Conception Bay South, (Seal Cove) and Placentia. The headquarters of the Avalon Community College will be located in Carbonear.

2. THE EASTERN COMMUNITY COLLEGE will be responsible for three campuses, namely: Clarenville, Burin and Bonavista. The headquarters of the Eastern Community College will be located in Burin.

3. THE CENTRAL COMMUNITY COLLEGE will be responsible for five campuses, namely: Grand Falls, Gander, Lewisporte, Springdale, and Baie Verte. The headquarters of the Central Community College will be located at Grand Falls.

4. THE WESTERN COMMUNITY COLLEGE will be responsible for four campuses, namely: Bay St. George Community College in Stephenville, Stephenville Crossing, Port aux Basques and St. Anthony. The headquarters of the Western Community College will be located at Stephenville.

5. THE LABRADOR COMMUNITY COLLEGE will be responsible for two campuses: Labrador West and Happy Valley. The headquarters of the Labrador COmmunity College will be located in Happy Valley.

In its press release, the Government also pointed out that a division within the Department of Career Development and Advanced Studies would coordinate and direct program delivery in the new system. "This new division of the Department would ensure that duplication of programs and competition between institutions do not occur. The division's mandate would be to ensure that the education and training needs of the people of the province are met by the new system". The Minister also stated that another important aim of the new system would be to provide not only a variety of courses but also career guidance and employment services in each region. The target date for implementation of the new system, with Colleges being created simultaneously, was to be September 1987.

Current Developments

As of May, 1987, the new Department of Career Development and Advanced Studies is progressing in terms of the reorganizing of the vocational school system into a community college system. The Department has developed an organizational chart and is actively involved in advertising and hiring new personnel. Advisory boards and chairpersons have been appointed for each of the college regions. An implementation steering committee has been appointed with a number of sub-committees. The committees are as follows:

1. Implementation of community colleges to deal with the administration of vocational, adult education and new programs.
2. A subcommittee to deal with the setting up of provincial institutes.
3. Program consolidation subcommittee to deal with consolidation of traditional programs, the updating of such, and their benefits.
4. Instructor training to deal with retraining opportunities for institute personnel.
5. University credit courses to deal with the offering of University credits at the community colleges.
6. Gunding system review to deal with Community College funding and the funding options available to them.
7. Transfer of responsibilities to help provincial institutes transfer to their new mandate.
8. Evaluation subcommittee to monitor and evaluate the changes that have been made to the post-secondary education system.

Progress is also being made in other areas. The Chief Executive Officers for the Cabot Institute of Applied Arts and Technology, The Fisher Institute of Applied Arts and Technology, and the five community college regions are to assume their positions in June or July of 1987.

The target date of September, 1987, for reorganization will in all likelihood, be met; the college

regions are formed and presently, there are studies being conducted to determine the programming needs of each community college region. The recommendations of the 1967 Royal Commission on Education and Youth, the 1980 Task Force, the 1985 White Paper on reorganization of the Vocational School System, and the 1986 Royal Commission Report on Education have been followed in specifying a system of Community Colleges to replace the Vocational System in Newfoundland and Labrador.

CHAPTER III

METHODOLOGY

Research Design

Questionnaires were mailed to the 17 community college campus principals in Newfoundland and Labrador. This was designed to elicit their attitudes toward the restructuring of the vocational school system in a community college system. Each had first been contacted. The questionnaires were administered over a three-week period.

Sample Selection

The participants in the study were the total population (17) of vocational school/community college principals in Newfoundland and Labrador. The locations of these schools are:

Carbonear	Baie Verte	Grand Falls
St. Anthony	Port aux Basques	Lewisporte
Clarenville	Seal Cove	Springdale
Bell Island	Bonavista	Burin
Happy Valley	Placentia	Stephenville
St. John's		

It is held here that the 17 principals would be the ideal participants to determine the quality of, and the problems associated with, the implementation of a new system. These administrators have been involved with the

restructuring process since its inception, and by the sheer nature of their positions are most qualified to evaluate the impact of change. They are in a position to evaluate the policy utilized by the provincial government and to determine its effects on the schools they administer.

Questionnaire

The questionnaire used to elicit responses was divided into two sections (Appendix A). Section 1 contained 20 closed questions requiring the respondent to place an X or ✓ next to the selected response. The majority of the answers (18 of 20) were designated as a yes or no response. The remaining two items required a choice among three responses. Section 2 of the questionnaire contained two open-ended questions. These were included in order to provide participants with an avenue for freedom of expression.

