COMPREHENSIVE HIGH SCHOOL PRINCIPAL’S PERCEPTIONS OF CAREER CENTERS IN THE YEARS 2007 AND 2012

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The focus of this study centers on the idea that there is little research that examines the perceived role of contemporary career centers. A sample of participants which included comprehensive high school principals were surveyed to gain their past and current perceptions about the roles of career centers. Although this study revealed certain limitations, the results of this study could be applied to other areas with similar demographics to the comprehensive high schools utilized most frequently in this study. As a result of a paired samples $t$ test, this study found significant increases ($p < .001$) in comprehensive high school principal’s perceptions about career centers and their benefits in 2012 compared to 2007 with the exception of three specific questions.
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CHAPTER I: INTRODUCTION AND STATEMENT OF THE PROBLEM

Career and technical education (CTE) has been a federally funded program for more than 90 years (Gentry, Peters & Mann, 2007). CTE emphasizes the teaching of employable skills, educational pathways, and subject matter taught in the context of career pathways at both high school and colleges (Association for Career and Technical Education, 2007). In turn, career centers often organize their curriculum via career pathways, which blend occupations skills (i.e. automotive technology, business administration, culinary arts, etcetera) and academic study in English, math, social studies, and science. Typically career centers are high schools that enroll juniors and seniors, however there are also many opportunities for adult education as well.

CTE programs are an option for students at the high school level who have reached junior or senior status. Students often choose that option if they wish to learn a skill prior to graduation or prepare for specific careers after they graduate high school (Gentry, Peters & Mann, 2007). Career center students are enrolled at both a career center and a comprehensive high school; as a result they must satisfy the graduation requirements of their comprehensive high school as well as the requirements at the career center. The requirements for completion at the career center are often tied to occupation credentials.

Importance of the Study

This study is important in describing the contemporary and recent shifts in perception related to the role of career centers. A review of related literature described several shifts in instructional outcomes of career centers; while the study itself describes the result of those changes on comprehensive high school principals’ perceptions. Findings in this study can be utilized by faculty and staff at career centers to more specifically publicize potential instructional shifts, including program outcomes. As a result, they may be better able to serve the workforce
education and development needs of their students, communities, and other program stakeholders.

**Statement of the Problem and Research Questions**

Little research existed that examined the contemporary perceptions of comprehensive high school principals in relationship to the role of career centers. In this study, the author examined the perceived roles of career centers in relation to education for work and academic study, through the use of an online survey. A sample of comprehensive high school principals from across the state of Ohio were surveyed in hopes to gain information about their perceptions about career centers as well as information about how career centers have changed over a period of five years. In order to study this further my research questions are:

1) Do comprehensive high school principal’s perceptions of career centers change over time?
2) Do comprehensive high school principal’s perceptions of career center benefits change over time?

**Personal Interest**

During my senior year of college, I completed methods and student teaching at a local career center. Before being placed at a career center to complete coursework, I knew very little about career centers. By completing my coursework at a career center, I was able to learn about how these schools run, the programs that are offered, and the students who attend them. For example, I learned that career centers require students to take academic courses for half of the day, and for the other half, they study their chosen career path. With this, I learned that many of the programs offered at career centers provide students with credentials to use in the work force after graduation, and I learned that all types of students choose to enroll in career centers. I will also be working as a full time teacher at a career center beginning this fall. Prior to these
experiences I had a negative perception of career centers. In fact, I thought of career centers as a school for students who performed low in comprehensive high schools. After these experiences, my entire perception of career centers changed. I began to see career centers as a school for students who planned to pursue additional training after high school. I noticed the many benefits offered to students who attend career centers, and most of all I realized that career centers are not just a school for students who perform low in comprehensive high schools. In fact, the majority of the students I worked with exceeded my expectations. Due to the fact that I spent quite a bit of time completing coursework, and that I will be working as a full time teacher at a career center, this may also be a bias of mine.

**Summary of Chapters**

The purpose of Chapter Two is to review the relevant literature about career centers. This chapter explains how career centers have shifted over time, due mostly in part to the change in legislation, as well as the change in economy needs. Perceptions of career centers are addressed, including the perceptions of the media, policymakers, and the general public. Next, Chapter Three explains the methods and procedures used in this study. A quantitative design was used throughout the course of this study. Chapter four explains the findings of this study in relation to a paired samples \( t \) test. Chapter five explains the conclusions that were made and the learning outcomes that came from completing this study. With this, chapter five describes implications and recommendations of this study for future researchers, career center staff, and parents of students who are thinking about attending a career center.

**Definition of Terms**

The following terms and acronyms are defined to add clarity to this study:
1. **Career Centers**: high schools that typically enroll juniors and seniors, and organize their curriculum via career pathways which blend occupations skills (i.e. automotive technology, business administration, culinary arts, et al.) and knowledge with academic study in English, math, social studies, and Science.

2. **Career Pathway**: education and training programs which allow students to secure a job or advance in an occupation

3. **Career Readiness**: ability to enter an entry-level position after high school graduation

4. **CTE**: emphasizes the teaching of employable skills, educational pathways, and subject matter taught in the context of career pathways at both high school and colleges (Association for Career and Technical Education, 2007)

5. **Comprehensive High School**: public high schools which include grades 9-12

6. **Home School**: the original comprehensive high school which the student is enrolled in prior to enrolling at a career center
CHAPTER II: REVIEW OF LITERATURE

Introduction

This chapter presents a thorough review of the literature related to the role of career centers and is arranged as follows: CTE-related Legislation, Role of CTE, Outcomes of Education via Career Centers. This chapter also outlines the specific student benefits for those students who decide to pursue a CTE program, and the problems with comprehensive high schools. With this, the idea of career readiness is also addressed in this chapter which explains that students who choose to attend CTE programs graduate high school with the skills needed to pursue a career.

CTE-Related Legislation

There are many types of federal vocational legislation, and it continues to evolve over the years. Some of this legislation includes the Smith-Lever Act (Smith-Lever Act, 7 U.S.C 341 (1914)), the Smith-Hughes National Vocational Education Act (Smith-Hughes National Vocational Education Act, 64 U.S.C (1917)), the Vocational Education Act (Vocational Education Act, 20 U.S.C 2301 (1963)), the Carl D. Perkins Vocational Education Act (Carl D. Perkins Act, 20 U.S.C 2301 (1998)), and the School to Work Opportunities Act (School to Work Opportunities Act, 20 U.S.C 6 101-6235)). All of these forms of legislation impacted career centers in many specific ways.

