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Georgia Technical College Administrators' Perceptions of the Future Vocational and Academic Roles of Georgia's Technical Colleges

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THE GEORGIA TECHNICAL COLLEGE ADMINISTRATORS' PERCEPTIONS

OF THE FUTURE VOCATIONAL AND ACADEMIC ROLES

OF GEORGIA'S TECHNICAL COLLEGES

by

THOMAS ENNIS BRAGG

(Under the direction of Michael D. Richardson)

ABSTRACT

In 2000 the Georgia General Assembly passed House Bill 1187 giving the Georgia Department of Technical and Adult Education (DTAE) schools the right to change their names from technical institutes to technical colleges. This event could have led to a change in the type and method of delivery of course offerings at the technical colleges in Georgia. This study was designed to examine the technical college administrators' perceptions of the future vocational or academic roles of Georgia's technical colleges. A 21 question survey was designed to assess the administrators' perceptions of the future vocational and academic role of the 35 technical colleges in Georgia. The survey was mailed to the 70 presidents and vice-presidents of instruction at each of the 35 technical colleges in Georgia. Forty-seven responses were received representing a 67% response rate. Two items were found to be statistically significant. However, the overall results indicated that there was essentially no difference in responses between presidents and vice-presidents of instruction, and between rural and urban respondents. The responses indicated an inclination for the addition of academics into the workforce training, which is currently the mission of the DTAE. Many respondents felt a community college system would be better suited for the needs of today's students.

INDEX WORDS: Technical College, Name Change, Vocational Training, Community College, Technical School, Technical College Administrators, Perceptions

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DEDICATION

In loving admiration,

I dedicate this dissertation to my wife, Lei,

for her tireless and successful dedication

to her pursuit of the

Master of Nursing, Family Nurse Practitioner

at Georgia Southern University.

We have once again been aligned by the stars.

JV

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

The education commissioner of Massachusetts, David Snedden, advocated in 1915 that vocational education was intended for the pursuit of an occupation (Drost, 1967). To that end, he believed that some students should receive vocational education while others should receive a general education. John Dewey argued the point calling this idea "social predestination." Dewey believed schools should provide all students with a broad education (Dewey, 1916). Snedden won the argument and set the course for vocational education for most of the twentieth century (Editorial Projects in Education, 2000).

Vocational and technical education has established itself as a separate course for career attainment. Technical schools have provided the education necessary for many of the positions in today's workforce.

Technical Colleges in Georgia

There are 35 technical colleges in Georgia (Georgia Department of Technical and Adult Education, 2005). In 1943, Dr. M. D. Mobley, then the State Director of Vocational Education, succeeded in getting the State Board of Education to approve his recommended plan for a system of Area Trade Schools, and by 1944 the first school opened in Clarkesville, known as the North Georgia Trade and Vocational School (Georgia Department of Technical and Adult Education, 2005).

The mission of the Georgia Department of Technical and Adult Education (DTAE) is to contribute to the economic, educational, and community development of Georgia by providing quality technical education, adult literacy education, continuing education, and customized business and industry workforce training to the citizens of

Georgia (Georgia Department of Technical and Adult Education, 2005). The administrators of the individual technical colleges are responsible for carrying out this mission in their respective colleges.

Name Change

In a successful attempt by the technical schools of Georgia to compete for students and to enhance their image, the Georgia General Assembly passed House Bill 1187 in 2000, providing for the change of names of Georgia's technical schools from "technical institute" to "technical college" (Georgia State Legislature, 2000).

> The change of the word "institute" to "college" will be one of the most significant changes in the history of Georgia's technical education system. Over the long run, it will dramatically enhance the marketability of our institutions and programs to high school students, it will clarify the mission of our institutions within the economic development community, and it will put Georgia's technical education system on a level playing field with community and technical colleges of other states. (Breeden, 2000, ¶2)

Traditionally, the difference between a community college and a technical college lies in the degrees, diplomas, or certificates offered. The community college has been a source for students to earn the first two years of a baccalaureate degree or an associate degree while the technical schools have provided occupational specific one year and two year diplomas and certificates.