Included also were questions used to tabulate demographic data. The four areas designated were age, gender, educational level, and job experience. A covering letter was attached which outlined the reasons for the survey, the selection of participants, and the necessity of a speedy response.

A questionnaire was mailed to each vocational school and one week from the date of mailing each of the

principals was contacted by telephone to ensure receipt of the instrument. As a follow-up to this, one week later the principals who had not responded were again contacted by telephone to determine the nature of the delay. It was decided by the researcher that seven days from the date of the second contact would mark the termination point for receipt of completed questionnaires.

As of the termination date, four principals chose not to participate. One other justifiably felt that since his college had been designated a community college in 1977, he was not directly involved in the restructuring process.

Scoring the Questionnaire

As stated previously, the questionnaire was divided into two sections with Section One having choices between two or among three responses. The responses of the participants indicated their attitude toward the issue of restructuring addressed in the question. The general areas covered by the questions were:

a. the restructuring process

b. program development

c. communication with government

d. budgets and facilities

The responses were scored on a percentage basis to indicate the proportion of principals who were in favour

of or against certain aspects of the restructuring process.

Treatment of Data

The demographic data was compiled and presented in tables to illustrate the characteristics of the sample selection. The twenty closed questions were treated on a percentage basis which illustrated the proportion who favour or disfavour certain aspects of restructuring.

The open-ended questions were treated with qualitative analysis. The restructuring of the vocational school system is on-going and will be officially introduced in September 1987. Field and Moores (1985) suggest that if a topic has attracted little previous information about it or is not fully developed, then an exploratory, descriptive study using qualitative methods should be utilized. This suggestion has been honoured here.

CHAPTER IV

RESULTS

Sample Selection

The questionnaire used in this study was designed to elicit responses which indicate the attitudes of community college principals toward the restructuring of the vocational school system. The areas investigated are as follows:

a. the restructuring process

b. program development

c. communication with government

d. budgets and facilities

The questions which address the areas listed above will be dealt with on a percentage basis which will indicate the proportion of principals who favour or disfavour certain aspects of the new community college system.

The following tables (Tables 4.4, 4.5, 4.6, 4.7) are a synthesis of the information obtained from the responses to the demographic data requested in the questionnaires.

Table 4.4

Age of Principal

20 - 30		
30 - 40	3	25%
40 - 50	4	33%
50 - 60	5	42%
60+		
Total	12	100%

Table 4.5

Gender of Principal

Male	12	100%
Female	0	0%
Total	12	100%

Table 4.6

Educational Level of Principal

High School		
Trade/Technical/Vocational School	4	33%
College	2	17%
University	6	50%
Total	12	100%

Table 4.7

Principal's Length of Service

2 years	1	8%
4	1	8%
6	2	17%
12	2	17%
14	2	17%
15	2	17%
19	1	8%
24	1	8%
Total	12	100%

Description of the Demographic Data of the Sample Selection

The mean age of the principals in the sample selection was between fifty and sixty years of age. Of the sample, 42 percent fell within this age range (Table 4.4) and 100 percent were male (Table 4.5). Also, 50 percent had enrolled in or had completed a university degree program (Table 4.6). The mean length of service of the principals was 11 years and 10 months (Table 4.7).

It is noteworthy that while the mean age was between fifty and sixty years of age, 50 percent had had university training. Also, it is noteworthy that there are no females holding a principal's position in a community college in Newfoundland and Labrador (Table 4.5).

Questionnaire

Of the 17 questionnaires distributed there was realized a 71 percent return (12 of 17). Through discussions with the principals during two telephone contacts, some of the following factors may have contributed to the rate of return:

(a) a fear of criticizing the Department of Career Development and Advanced Studies

(b) a fear that anonymity would not be maintained

(c) a fear of job reprisal

(d) work load burden

(e) a lack of interest in the survey being conducted

The respondents to the questionnaires, in the majority of cases, did not simply respond to the questions with a single yes or no answer. The majority included comments inserted next to the questions, and three respondents included separate letters or papers addressing the issues involved in the questions.

In some instances, not all questions on the questionnaires were answered, in which case the nonrespondent was deleted from the percentage computation.

Below are the closed questions and the percentage computation:

1. Was it necessary for Career Development and Advanced Studies to restructure the vocational school system in Newfoundland?