Smith-Lever Act of 1914. The Smith-Lever Act of 1914 (Smith-Lever Act, 7 U.S.C 341 (1914)), also known as the Agriculture Extension, provided vocational education in the areas of agriculture and home economics for those who did not plan to attend post-secondary schools. Prior to this act, vocational education was not being delivered to the majority of the population. Therefore, this act allowed for farmers to gain information about the new upcoming agricultural
techniques in order to improve their farming. The federal law worked to keep others informed about developments in agriculture and home economics both new and existing. In order to do this, a system of cooperative extension services, which were connected to the land-grant universities, were created that explained that the cooperative agriculture extension should include research and that it should provide instruction and demonstrations of existing or new practices for technologies in agriculture (Patterson, n.d.). The legislative act also worked to set up general demonstrations by county agents in local fields in order to show farmers new or existing practices in agriculture. These agents worked as a link between the land-grant college who were conducting research and the farmers who utilized the research to improve their farming system. The Smith-Lever act was the first act to require the state to match federal funding on an equal basis. (Patterson, n.d.).

**Smith-Hughes National Vocational Education Act of 1917.** The Smith-Hughes National Vocational Education Act of 1917 (Smith-Hughes National Vocational Education Act, 64 U.S.C (1917)) was passed to establish vocational education in agriculture, trades and industry, and home economics. This act served as a means to denote the first national approval of vocational education in public schools and created a Federal Board of Vocational Education to implement and oversee programs (Patterson, n.d.). Prior to this, vocational education was not a part of public schools. Further, it mandated the creation of state boards to work in cooperation with the Federal Board of Vocational Education.

The act required teacher-training programs in the areas of vocational education to submit plans for their programs to be offered. Each state was also required to submit an annual report on the status of vocational education. This act specified the use of federal funds for vocational education which were given annually to vocational programs that were below baccalaureate level
until $7,000,000 was reached. These federal funds were able to be used for teacher training and half of teacher salaries. Even though the Smith-Hughes Act set out to include vocational education in the public school system, there were quite a few elements, which seemed to create separation between vocational education and traditional academic education. For instance, although federal funds could be used for vocational teacher salaries, they were not able to be used for academic teacher’s salaries. Students were also required to attend vocational education coursework for at least 50% of the time they were enrolled in schools (Patterson, n.d.). Before this act was applied there were 200,000 vocational students in the United States, and there was less than three million dollars dedicated to their education. By the end of the 1950’s the number of vocational students in the United States had risen to 3.4 million and 176 million dollars was spent each year on their education (Prentice, 2001).

Vocational Educational Act of 1963. The Vocational Education Act of 1963 (Vocational Education Act, 20 U.S.C 2301 (1963)) served to replace the Smith-Hughes act of 1917. This act raised federal funding to $225 million, established work-study programs, provided advanced training in Home Economics, emphasized equality in gender and reduced stereotypes, and allowed the transfer of money to needed programs meaning that money was allowed to be transferred between the different vocational programs rather than each program only getting a set amount of money that could not be shared. This was important because it revaluated the Smith Hughes Act of 1963 and changed it in order to advance vocational education.

Carl D. Perkins Vocational Education Act. The Carl D. Perkins Vocational Education act (Carl D. Perkins Act, 20 U.S.C 2301 (1998)) was first authorized in 1984 and reauthorized in 1998 as Public Law 105-332 and again in 2006 as Public Law 109-270. The purpose of this act was to improve vocational education by developing the academic, vocational, and technical skills
of secondary students enrolled in vocational and technical education programs. In order to improve vocational education, this act sought to develop more challenging academic standards by, increasing state and local flexibility in providing services to include tech-prep, and provided for teacher professional development. Programs of study (POS) were a main part of this act. Through the development of this act “a systematic means of connecting secondary and postsecondary programs, POS connect secondary and postsecondary institutions, include rigorous academic content aligned with standards, lead to industry-recognized credentials, and provide options for dual credit or concurrent enrollment” (Stipanovic, Shumer, & Stringfield, 2012, p. 21). This act is important because it added more emphasis to academics to vocational education institutions.

**School to Work Opportunities Act.** The School to Work opportunities act (School to Work Opportunities Act, 20 U.S.C 6 101-6235)) was created to support local educational reform initiatives. This act provided job training and work experience for students enrolled in vocational education programs. All fifty states received School-to-Work funds through this legislation. School-to-Work systems must incorporate school based learning, work based learning, and connecting activities (School to Work Opportunities Act, 20 U.S.C 6 101-6235)). This act is important because it provided actual work experience for students in vocational educational programs.

**Shifting Paradigms in CTE**

CTE has made many changes over the years. Some of these changes are due to legislation that has been put into place, and the other changes are due to the changes in society. As society’s needs change so do the programs offered at career centers. With this, career centers have changed to include more focus on academic study. More students are also beginning to enroll in
career centers, and the students who choose to enroll come from all different backgrounds. In fact, career centers are no longer just schools for low performing students. Career programs being offered is another aspect of career centers that has changed.

The career pathways that are offered at career and technical schools have changed over time from a general focus on programs in auto shop, wood, and metal areas to programs that are focused on criminal justice, education, medical sciences, and others (Gentry, Peters, & Mann, 2007). “Today’s career and technical education is less about lug nuts and monkey wrenches and more about computer-aided drafting and pre-med bioethics” (Vail, 2007, p. 5). Although career centers continue to offer programs such as Auto Technology and Culinary, they continue to evolve in order to suit society’s needs. Therefore, career centers have begun to offer more program options for students, many of which include scientific fields such as computer-aided drafting and pre-med bioethics as mentioned before.