The traditional difference between a community college and a technical college has become blurred in recent years (Selingo, 1999). At the heart of the effort to infuse the liberal arts into technical schools was a plan by many states to create a "seamless"

education system, in which students would move from high school through different sectors of higher education without losing credit for technical college courses and having to repeat them at traditional colleges (Selingo). However, some technical college educators have pointed out that they drew many students who were turned off by academics in high school. The more academic the colleges become, the instructors fear, the fewer students would attend (Selingo).

According to Mona Davis, a lobbyist for the Louisiana Association of Business and Industry, "When community colleges take over, they tend to think academic and the hands-on-training courses disappear" as cited in Selingo (1999, p. A30). In contrast, Dr. Kenneth C. Green, the director of the nation's largest continuing study of technology on college campuses, stated, "Community colleges are the frontline of workforce training, professional development, and technology training" (Burnett, 2003, ¶3). With the introduction of academics to the technical school curriculum, the vocational students feared they were being bypassed. The baccalaureate degree was certainly valuable in the workforce, but every student did not have that as their goal.

Even though approximately 95% of all high school seniors nationwide expected to go to college, only 39% actually enrolled (Boesel, 1999). Mark Johnson, Wisconsin Technical College System (WTCS) school-to-work education consultant stated, "Nationally, there is a bit of a 'one-way-to-win' mentality," referring to the expectations of career success associated with a baccalaureate degree. In Wisconsin the WTCS tried "to show there were many ways to win," implying there were many career paths available through technical school education (Anonymous, 2000, p. 3).

Technical College Image

      Technical schools have lived with a reputation somewhat lower than the community colleges' reputation. The name changes that occurred following the 2000 legislation supported the position that image is important.

      Three out of four students in the U. S. education system are unlikely to ever earn a four year college baccalaureate degree. Yet, most schools are operated as though the college prep/baccalaureate degree program is the only definition of excellence in education. By this definition, any other approach to education is viewed as second rate. We must vigorously challenge the assumption that a college baccalaureate degree is the sole road to excellence, respect, and dignity. (Parnell, 1994)

      As if they were not already excluded from the rest of higher education, the nation's community, junior, and technical colleges have been largely denied access to the .edu domain on the World Wide Web (Smith, 1999). "Having a community college is vital to attract and retain business and industry in the rural communities. We are asking for recognition of an existing institution that in all relevant aspects is a community college" (Anonymous, 2001, p. 27). "Louisiana's plans to alter the vo-techs will heighten their visibility and give them new respectability in that they will now be a part of a postsecondary education component of higher education" (Dyer, 1999, p. 11). A recent survey shatters the myth that four-year colleges and universities alone house students on campus, and revealed that 248,000 students at two-year colleges nationwide lived in college residence halls (Stephens, 1999).

For students pursing a two-year degree, career colleges endorsed a curriculum providing the necessary knowledge and skill for the environment in which the student would work rather than a curriculum providing only the knowledge valued by the institution (Brennan, 1999). Likewise, under pressure from governors to heighten their academic rigor, technical colleges in Indiana, Kentucky, and Louisiana were having an identity crisis: they were becoming part of higher education, whether they wanted to or not (Selingo, 1999). To many technical college instructors, the merger of vocational training and academic pursuits signified the death of technical education (Selingo).

Georgia Technical College Administrators

Selman and Wilmoth (1993) inferred that technical college administrators and directors may have felt the need to overcome the often-held perceptions of their institutions as being less scholarly in their curricula. Mel Palmer, president of Macon Technical College, stated that Georgia's technical college name changes would encourage more high school graduates to attend Macon Technical College and suggested that the image of the school is better with the name change (Hardin, 2000).

The role of the presidents of the technical colleges has changed over the years from that of providing a basic vocational education to its present day task of offering many vocational programs along with academic offerings, including associate degrees. One of the major functions of the president's office was to communicate the mission of the college (Vaughan, 1989). It would be valuable for the future of the technical colleges in Georgia for the administrators to examine what they perceive to be the vocational and academic future of their respective institutions.