Yes	12/12	=	100%
No	0/12	=	0%
Total	12	=	100%

2. Was it necessary for Career Development and Advanced Studies to restructure the vocational school system into a community college system?

Yes	12/12	=	100%
No	0/12	=	0%
Total	12	=	100%

3. In your position as a community college principal, do you feel that the community college system is better able to meet local needs than the vocational school system?

Yes	12/12	=	100%
No	0/12	=	0%
Total	12	=	100%

4. Before restructuring, did Career Development and Advanced Studies carry out a needs assessment in your region to determine the necessity of a community college system?

Yes	3/11	=	27%
No	8/11	=	73%
Total	11	=	100%

5. From your position as a campus principal, do you feel there was adequate planning undertaken by Career Development and Advanced Studies before the restructuring of the vocational school system was begun?

Yes	2/12	=	17%
No	10/12	=	83%
Total	12	=	100%

6. How do you, as a community college principal, regard the pace of restructuring the vocational school system?

The pace is too slow	4/11	36%
The pace is appropriate	5/11	46%
The pace is too fast	2/11	18%
Total	11	100%

7. Has the Department of Career Development and Advanced Studies provided sufficient in-service training for principals to educate them in the underlying philosophy of community colleges?

Yes	2/12	17%
No	10/12	83%
Total	12	100%

8. Do you feel that the morale of the instructional staff has changed since the restructuring of the vocational school system into a community college system?

The morale of staff has improved	2/12	17%
The morale of staff is unchanged		
The morale of staff has deteriorated	10/12	83%
Total	12	100%

9. Has the Department of Career Development and Advanced Studies provided an adequate budget allocation in the following areas to allow for restructuring:

a. Capital works

Yes	3/9	33%
No	6/9	67%
Total	9	100%

b. New instructional staff

Yes	2/8	25%
No	6/8	75%
Total	8	100%

c. Resource centres

Yes	4/9	44%
No	5/9	56%
Total	9	100%

d. Guidance services

Yes	1/8	13%
No	7/8	87%
Total	8	100%

e. New programs

Yes	1/8	13%
No	7/8	87%
Total	8	100%

10. Has Career Development and Advanced Studies undertaken a needs assessment to determine which new courses should be instituted into community colleges?

Yes	2/11	18%
No	9/11	82%
Total	11	100%

11. Should each community college region have autonomy regarding the instituting of new courses?

Yes	9/11	82%
No	2/11	18%
Total	11	100%

12. Should there be a program development officer on the staff of each community college region?

Yes	9/11	82%
No	2/11	18%
Total	11	100%

13 Is the Department of Career Development and Advanced Studies providing adequate program development services to the community colleges?

Yes	3/11	27%
No	8/11	73%
Total	11	100%

14. Is there sufficient consultation between the community colleges and the Department of Career Development and Advanced Studies regarding program development?

Yes	3/11	27%
No	8/11	73%
Total	11	100%

15. Is there adequate consultation between Career Development and the local community colleges before decisions affecting the local campuses are made?

Yes	2/12	17%
No	10/12	83%
Total	12	100%

16. Has Career Development and Advanced Studies sought input from you, as a community college principal, before making decisions that affect your campus in the following areas?

a. Capital works

Yes	4/11	36%
No	7/11	64%
Total	11	100%

b. Instituting new programs

Yes	4/11	36%
No	7/11	64%
Total	11	100%

c. Phasing out program

Yes	5/11	45%
No	6/11	55%
Total	11	100%

17. Do you feel that you are being asked to be a contributing member of the decision-making team within the Department of Career Development and Advanced Studies?

Yes	5/12	42%
No	7/12	58%
Total	12	100%

18. Should each local community college campus have a resource centre?

Yes	12/12	100%
No	0/12	0%
Total	12	100%

19. Should each local community college campus provide student counselling for program and career guidance?

Yes	10/12	83%
No	2/12	17%
Total	12	100%

20. Should each local community college campus offer university level courses?

Yes	7/11	64%
No	4/11	36%
Total	11	100%

Questions 1, 2, 3 addressed the process of restructuring the province's vocational school system. Of the respondents, 100 percent felt that it was necessary to restructure into a community college system which is better able to meet the needs of the area in which it is located. The principals, however, did not feel that a needs assessment had been carried out, and they also felt that adequate planning had not been conducted. Eight out of eleven felt that there had not been a needs assessment, while ten of twelve felt that there had been insufficient planning.