As career areas have changed over the years, so have the types of students attending career and technical schools. “Gone are the days when vocational education, as it was once being called, was considered to be a dumping ground for the unmotivated, the misfits, and the troublemakers” (Vail, 2007, p. 5). CTE is now for all students, even the ones who decide to go on to college after high school. Students of all abilities are progressively becoming more attracted to CTE (Stipanovic, Shumer, & Stringfield, 2012). In fact, according to Vail (2007), on the topic of career centers, “We are serving our brightest and best. We have students earning credits from the local community college, leaving us as juniors. We wouldn’t have found that 10 years ago in our tech-ed program” (p. 5). This indicates a potential change in the type of students choosing to attend career centers. Instead of lower performing students choosing to attend career
centers, career centers are now serving all types of students including those who are high performing.

With this, the number of students currently choosing to attend a career and technical school over their traditional high school is astounding and the numbers continue to rise. As of 2007, there were about 2,500 career centers in the United States (Vail, 2007). Enrollment in CTE has drastically risen in the past ten years by 57%, from a level of 9.6 million students in the year 1999 to 15.1 million in 2004 (Vail, 2007).

CTE has evolved to support an ever-changing economy. One of the biggest changes that CTE has made over time, occurred in the 1900’s when it made a change from a base in agriculture to industry (Green, 2012). Since then, CTE has continued to change to meet the economy’s needs. CTE is also evolving and adjusting its programs in order to meet business and industry needs (Kidwai, 2011). In fact, according to Kidwai (2011),

“Global economic competition is increasing and the need to develop a workforce with advanced skills is critical. The push to find sources of sustainable energy, the growing demands of the health care field and that of science, technology, engineering and math (STEM)-related sectors are all driving the high-demand jobs in today's growing workforce.” (p. 1)

This statement demonstrates how CTE is constantly evolving in order to meet the demands of our economy.

In 2009 the National Association of State Directors of CTE consortium (NASDCTEC) created a new vision to ensure that the United States continued to remain competitive in the global economy (Green, 2012). This new vision provided expectations for CTE and worked to promote a policy with programmatic action steps, including a demand for common CTE
standards (Green, 2012). As part of this vision, CTE had to offer programs to prepare its students with the knowledge and skills needed to secure a job and succeed in the global economy (Green, 2012). In response to this, NASDCTEC (2012) developed the Common Career Technical Core, an initiative led by the state to confirm that CTE programs across the United States were high quality and stable (Green, 2012). The CCTC contains a group of 16 career pathways which describe what students should be able to perform and what students should know after completing instruction in program of study (Green, 2012). The CCTC was developed in order to align with the new common core standards in Language Arts and math, while also expressing industry expectations for the 16 career clusters. CTE “continues to evolve in its ability to provide the rigor, relevance, and relationships now being touted as the foundation for education at the secondary and postsecondary levels” (Bray, 2012, p. 6).

**Perceptions of Career and Technical Centers**

Even though a strong CTE program is important for economic success, it still receives a second-class image (Chase, 2010). In fact, many people still believe that CTE is only a choice for a specific part of the school population (Park, Pearson, & Sawyer, 2011). With this, in the United States there is still a stigma of CTE as a place for students who have decided not to pursue a post-secondary education after high school (Kidwai, 2011). There is also a misconception about the relevance, quality, and rigor of CTE programs today from the general public, policymakers, and media (Kidwai, 2011). In fact, many educators believe that CTE is outdated, and many reformers also agree with this notion. Many educators and reformers treat CTE as an old-fashioned program rather than an innovative preparation program for careers (Reese, 2012). Although progress has been made by aligning curriculum, meeting standards, and
providing real world experiences for students, the image of CTE programs within the community and publically has not changed (Davis, 2011).

**Outcomes of Education Via CTE**

According to studies conducted by the U.S Department of Education, students have multiple reasons for dropping out of school; the top two reasons for the high student dropout rate includes lack of interest and lack of educational support (Bloomfield, Foster, Hodes, Konopnicki, & Pritz, 2013). In fact, the Gates Foundation Report revealed that, 81% of high school dropouts explained that more real life opportunities should be included in high school so that learning includes a relation to both school and the workforce. (Gates Foundation, 2006). With this, the High School Survey of Student Engagement (HSSSE) data, indicated that students who considered dropping out of high school initially cited a lack of engagement in the classroom (Emeagwali, 2011).

According to Yazzie-Mintz, project director of HSSSE, “Kids are bored, not connected to school. About 49 percent of the kids are bored every day, 17 percent every class. That's two-thirds of the kids who are bored at least every day” (Emeagwali, 2011, p. 24). However, Castellano, Stone, and Stringfield (2005) indicated that students who earned industry-recognized credentials were less likely to drop out of school. This could be due to the fact that “Career and technical education is the premier educational delivery system in the world. It addresses all learning styles by employing pedagogical strategies that embrace all of the multiple intelligence areas and incorporates the latest in brain-based research” (Elliot & Deimler, 2007, p. 46). By employing pedagogical strategies that embrace all of the multiple intelligence areas, career centers can keep their students interested which in turn can possibly keep students from dropping out.
Therefore, there are many benefits for the students who pursue a CTE program. For instance, students who enrolled in a career and technical program were more likely to enroll in higher-level math courses than did comparable groups of general education students (Stone, 2004). With this, students who are part of a CTE program have often done better in science and English courses than students from traditional high schools (Wayman, 2004) and they tend to achieve higher test scores on high stakes testing such as the National Assessment of Educational Progress (NAEP). In accordance with this, research found that students who completed CTE courses have significantly increased their reading scores on the NAEP (National Assessment of Vocational Education (NAVE), 2004) (Gentry, Peters & Mann, 2007) Districts and states who participated in the study indicated that students from CTE programs were performing well and even outperforming typical non CTE students in their states. Data from both district and state indicated that students who were enrolled in POS (Programs of Study) had higher graduation rates from high school (Shumer, 2012). With this, the certificates and diplomas that are earned in CTE programs provide students with confidence in the skills they have learned as well as the credits to help them find a successful career or post-secondary education institution. (Reese, 2011). In fact, according to researchers about 80 percent of CTE students are pursuing some type of postsecondary experience (Fala, Strouse, Tully, & Viviano, 2012).