Statement of the Problem

Historically, the mission of technical schools has been to prepare students for a vocation in a technical field, or as a craftsman. In 2000, the state of Georgia legislature allowed the DTAE technical schools in Georgia to change their names from "technical institutes" to "technical colleges." This name change could have had a significant impact on the direction and focus of the technical colleges in Georgia.

The technical colleges are now competing with two-year and four-year institutions for students desiring college credit courses towards associate and baccalaureate degrees. The college name change came as a result of this competition for postsecondary students, as well as the enhancement of the technical school's image. Consequently, the student profile as well as the faculty profile, in the Georgia technical colleges would likely change in order to meet the new academic options available to students.

There has been concern among faculty and administration about the focus of the technical schools, both statewide and nationally. How the administrators perceive the future vocational and academic role of the technical colleges would affect their decisions and, therefore, the future direction of the technical colleges of Georgia.

The extent to which the technical colleges have changed their curricula to provide for these differentiated roles remains unknown. The question arose as to the future vocational and academic role of the technical colleges in Georgia. The researcher examined the changes in academic and vocational enrollments since 1999 and the technical college administrators' perceptions of the future vocational and academic direction of the technical colleges in Georgia.

Research Questions

The overarching question of this study was: What were the future vocational and academic roles of the Georgia technical colleges as perceived by the technical college administrators?

The supporting questions were:

1. What were the changes in the number and composition of students at the technical colleges who were taking vocational or academic courses?

2. Were there demographic differences in responses to the survey questions?

3. Were there differences in the survey responses from the presidents and the vice-presidents of instruction?

Significance of the Study

The researcher examined the technical college administrators' perceptions of the future roles of the technical colleges in relation to vocational or academic options. Each administrator's perception of the direction his/her college was headed, regarding the vocational or academic role, would certainly influence decisions in all aspects of the college's administration. How other technical college administrators viewed the role of the technical colleges would have been helpful in aligning each college administrator's decisions, which would ultimately shape the course and direction each respective college would take.

Educational administrators could benefit from the study by examining the technical college administrators' perceptions of the future role of the technical colleges in relation to vocational or academic offerings. This information could be valuable as each

of the administrators make decisions in their respective schools and reflects on how those decisions might affect the future of their college.

With the 2000 name change of the technical schools in Georgia to 'technical colleges,' DTAE hoped to compete for postsecondary students, and to offer college credits to those students in an effort to increase enrollment and stature for the technical colleges. The perceptions of the administrators could be of interest to the state legislature and policy makers that fund the DTAE. A successful transition to technical colleges and the resultant increase in academic offerings in the state, should benefit the citizens of Georgia by providing a more educated and vocationally prepared citizenry.

The study is significant to the faculty of the technical colleges because with the addition of academic offerings to the curricula will come Southern Association of Colleges and Schools (SACS) accreditation. This will require the faculty to have at least a master's degree to be eligible to teach courses that would transfer to four-year institutions.

The study is significant to the high school administrators and counselors who help students decide their coursework in high school and also plan for their postsecondary education.

The researcher was interested in learning about the subject of the study because of the changes in the technical colleges' focus that might be brought about by the addition of academic offerings in the technical schools. This possible change in focus by the technical colleges may contribute to an increase in vocational training being offered in the high schools.

Procedures

Research Design

This was a descriptive study describing survey responses, central tendencies, trends, and data distribution utilizing quantitative and qualitative methods (Creswell, 2005). The researcher used this method because it best reflected the perceptions of the technical college administrators and described the issues being studied (Alreck & Settle, 1995).

Population

The researcher used enumeration to survey the population (Alreck & Settle, 1995). For this study the population was the presidents and vice-presidents of instruction of the 35 technical colleges in Georgia and represented a population of convenience.