The pace of the process did involve a mixed reaction from principals. Four felt it to be too slow; five thought it appropriate; and two thought it to be proceeding too quickly. The respondents also considered that insufficient training had been provided them in the

community college philosophy. Eighty-three percent (10 of 12) felt that they had not received adequate training. They also indicated, by the same margin, that the morale of the instructional staff had deteriorated as a result of the impending installation of new community college system.

The following question (9) dealt with budgets - in all areas the majority of the principals felt that adequate budget allocations had not been provided. Questions 10 - 14 dealt with the areas of program development and new programs. In all cases, the majority of principals felt that the issue had not been properly addressed by Career Development and Advanced Studies. The next three questions, 15 - 17, concerned the level of communication and consultation between the community college campuses and government. Again, in all cases, most principals felt that this issue was not being handles appropriately.

The majority of principals agreed, through the remaining three questions, that each campus should have a resource centre, a guidance service, and university course offerings.

The two open-ended questions in Section 2 of the questionnaire provided space for the participants to express their views in a non-structured manner. Question 1 dealt with the main areas of concern that should be addressed immediately by Career Development and Advanced

Studies. This question elicited a large number of responses which ranged from the quality of program development to the necessity of more consultation between the campuses and the provincial government.

Question 2 was directed at the future requirements for the new community college system in Newfoundland and Labrador. This section also elicited many remarks which ranged from an update of facilities to the need for a continuation of academic upgrading and basic literacy training.

The recommendations of the principals are outlined below. Since a number of respondents presented similar suggestions, those which were repetitious have been deleted from the list.

From your position as a vocational school/community college principal, what do you see as the main areas of concern that should be addressed immediately by the Department of Career Development and Advanced Studies?

1. Needs assessment to determine training needs.
2. Consolidation of programs to eliminate duplication.
3. Training should be based on employment potential.
4. Local input on all decisions that have an impact on programs offered in a region.
5. Staff retraining. Programs must be identified, staff selected for new ones, and redundant staff informed of their status.
6. Each college must have <u>professional</u> program development capability.

7. Decisions on operational and capital outlay made locally with local tendering of contracts, supplies and services.

8. Vigorous public relations and advertising campaign to keep the public informed of community college developments.

9. The involvement of provincial politics and politicians in post-secondary education.

10. The influence of politics within Career Development and Advanced Studies on departmental appointments and campus allotments.

11. An immediate response by Career Development to public, community, and staff relations, and to renewal of programs and the instituting of new ones.

12. A convening of a conference of the Presidents of the Institutes, Community College Principals, Minister, Deputy Minister and Assistant Deputy Ministers to answer the questions of the principals and to clear up the confusion concerning the community college concept.

13. Changes are being made in a "top-down" manner rather than having consultation with and input from the college regions.

14. A better manner of allocating funds to the colleges is needed.

15. Restrict any system-wide phase down of staff until everyone knows what the staffing of the community college system will require.

16. "Brokering" of the diploma programs should be accelerated to provide first year of as many programs in as many areas as possible. Many diploma programs have a high degree of common academic content.

17. More courses should be instituted in, and more research and assessment conducted into, the renewable resource sector - farming, forestry, and fishing. Also, more in nonrenewable industries such as mining and off-shore development.

18. Instituting of new programs, such as first year university, by Career Development, with inadequate facilities and insufficient lead time to make necessary changes.

19. Boards of Governors and Chief Executive Officers for each region should be appointed immediately, whose top priority should be to conduct a needs assessment for each college.

20. Centres of excellence for various training programs should be chosen and these given funding for the expense of providing state-of-the-art equipment.

21. The Department of Career Development should provide for professional development of personnel, computerization, and distance education.

Having been a principal before and during the restructuring period, what do you foresee as the direction the community college system should be taking in terms of long-term development? Where should we direct our efforts?

1. The community colleges should concentrate on the literacy problem facing many of our adult population.

2. Update training facilities and instructional staff to that required by industry.

3. Develop an extensive out-reach program as a means of bringing training closer to the people.

4. Provide direct linkages between programs and economic development.

5. Promote the concept of education to employment.

6. Set specific objectives for areas such as literacy, numeracy, participation rates, unemployment rates, etc.

7. An innovative application of technology to primary resources and secondary processing.

8. Where demand has been, and appears to be steady into the future, for trades or technical courses, establish centres of excellence with standardized courses on as-needed basis in other campuses feeding into these centres.