Another benefit of CTE is that it provides options for those students who may feel insufficient about their learning capabilities and who are not motivated by the typical one size fits all school model (Blomenkamp, 2009). CTE can also engage and motivate all types of students by providing the students with many diverse opportunities for learning in applied settings (Chase, 2010). With this, students’ learning is more personalized and it usually produces a closer relationship with the student’s teacher (adult mentor) than in a typical classroom setting.
Students’ work is also based more on competency based technical profiles (Bloomfield, Foster, Hodes, Konopnicki, & Pritz, 2013).

Another benefit is that CTE programs typically offer students more opportunities to learn workforce skills such as employability, transferable, and job specific skills. (DiMattina & Ferris, 2013). Employability skills are those skills that workers can bring to the work force. Some of the employability skills that students learn at career centers include teamwork, punctuality, professionalism, and creativity (DiMattina & Ferris, 2013). Transferable skills are those skills that can be taken and modified from one career to the next career. An example of a transferable skill that students learn at career centers includes knowledge of technological advances in the workplace (DiMattina & Ferris, 2013).

CTE programs also work to create future leaders by providing students opportunities for leadership through in-class and associated leadership training, by placing students in contexts where they are able to observe leadership roles, and by empowering students in genuine leadership roles (Magnuson, 2013).

Career Readiness

By promoting academic skills, employability, technical knowledge, and foundation in lifelong learning, CTE programs contributed to 21st century readiness. (Fala, Strouse, Tully, & Viviano, 2012). College and career readiness were more or less distinct in the 20th century, in part because what we can call career readiness today, was initially called job training and it took the form of vocational education (Conley & Mcgaughy, 2012). States adopted education standards in the 1990’s which defined what students should know and be able to do, but these standards did not define college readiness or career readiness or how the two relate to each other (Conley & Mcgaughy, 2012). The Association for CTE (ACTE) proposed a “what is career
ready” definition in 2010. The definition explained, that there is much overlap between college readiness and career readiness, but academic preparedness for college alone is not enough to be truly career ready. Regardless of how students gain their education or what credentials or exit documents they possess, career readiness requires that students have the technical, employability, and academic skills that are essential for employment in careers today (Dewitt, 2012). CTE programs significantly contribute to 21st century readiness by working to promote employability, academic skills, technical knowledge, and a base in lifelong learning (Fala, Strouse, Tully, & Viviano, 2012).

“Almost all organizations that we visited expressed support for the concept of the “What Is Career Ready?” definition, and agreed that it takes more to be career ready than a degree alone” (Dewitt, 2012, p. 17). With this, some organizations have become more actively involved in the career readiness issues. For example, Achieve, an organization that seeks to promote standards-based education reform across the states through initiatives including the American Diploma Project, has started to include more of a focus on career readiness in addition to college readiness (Dewitt, 2012). With this, Achieve is working together with the National Association of State Directors of Career Technical Education Consortium in order to come up with a crosswalk between the Career Cluster Knowledge and Skills statements and the Common Core State Standards. This organization has also worked to develop a Common Career Technical Core to define career readiness for all students (Dewitt, 2012). “Almost everyone that ACTE has engaged in the conversation about career readiness, believes that measuring employability and technical skills is critical to ensuring those skills are valued” (Dewitt, 2012, p. 18). There are currently multiple different measures and opinions about the skills necessary for workplace success (Dewitt, 2012). The U.S. Department of Education is working to develop an
employability skill framework which is intended to support state’s work in this area (Dewitt, 2012).

**Summary**

Legislation related to CTE is important, and has influenced the shift in the role of career centers over time. Career center’s pathways have made the shift from the typical auto shop, wood, and metal programs to programs which include education, criminal justice, and bioethics (Vail, 2007). Even the type of students attending career centers has shifted. Career centers are now enrolling all types of students even the students who plan to attend post-secondary options rather than those students who were unmotivated, troublemakers, or who did not plan to attend any type of post-secondary option after high school (Stipanovic, Shumer, & Stringfield, 2012). This change has caused the number of students choosing to enroll in CTE programs to skyrocket by 57% (Vail, 2007).

Even though CTE programs have shifted to better fit the economy’s needs, the media, policy makers, and the general public’s perceptions remain the same. People still see CTE programs as an option for only a specific part of the school population, and there is a stigma that suggests that students who attend CTE programs do not pursue post-secondary options after graduation (Park, Pearson, & Sawyer, 2011). Despite the negative perceptions and stigmas associated with CTE, the benefits for enrolling in these programs outweigh the negatives.

One of the biggest problems with comprehensive high schools is the student dropout rate. When interviewed, many high school dropouts explained that they chose to dropout due to their lack of interest in school (Emeagwali, 2011). Students are bored in the classroom and they lack engagement (Emeagwali, 2011). When interviewed about dropping out, students mentioned that schools should have more real world experiences to keep students interested in the material.
Enrolling into CTE programs can alleviate the problems with comprehensive high schools, by providing opportunities for students to explore real world experiences through their chosen career pathway.

The benefits for students choosing to attend CTE programs are endless. Research has suggested that students in CTE programs typically score higher on the NAEP and many students take higher-level math and science courses (Wayman, 2004). CTE students are also performing well and even outperforming non-CTE students (Wayman, 2004). CTE programs also provide students with workforce skills such as punctuality, teamwork, and professionalism (DiMattina & Ferris, 2013). CTE programs have the ability to motivate all types of students through their diverse opportunities for learning. This, in turn, keeps students interested and engaged in school, and in the end, could keep students on track to graduate rather than dropping out of high school.

Through these programs students have the opportunity to gain career readiness. CTE career readiness works to promote employability, academic skills, technical knowledge, and a base in lifelong learning (Fala, Strouse, Tully, & Viviano, 2012). Basically, CTE programs prepare students for careers after high school graduation. In the end, CTE programs have the potential to keep students from dropping out by keeping students engaged and interested in the material being studied.
CHAPTER III: METHODS AND PROCEDURES

There was little research that examined the comprehensive high school principal’s perceptions of career centers. This study sought to answer whether or not comprehensive high school principal’s perceptions about career centers had changed between the years 2007 and 2012 as well as whether or not their perceptions about the benefits of career centers had changed between these two years. This chapter explains the different methods utilized throughout this study. Within this chapter, research design, participants, instrumental development, pilot study, panel of experts, instrumentation are discussed in detail.