9. All other courses, except centres for excellence, should exist in any campus, so long as the need exists. Through close liaison with Canada Employment, Apprenticeship Training, etc., all campuses should have the ability to respond immediately to any shift in labour demand.

10. "Common-Core" technologies for first-year students should be implemented in certain regions.

11. Introduce more programs which allow for general academic training to facilitate a student's opportunities in longer programs at specialized institutes.

12. A comprehensive examination must be undertaken of the role of each college campus and provision must be made in the long-term development plan for the growth of these campuses. This must be done not just on a regional basis but on a provincial basis.

13. More emphasis must be placed on academic upgrading to allow for training and retraining of unqualified individuals.

14. Publicity campaign to change public opinion affected by some of the adverse publicity we have received in the past.

15. The formulation of a plan to "reach out" to all areas of the colleges' geographic regions so that people have a sense of participation in, and identification with, their community colleges.

16. Develop a system of in-service training for all staff at the colleges to ensure that professional and personal development is a key component of planning in this new system.

17. Provide adequate public day-care facilities to our students, especially single parents and those who cannot afford the expense of day care.

18. The long-term development of a community college system should be aimed at the job potential of the present and the future (5 - 10 years). Quantity requirements are as important a factor as quality. We should not train/educate for jobs that do not exist; where we do train, the product should be "state-of-the-art". Restructuring will accomplish nothing if the dollars are not available to do the job. Facilities, as they exist, do not provide training for the <u>real</u> job market. One cannot expect to produce a 1980's product with 1960's facilities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The questionnaires provided the community college principals with an opportunity to express their views concerning the restructuring of the vocational school system in Newfoundland and Labrador into a system of community colleges. From the data collected, there are certain conclusions that have been reached and recommendations formulated.

Conclusions

It must be concluded from the data collected that the restructuring of the vocational school system was necessary. All principals agreed with the new community college concept. They are, however, doubtful of the process that was and is being utilized by government. The fact that they agreed in large measure that neither a needs assessment nor sufficient planning was conducted is indicative of their displeasure. Comments by principals better illustrate this point:

> No, there was not sufficient planning unless there was a lot of internal planning at the department level.
>
> No, we were not involved in the planning.
>
> No, a needs assessment was not carried out (but was) requested by administrators for several years.

> No, a needs assessment was not carried out - not to my knowledge.

> No, a needs assessment was not carried out - to the best of my knowledge.

The pace of restructuring elicited a mixed reaction from the participants. The principals did not agree; however, 46 percent, the majority, felt it was appropriate. One respondent felt that "We are unable to comment on this due to being told what is going to happen after it has happened."

In-service training provided by the Department has been lacking according to 83 percent and the same percentage felt that staff morale had deteriorated. One principal addressed the issue of staff morale,

> I believe that the question of staff training and/or retraining must be immediately addressed. Programs must be identified, staff selected for these new programs, and redundant personnel informed of their status. We are not doing justice to people, nor our system, by keeping their lives 'on hold'.

The participants agreed that adequate budget allocations had not been provided. One principal stated: "Monies were recently allocated to our campus but very little detail as to its use." Another did not answer but stated, "Unknown at this time"; another, "Not to date"; while another replied "This is in progress". Further: "At this time, details on these items (budgets) are rather scant. It is difficult to evaluate." Finally, "We are not aware of any planned activities in this sector".

The section of the questionnaire which addressed the issue of program development and new programs was an area that reflected agreement among the respondents. They did not feel that the Department of Career Development is properly addressing the issue. The section on consultation and communication again provided general agreement. Over 80 percent felt that there is insufficient consultation between the Department and the campuses before decisions are made.

The overall theme which appears to run through the entire questionnaire and the individual comments of principals is that there has not been sufficient planning, and that the Department is not consulting with regions or campuses before decisions are made. In Section 2, principals referred to the notion of "top-down" decision making and the influence of politics in the running of the Department. The fact that most agreed that a needs assessment for the colleges or for new courses had not been conducted is important. From principals' comments it appears that there exists a communications gulf between the local administrators who implement policy and the policy makers. One principal summed it up in this manner: "If there is a master plan for long-term development of the post-secondary system, it is the best-kept secret in the province."