Research Design

Quantitative methods were utilized through the use of a retrospective survey. A retrospective survey “involves collecting data about past events [and] is mainly employed to measure and understand change and to include a time dimension to the data that can be used to identify causal factors contributing to any observed change” (Vaus, 2006, p. 1). Quantitative research is “the use of sampling techniques whose findings may be expressed numerically, and are amendable to mathematical manipulation enabling the researcher to estimate future events or quantities” (Luthra, 2011).

Surveys were issued to principals of comprehensive high schools, typically grades 9-12, throughout the State of Ohio. Comprehensive high schools are the most common form of public high schools and they typically offer a college preparatory program rather than focusing on vocational education or some other specialized program.

Instrumental Development

There were several steps taken to develop the final survey for distribution to potential participants. First, a panel of experts was consulted for content validity. Second, a pilot test of
the items was conducted. Finally, reliability and validity was established for appropriate final items. The following sections detail each of these steps.

**Panel of experts.** In order to establish face validity, the survey along with a short questionnaire was sent to a panel of experts prior to sending out the pilot study. See Appendix C. “Face validity is defined as the degree to which test respondents view the content of a test and its items as relevant to the context in which the test is being administered” (Holden, 2010). The panel of experts was comprised of four professors from different Ohio universities who were familiar with this content. The panel of experts were asked to read through the survey and then answer a short questionnaire based on the survey itself. After receiving feedback from the panel of experts a few minor changes were made based upon their responses. First, the year 2017 was taken out of the survey after receiving the panel of expert’s responses. Up until this point the year 2017 was being utilized in the survey as a means for determining participant’s future perceptions of career centers, but multiple experts determined this to be more confusing than anything. Therefore the year 2017 was eliminated from the survey, and the years 2007 and 2012 were utilized instead in order to determine past and current perceptions. Second, the question which asked participants how many years that they had served as an administrator was changed from multiple choice to short answer, so that participants could indicate their exact number of years serving as an administrator rather than a range of years. Third, the choices listed were reduced for the question which asked participants to indicate their highest degree earned because no administrator would have only earned a high school diploma/GED or a Bachelor’s degree as their highest degree.

**Pilot study.** A pilot study was conducted prior to sending out the survey to potential study participants. The pilot study was emailed directly to students who were pursuing their
Master’s degree in Administration at Bowling Green State University. Participants were asked to complete the survey online. Upon completion of the pilot study, the results were analyzed for reliability. Reliability is “the degree to which scores obtained with an instrument are consistent with measures of whatever the instrument measures” (Fraenkel & Wallen, 2000). Reliability was analyzed using Cronbach’s Alpha which is “a general form of the KR20 formula to be used in calculating the reliability of items that are not scored right versus wrong, as in some essay tests where more than one answer is possible” (Fraenkel & Wallen, 2000). Based upon the results of the Cronbach’s Alpha one minor change was made prior to sending out the survey to the potential study participants. The minor change included taking out question number five of the survey which asked participants to rank their level of agreement with the following statement, many people have negative connotations about career centers for the years 2007 and 2012. The results to this question varied between answers, and no conclusions could be made as to whether participants agreed or disagreed. The variance in answers may have been due to confusion as to what the question was asking, but because a reason was not able to be determined for the variance, this question was taken out of the survey prior to sending it out to potential study participants “because if the deletions of an item increases Cronbach’s Alpha then this means that the deletion of that item improves reliability” (Field, 2006, p. 3) Using pilot study data Cronbach’s Alpha tests were run in order to measure internal consistency. By removing this question, a reliability measure of .703 was able to be obtained. See Table 2 for results of the Cronbach’s Alpha reliability measure.
Table 1

*Cronbach’s Alpha as a Measure of Reliability*

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.703</td>
<td>.704</td>
<td>22</td>
</tr>
</tbody>
</table>

**Final Study**

An online survey titled “The Shift in the Perceived Role of Career Centers” was developed and the pilot study questions were entered into Qualtrics in order to aid in data collection. The survey was intended to measure the perceived level of agreement with selected statements that will be designed to measure participants’ perception, in relation to past roles of career centers. “The Shift in the Perceived Role of Career Centers” survey featured a series of multiple-choice questions which asked participants to rate their level of agreement with selected statements on a Likert-type scale. The multiple-choice questions incorporated specifically focused on how career centers have changed over time in between the 2007 and 2012 school years.

**Participants and data collection.** The participants for this study included comprehensive public high school principals employed in Ohio schools. Having a wide variety of participants from all regions of Ohio aided in the understanding of how the perceived role of career centers have changed over time, and how others feel about these changes or if they are even aware of the changes. Convenience sampling was utilized. Convenience sampling is “a group of individuals who (conveniently) are available for study” (Fraenkel & Wallen, 2000). Surveys were sent to 742 comprehensive high school principals from the entire state of Ohio. Out of these, 181 (24%) completed the survey. Out of the 181 respondents, 147 (81%) had a Master’s degree, 13 (7%) had an Education Specialist’s degree, and 10 (5%) had a Doctorate.
With this, 95 (52%) of the 181 respondents were from rural areas, 47 (26%) were from suburban areas, and 28 (15%) were from urban areas.

Potential participants received an email, which requested their participation in the online survey. Their email was obtained via a search of publically accessible school websites. This search provided 742 email addresses of principals of comprehensive high schools. If the potential participants chose to consent to participate, they clicked “I agree” at the bottom of the consent letter prior to clicking next. After clicking next, participants were directed to another website which utilized the Qualtrics survey. On this site, participants found a series of survey questions which asked participants to rate their level of agreement with selected statements on a Likert-type scale. Participants were expected to answer the questions to the best of their ability. They were able to skip any questions that they felt necessary, and were able to opt out of the survey at any time. The survey questions specifically focused on how career centers have changed from 2007 to 2012. All data was collected without participant identification directly from the Qualtrics online survey. Potential participants received four email requests to participate.

**Data analysis.** Data were collected in the form of survey answers and then coded numerically for descriptive and inferential analysis via StatCrunch. The data generated from the survey were analyzed via StatCrunch using a $t$ test of paired samples. A $t$ test of paired samples is typically used “when the two means being compared come from two sets of scores that are related to each other” (Holcomb, 2010). Since this survey compares participant’s perceptions of career centers in 2007 to 2012 the two sets of scores were related.
Table 2

Survey Questions Aligned with Research Questions and Analysis

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Survey Item Numbers</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Question 1</strong></td>
<td>4, 6-10</td>
<td>Paired Samples $t$ test</td>
</tr>
<tr>
<td>Do comprehensive high school principal’s perceptions of career centers change over time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Question 2</strong></td>
<td>11-14</td>
<td>Paired Samples $t$ test</td>
</tr>
<tr>
<td>Do comprehensive high school principal’s perceptions of career center benefits change over time?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Question number 5 was deleted from the survey prior to sending the actual study survey out to participants.

**Limitations**

The study was limited by the following factors:

1) As a result of time limitations, this study focused on career centers in one Midwestern state, as a result findings are not generalizable beyond the population investigated in the study.

2) Data were collected from principals at comprehensive high schools; as a result the findings not only reflect the perceptions of that group and should not be generalized beyond that specific population.

**Summary**

A panel of experts was utilized in order to establish validity, and a reliability measure using Cronbach’s Alpha was used as a measure of internal consistency in order to determine the
reliability of the survey. Upon receiving feedback from the panel of experts, a pilot study was sent out to students at Bowling Green State University who were pursuing a degree in administration.

Throughout the actual study, data was collected through a quantitative design. Potential participants received an email, which requested their participation in the online survey via Qualtrics. Potential participants included principals of comprehensive high schools in the State of Ohio. If potential participants agreed to participate in the study, they clicked “I agree” at the bottom of the consent letter, prior to clicking next. After clicking next, participants were directed to another website which utilizes Qualtrics. Participants were asked to rate their level of agreement with selected statements on a Likert-type scale. The survey was in multiple-choice form and specifically focused on how career centers have changed over time in five-year increments including the years 2007 and 2012. Each participant’s survey results were collected and analyzed using StatCrunch in order to determine participant perception and the relationship of selected characteristics.
CHAPTER IV: DATA ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this research was to investigate comprehensive high school principal’s perceptions of career centers in the years 2007 and 2012. Specifically, this study looked at whether or not comprehensive high school principal’s perceptions of career centers had changed over time and whether or not their perceptions of career center benefits had changed over time. This chapter explains how the data was analyzed and what findings were discovered as a result of this research. Findings were categorized by research question and by the data groupings.

Findings

Overall research question number one, “Do comprehensive high school principal’s perceptions of career centers change over time” showed statistical increases in principal perceptions of career centers over time as a result of the paired samples t test (p<.001). Additionally, all items showed statistically significant increases with the exception of question number nine, “I have a positive perception about career centers”. Even though most perceptions increased over time, they were still only rising from an average disagree to a higher level of disagreement. Therefore, practical importance is not high even though there were statistical increases. See Table 3 for descriptive and inferential statistics related to this research question.

Overall research question number two, “Do comprehensive high school principal’s perceptions of career center benefits change over time” showed statistical increases in principal perceptions of career centers over time as a result of the paired samples t test (p<.001). Additionally, all items showed statistically significant increases with the exception of question eleven, “Career centers encourage students to pursue additional post-secondary training” and question twelve, “Career centers primarily benefit students by helping them begin their careers,
in lieu of additional post-secondary training”. However, even though the majority of perceptions increased over time, they were still only rising from an average disagree to a higher level of disagreement. Again, while there were statistical increases, practical importance is low since the degree of improvement was minimal. See Table 3 for descriptive and inferential statistics related to this research question.

Table 3

*Comparison Between Comprehensive High School Principal’s Perceptions of Career Centers in the Years 2007 and 2012*

<table>
<thead>
<tr>
<th>Item</th>
<th>2007 Perceptions Mean (SD)</th>
<th>2012 Perceptions Mean (SD)</th>
<th>Paired t Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of Career Centers</td>
<td>15.40 (1.89)</td>
<td>16.80 (2.39)</td>
<td>-8.66 ***</td>
</tr>
<tr>
<td>Enroll</td>
<td>2.49 (0.59)</td>
<td>2.76 (0.76)</td>
<td>-3.99 ***</td>
</tr>
<tr>
<td>Academic Study</td>
<td>2.40 (0.61)</td>
<td>2.95 (0.63)</td>
<td>-10.03 ***</td>
</tr>
<tr>
<td>Education for Work</td>
<td>2.30 (0.57)</td>
<td>2.88 (0.63)</td>
<td>-9.67 ***</td>
</tr>
<tr>
<td>Pursue Post-secondary</td>
<td>3.03 (0.57)</td>
<td>3.19 (0.60)</td>
<td>-3.76 ***</td>
</tr>
<tr>
<td>Positive Perception</td>
<td>2.65 (0.70)</td>
<td>2.36 (0.76)</td>
<td>6.31</td>
</tr>
<tr>
<td>Perform Low</td>
<td>2.51 (0.61)</td>
<td>2.65 (0.62)</td>
<td>-3.49 ***</td>
</tr>
<tr>
<td>Benefits of Career Centers</td>
<td>9.73 (1.52)</td>
<td>10.21 (1.71)</td>
<td>-4.91 ***</td>
</tr>
<tr>
<td>Specialized Training</td>
<td>2.57 (0.61)</td>
<td>3.01 (0.55)</td>
<td>-9.05 ***</td>
</tr>
<tr>
<td>Post-secondary Training</td>
<td>2.81 (0.50)</td>
<td>2.62 (0.61)</td>
<td>5.05</td>
</tr>
<tr>
<td>Benefits</td>
<td>2.06 (0.74)</td>
<td>2.10 (0.83)</td>
<td>-1.53</td>
</tr>
<tr>
<td>Educational Choice</td>
<td>2.29 (0.74)</td>
<td>2.49 (0.78)</td>
<td>-4.30 ***</td>
</tr>
</tbody>
</table>

n = 144
*p < .05. **p < .01. ***p < .001.
Summary

Multiple $t$ tests of paired samples were utilized in this study in order to compare comprehensive high school principal’s perceptions of career centers in the years 2007 and 2012. The results of the study indicated that the majority of the survey questions were significant aside from three specific questions. Yet practical importance was low since increases typically went from disagree to a higher level of disagreement.
CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate comprehensive high school principal’s perceptions of career centers in the years 2007 and 2012. The research was guided by two questions. First, do comprehensive high school principal’s perceptions of career centers change over time? Second, do comprehensive high school principal’s perceptions of career center benefits change over time? In addition, this chapter includes conclusions of the research along with recommendations for future research.