Question 1 of Section II addressed the notion of issues that presently are in need of an immediate response

by government. Many of the principals felt that the problems of staff training, retraining, and status should be addressed immediately. They also stressed that needs assessments should be conducted before new courses or updated courses are implemented. State-of-the-art equipment and new facilities were felt to be necessary. Also, principals felt that politics and politicians are too often influencing decisions in Career Development. Again, the principals agreed that there must be more consultation between parties involved before the implementation of policy is begun.

Question 2 in this section was related to long-term goals and objectives, and again the concept of planning and assessing needs came to the forefront. In Section I, the principals expressed the belief that an assessment was not carried out, but they did stress the fact that it is a necessary component of a sound community college system. The upgrading and basic literacy components of adult and continuing education were considered to be an integral program requirement. The respondents also stated that without new facilities, new equipment, and new courses, the community college concept will result only in a name change for vocational schools.

It can be concluded, then, that the principals, in concert, are suggesting that the Department of Career Development and Advanced Studies must set long-range goals that have been established following sufficient planning

and consultation. The economic conditions and the nature of the province should dictate the program offerings. As stated, "We should not train/educate for jobs that do not exist; where we do train the product should be 'state-of-the-art'." "Determine the needs of each region, set goals, and implement programs to meet these needs."

The general feeling expressed by the principals can be summarized in the following comment expressed by one of the respondents:

> A comprehensive examination must be undertaken of the role of each college campus and provision must be made in the long-term development plan for the growth of these campuses. This must be done not just on a regional basis, but on a provincial basis.

Recommendations

The responses to the closed questions and the remarks gleaned from the open-ended questions do require that a set of recommendations be compiled. The restructuring of the vocational school system was deemed necessary, but there are certain consequences to be examined, as was indicated previously. The following is a list of recommendations concerning the new community college system in Newfoundland and Labrador.

1. A needs assessment should be conducted to determine the nature of programs to be offered by the colleges.

2. A series of provincial forums should be convened to inform the community college administrators and staff of the future direction of community colleges.
3. All members of the instructional staff should be informed of their status within the new system.
4. A professional program development staff that is immediately responsive to the needs of the colleges should be put in place.
5. A communications network should be implemented, this to facilitate consultation between parties before policies are introduced.
6. The introduction of budget policy which addresses the need for new and flexible programs should be introduced. This is to be done in consultation with the college regions to provide for the instituting of new and advanced training.
7. A public relations campaign should be mounted in an continuing manner to keep the public informed of the nature and direction of post-secondary education.
8. There should be the formulation of a long-range plan which provides for the growth and development of each of the community college campuses.
9. There should be the introduction of a staff development and training program to provide for personal and professional development.
10. Guidance services and resource centers should be provided to each community college campus.

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APPENDIX A

Questionnaire

Bldg. 804, Apt. 41
Pleasantville
St. John's
Newfoundland

May 6, 1987

Dear Sirs:

I am presently on educational leave from my position as Supervisor of Instruction at the Baie Verte Campus of the Central Community College. I am conducting a study of the new community college system and the continuing process of restructuring the vocational schools in Newfoundland and Labrador.

Would you please complete the attached questionnaire and return it to me as soon as possible. In order for me to complete my thesis the results of the questionnaire must be tabulated during the month of May. Since the community college principals are in the best position to evaluate what is happening, the input I receive from you is critical to our research. I believe that the recommendations that will arise from the information you provide will have an impact on the decision makers and the decision-making process presently utilized by the Department of Career Development.

Please feel assured that all information contained in the questionnaire will remain confidential and the respondent anonymous. Any additional comments you may wish to make regarding any aspect of the new community colleges would be greatly appreciated. I will share with you our findings as soon as they become available.

I want to thank you in advance for your cooperating with me in my research.

Yours truly,

GWK:pc

Geoffrey W. Kelly.

The purpose of this questionnaire is to elicit the opinions of community college principals concerning the restructuring of the vocational school system and the implementation of the community college system.

Please respond to ALL items on this questionnaire as well as to the information requested on the last page.

Thank you.

1. Was it necessary for Career Development and Advanced Studies to restructure the vocational school system in Newfoundland?

   Yes, it was necessary to restructure _____

   No, it was not necessary to restructure _____

2. Was it necessary for Career Development and Advanced Studies to restructure the vocational school system into a community college system?

   Yes, a community college system was necessary _____

   No, a community college system was not necessary _____

3. In your position as a community college principal, do you feel that the community college system is better able to meet local needs than the vocational school system?

   Yes, the community college system is better able to meet local needs _____

   No, the community college system is not better able to meet local needs _____

4. Before restructuring, did Career Development and Advanced Studies carry out a needs assessment in your region to determine the necessity of a community college system?

   Yes, a needs assessment was conducted _____

   No, a needs assessment was not carried out _____

5. From your position as a campus principal, do you feel there was adequate planning undertaken by Career Development and Advanced Studies before the restructuring of the vocational school system was begun?

   Yes, there was sufficient planning _____

   No, there was not sufficient planning _____

6. How do you, as a community college principal, regard the pace of restructuring the vocational school system?

   The pace is too slow _____

   The pace is appropriate _____

   The pace is too fast _____

7. Has the Department of Career Development and Advanced Studies provided sufficient in-service training for principals to educate them in the underlying philosophy of community colleges?

   Yes, there has been adequate in-service training _____

   No, there has not been adequate in-service training _____

8. Do you feel that the morale of the instructional staff has changed since the restructuring of the vocational school system into a community college system?

   The morale of staff has improved _____

   The morale of staff is unchanged _____

   The morale of staff has deteriorated _____

9. Has the Department of Career Development and Advanced Studies provided an adequate budget allocation in the following areas to allow for restructuring:

   a. Capital works Yes _____ No _____

   b. New instructional staff Yes _____ No _____

   c. Resource centres Yes _____ No _____

   d. Guidance services Yes _____ No _____

   e. New programs Yes _____ No _____

10. Has Career Development and Advanced Studies undertaken a needs assessment to determine which new courses should be instituted into community colleges?

Yes, Career Development carried out a needs assessment ____

No, Career Development did not carry out a needs assessment ____

11. Should each community college region have autonomy regarding the instituting of new courses?

Yes, each college region should have autonomy ____

No, each college region should not have autonomy ____

12. Should there be a program development officer on the staff of each community college region?

Yes, there should be a program development officer on staff ____

No, there should not be a program development officer on staff ____

13. Is the Department of Career Development and Advanced Studies providing adequate program development services to the community colleges?

Yes, Career Development is providing adequate services ____

No, Career Development is not providing adequate services ____

14. Is there sufficient consultation between the community colleges and the Department of Career Development and Advanced Studies regarding program development?

Yes, there is sufficient consultation ____

No, there is not sufficient consultation ____

15. Is there adequate consultation between Career Development and the local community colleges before decisions affecting the local campuses are made?

Yes, there is adequate consultation and communication _____

No, there is not adequate consultation and communication _____

16. Has Career Development and Advanced Studies sought input from you, as a community college principal, before making decisions that affect your campus in the following areas?

a. Capital works Yes _____ No _____

b. Instituting new programs Yes _____ No _____

c. Phasing out programs Yes _____ No _____

17. Do you feel that you are being asked to be a contributing member of the decision-making team within the Department of Career Development and Advanced Studies?

Yes, I am being asked to be a contributing member of the decision-making team _____

No, I am not being asked to be a contributing member of the decision-making team _____

18. Should each local community college <u>campus</u> have a resource centre?

Yes, each campus should have a resource centre _____

No, each campus need not have a resource centre _____

19. Should each local community college <u>campus</u> provide student counselling for program and career guidance?

Yes, each local campus should provide counselling services _____

No, each local campus need not provide counselling services _____

20. Should each local community college <u>campus</u> offer university level courses?

Yes, each campus should offer university courses ___

No, each campus need not offer university courses ___

1. From your position as a vocational school/community college principal, what do you see as the main areas of concern that should be addressed immediately by the Department of Career Development and Advanced Studies?

2. Having been a principal before and during the restructuring period, what do you foresee as the direction the community college system should be taking in terms of long-term development? Where should we direct our efforts?

The following information on you as a community college principal will assist in a more comprehensive treatment of data and analysis of results.

Your age

____ between 20 and 30

____ between 30 and 40

____ between 40 and 50

____ between 50 and 60

____ over 60

Gender

____ Male

____ Female

What is the highest level of education you have completed?

____ High School

____ Trade or Technical or Vocational School

____ College

____ University: level _____

How long have you been in the position of vocational school/community college principal?

_____