Conclusions

This section outlines the conclusions of this study. The conclusions are broken down by research question.

Perceptions. In terms of the first research question, “Do comprehensive high school principal’s perceptions of career centers change over time” multiple conclusions were made. First, from the results presented in chapter four it can be concluded that comprehensive high school principal’s perceptions of career centers have changed between the years 2007 and 2012 in multiple ways. First, comprehensive high school principals perceive that career centers have begun focusing more on academic study rather than solely on education for work in 2012 compared to 2007. Since it was determined from this study that comprehensive high school principal’s perceptions of career centers has in fact changed from the years 2007 to 2012, it can be determined that the stigma of career centers being a school which focuses solely on education for work is changing to include more academics. With this, it can also be determined that more students are choosing to enroll in career centers which means that the stigma of career centers is changing so that they aren’t seen as just a school for the low performing students. However; even though comprehensive high school principal’s overall perceptions have changed between the
years 2007 and 2012, their perceptions of career centers in general did not seem to change. In fact, question number 9 which stated, “I have a positive perception about career centers” did not prove to be significant after analysis of the data. This shows that even though principal’s perceptions about academic study and enrollment has changed from 2007 to 2012, their overall perceptions of career centers in general did not differ.

In terms of perceptions, the findings of this study are supported by Chase (2010) who described CTE as being a program that is important for economic success. However; it still receives a second-class image. With this, the findings of this study are also supported by Vail (2007) who states, “Gone are the days when vocational education, as it was once being called, was considered to be a dumping ground for the unmotivated, the misfits, and the troublemakers”. In fact, according to Vail (2007), “We are serving our brightest and best. We have students earning credits from the local community college, leaving us as juniors. We wouldn’t have found that 10 years ago in our tech-ed program”. The findings of this study are also supported by Stipanovic, Shumer, & Stringfield (2012) who indicated that CTE is now for all students, even the ones who decide to go on to college after high school. Students of all abilities are progressively becoming more attracted to CTE. However, the findings of this study are refuted by Reese (2012) who explained that many educators see CTE as being outdated, and that many reformers also agree with this notion.

**Benefits.** In terms of research question number two, “Do comprehensive high school principal’s perceptions of career center benefits change over time” multiple conclusions were made. First, comprehensive high school principals perceive that training at career centers often results in students enrolling in additional specialized training at a rate higher than those students who enroll in two-year colleges and/or four-year universities. Second, comprehensive high
school principals perceive that career centers are a good educational choice for everyone. However; question number twelve which stated, “Career centers encourage students to pursue additional post-secondary training” did not show significance. With this, question number thirteen which states, “Career centers primarily benefit students by helping them begin their careers, in lieu of additional post-secondary training” did not show significance. This shows that even though comprehensive high school principals agree that training at career centers often results in students enrolling in additional specialized training at a rate higher than those students who enroll in two-year colleges and/or four-year universities, and that career centers are a good educational choice for everyone in 2012 they still did see career centers as a school that encourages students to pursue post-secondary training.

In terms of benefits, the conclusions of this study are supported by Kidwai (2011) who explains that there is still a stigma of CTE as a place for students who have decided not to pursue a post-secondary education after high school. Along with this, the conclusions of this study are also supported by Reese (2011) who explains that the certificates and diplomas that are earned in CTE programs provide students with confidence in the skills they have learned as well as the credits to help them find a successful career or post-secondary education institution. In terms of benefits, the conclusions of this study are refuted by Fala, Strouse, Tully, & Viviano (2012) who indicated that about 80 percent of CTE students are pursuing some type of postsecondary experience.

**Learning Outcomes**

By conducting this study I have learned that career centers are constantly changing over time, but that some of the stigma associated with career centers has not yet made a change. Even
though it was able to be determined that comprehensive high school principal’s perceptions had changed between the years 2007 and 2012, some of their perceptions did not change at all.

From this study others could learn about the stigma associated with career centers, and can in turn work to change the stigma for the better.

**Implications and Recommendations**

This particular study focused on the perceptions of principals of comprehensive high schools. It is possible that perceptions about career centers could vary between participants. Therefore, a future study could compare other people’s perceptions of career centers i.e. career center principals, teachers, general public, students, etc. Although this study was a quantitative one, future studies could follow more of a qualitative approach where the researcher could focus on interviews and observations of the participants. This type of study may allow for more understanding of why the participant’s perceptions of career centers have changed over time.

As a result of this study, parents of students who are interested in attending a career center will be able to obtain information about career centers, including how career centers have changed over time as well as the many benefits for students who attend career centers. With this, parents can see that the perceptions of career centers are shifting, and that the benefits of attending a CTE program outweigh the negatives. This will help parents make the decision to allow their students the opportunity to attend a career center.

Also as a result of this study, career center administrators have the opportunity to see how career centers have changed over time including other people’s perceptions about career centers. This will allow for future changes and even more advocacy for career centers and the specific benefits that they offer their students.
Summary

The results of the study show that career centers have been making some changes in their perceived roles between the years 2007 and 2012. Due to the sample size, no inferences can be made per the results of this study, but the findings do provide important insights about career centers and their avid changes over time. Finally, recommendations for future researchers are included in this chapter.
REFERENCES


Appendix A: Survey prior to pilot study.

1) How long have you been employed as a school administrator?

2) What is the highest degree that you have completed?

   Specialist
   Masters
   Education Specialist
   Doctorate

3) How would you describe the majority of the locations of the schools that you have served as an administrator?

   o Urban
   o Suburban
   o Rural

4) More students are choosing to enroll in career centers.

   Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
   Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

5) Many people have negative connotations about career centers.

   Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
   Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

6) Career center’s programs have increased their focus on academic study in core areas (i.e. English, mathematics, and science).

   Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
   Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree
7) Career center programs focus on education for work, in lieu of academic study in core areas (i.e. English, Mathematics, and Science).
Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

8) There is an increase in the number of students who attend career centers and then pursue post-secondary options at four-year colleges and/or two-year colleges.
Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

9) I have a positive perception about career centers.
Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

10) Career centers are best for students who perform low in core academic study.
Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

11) Training at career centers often results in students enrolling in additional specialized training at a rate higher than those students who enroll in two-year colleges and/or four-year universities.
Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

12) Career centers encourage students to pursue additional post-secondary training.
Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree
13) Career centers primarily benefit students by helping them begin their careers, in lieu of additional post-secondary training.

Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

14) Career centers are a good educational choice for everyone.

Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

15) If I had children, I would recommend that they consider attending a career center.

Year 2007: Strongly Disagree  Disagree  Agree  Strongly Agree
Year 2012: Strongly Disagree  Disagree  Agree  Strongly Agree

16) What types of students attend career centers? Check all that apply.

- High performing
- Low performing
- Extra-curricular involved
- Other

If other is checked, please explain here.

17) What benefits do career centers offer students? Check all that apply.

- Career Training
- Career Readiness
- College Prep
- Other

If other is checked, please explain here.
18) The number of students choosing to enroll into career centers has ______ over the last five years.

- Increased
- Decreased
- Stayed the same
- Other

If other is checked, please explain here.
Appendix B: Message to Panel of Experts

My name is Brittany Jett and I am a graduate student at Bowling Green State University. I am currently working on completing my Master’s thesis under the advisement of Dr. Frederick W. Polkinghorne, he suggested that you are an expert in Career and Technical Education and I would your help, as a member of my panel of experts, to establish the face validity of my survey instrument.

The focus of my study is to examine the perceived role of contemporary career centers, and I am surveying comprehensive high school principals to discover answers to the following questions:

1) How has the perceived role of career centers changed in the last five years and how has this impacted the number of applicants for admission to career centers?
2) How does the perceived role of career centers benefit students?

You may access the survey at http://bgsbusiness.qualtrics.com/SE/?SID=SV_6mMN21dHCQc5vRb. I have also included space at the end of the online survey for you to add feedback, in relationship to the following questions:

1. Is the questionnaire valid? In other words, is the questionnaire measuring what it intended to measure?
2. Does it represent the content?
3. Is it appropriate for the sample/population?
4. Is the questionnaire comprehensive enough to collect all the information needed to address the purpose and goals of the study?
5. Does the instrument look like a questionnaire?

Please Respond by May 17, 2013. Please feel free to contact me if you have any questions.

Thank you,

Brittany Jett (bjett@bgsu.edu)
Appendix C: List of Panel of Experts

1) Dr. Bob Berns Bowling Green State University
2) Dr. Paul Hubaker University of Toledo
3) Dr. Jim Pinchack The Ohio State University
4) Dr. Pat O’Connor Kent State
Appendix D: Consent Letter

Informed Consent for Comprehensive High School Principals

Dear Comprehensive High School Principals:

There is little research having to do with career centers and their shifting roles over time. Career centers are high schools, typically for juniors and seniors which offer many different career pathways. Career pathways entail the career area that students want to focus on during their time at a career center. These pathways include classes based specifically on the students’ chosen career. These schools focus on the students’ chosen career pathway and academic coursework such as English, math, social studies, and science.

We would like to know more about how the role of career centers has shifted over time. We would like to take this opportunity to capture some of your thoughts and ideas on how you see the role of career centers and how the role has changed over the course of five-year increments. Brittany Jett, graduate assistant, will lead this research study focused on your experiences.

The primary purpose of this research is to understand how the role of career centers has shifted over time. To compile this research, and with your permission we will be using data from the surveys that will be administered to comprehensive high school principals across the state of Ohio. There is no form of payment or additional incentives given for participation in this study.

BENEFITS

There is little research that has been completed on career centers and their shift in roles. This study seeks to provide others with information about how the role of career centers has changed over time. Information that will be included in this study is career center student benefits, career readiness, and career center legislation. This study will outline the pros of attending a career center. We hope that this study can provide a deeper understanding of the shift in career center roles over time, and that this research can ultimately add more career center research into the database. With this, the data collected from this study will allow the Education field of study to have a better understanding of the perceived roles of career centers. There are no direct benefits to the participants who participate in this study.

CONFIDENTIALITY

With your permission, excerpts from your survey(s) will be included in the research reports that may be published on secure, scholarly websites and as journal articles. If you withdraw from the study, any survey responses will be destroyed and not used in the final report. The survey responses will not be used for any additional purposes without your additional permission. The data collected will be stored in a locked office and only Brittany Jett will have access to it. Your identity will be kept anonymous. There are no extraordinary risks related to participating in this study. Therefore, risk of participation is no greater than experienced in daily life.
PARTICIPATION

Your participation in this study is voluntary. You may decline to participate without any consequences. Your decision to participate or not will not affect your relationship with Bowling Green State University. You may decide to skip questions or end participation at any time without penalty. If you decide to participate now, you may also withdraw from the study at any time prior to clicking the submit button. If you agree to participate in this study, you will click next in order to complete an on-line survey designed to measure your perceptions of the shifting role of career centers. After clicking next, you will be directed to the Qualtrics survey website. All data will be collected directly from this site without participant identification. Clicking next indicates your consent to participate. Participation in this study will take approximately 15-20 minutes. Make sure to clear your internet browser and page history after completing the survey.

RISKS OF PARTICIPATION

There are no extraordinary risks related to participating in this study. Therefore, risk of participation is no greater than experienced in daily life.

CONTACT

If you have questions at any time about the study or the procedures, you may contact Brittany Jett, graduate assistant (bjett@bgsu.edu; 513-571-3829) or Dr. Frederick Polkinghorn, advisor (fpolkin@bgsu.edu; 419-372-7320). If you have questions regarding the conduct of this study or about your rights as a research participant, you may contact the Chair of Bowling Green State University’s Human Subjects Review Board at (419) 372-7716 (hsrb@bgsu.edu).

ACCEPTANCE OF TERMS

If you agree to the terms, and agree to participate in this study please click the “I agree” box below. After clicking “I agree” please click next to proceed to the survey via the Qualtrics survey tool.

- [ ] I agree to the above terms
- [ ] I disagree