Data Collection

Permission was obtained from the Georgia Southern University Institutional Review Board to administer the survey. The instrument, Technical College Administrators' Perceptions of the Future Vocational and Academic Role of Technical Colleges (Appendix A), was developed by the researcher and addressed areas discovered in the review of literature which were relevant to the future vocational or academic roles of the technical colleges. A pilot survey was administered to ten technical college administrators in South Carolina to establish face and content validity of this tool, to determine if the data collection instrument included all the essential data for the research project and to provide data for revision of the instrument as needed (Nardi, 2003). Validity was measured by a series of questions posed to the participants to determine if they perceived the questions in the same manner as the researcher (Sprinthall, 2000).

Reliability was determined through four contradictory questions: numbers 1 and 15 and numbers 6 and 14 in the survey. Answers were analyzed to establish reliability and to revise the instrument as needed (Sprinthall). The researcher provided an Informed Consent Cover Letter (Appendix C) and the timeline for the study.

The survey consisted of 21 total questions consisting of 16 quantitative questions using a four-point Likert scale (Alreck & Settle, 1995), four questions which were demographic in nature, and one qualitative open-ended question, and measured the perceptions of the technical college administrators related to the future vocational and academic role of the technical colleges in Georgia. Mike Vollmer, DTAE commissioner, was contacted by mail to gain permission to perform the study using the presidents and vice-presidents of instruction of the technical colleges in Georgia and to obtain the necessary permission for distribution of the survey. The accessibility to the participants allowed the researcher to survey the entire population rather than a random sample.

Data Analysis

Respondents' data was entered into Statistical Package for the Social Sciences (SPSS), version 12.0, for statistical analysis. SPSS is a computer statistical software program designed for data mining, data management and database analysis, market and survey research, and research of all types (SPSS, 2005). The study was descriptive in nature and described survey responses, central tendencies, and data distribution utilizing quantitative and qualitative methods (Creswell, 2005). The chi square test is the most popular test for measuring nominal data (Sprinthall, 2000) and was initially used to analyze the difference in responses from rural and urban schools, male and female respondents, and the presidents to vice-presidents of instruction. The chi square was used

initially but abandoned due to the fact that the expected number of responses for a particular answer for a particular question was less than 5.0. It was decided to use the Z-test for the difference in two proportions. The data showed comparisons between the presidents to vice-presidents of instruction, male to female, and rural to urban to see if any patterns emerged. Tests for statistical significance were done with p at the .05 level.

Limitations/Delimitations

Limitations

1. Accurate responses to the survey were determined by the veracity of the respondents and the sensitive nature of the topic, which may have inhibited respondents' responses, which were self reported data.

2. The study examined the perceptions of the technical college presidents and vice-presidents of instruction in Georgia and excluded all other stakeholders.

3. Findings of the study were generalizable only to the 35 Department of Technical and Adult Education technical colleges in Georgia.

Delimitations

1. The data for the study was collected using a survey distributed to each participant.

2. The data were self-reported.

Definitions

1. Technical college administrators - presidents and vice-presidents of instruction of Georgia's Technical Colleges.

2. College - a postsecondary unit providing undergraduate education leading to an associate degree or baccalaureate degree.

3. Technical College - a postsecondary unit providing undergraduate career and technical education leading to certificate, diploma, or associate degree (Gregg, 1997).

4. Two Year/Community College - a postsecondary unit providing undergraduate education leading to an associate degree.

5. Reverse transfer students - students from four-year institutions with or without a baccalaureate degree that enroll in a technical college to receive specific training.

6. BOR - Board of Regents of the University System of Georgia, the governing body of the two-year and four-year colleges and universities in the state of Georgia.

7. DTAE - Georgia Department of Technical and Adult Education, the governing body of the 35 technical schools in Georgia.

8. Associate of Arts Degree (AA) - academic oriented transfer degree; contains a minimum of 60 semester hours.

9. Associate of Science Degree (AS) - academic oriented transfer degree; contains a minimum of 60 semester hours.

10. Associate of Applied Science (AAS) - academic oriented transfer degree; contains a minimum of 70 semester hours.

11. Associate of Applied Technology (AAT) - career oriented degree; a terminal degree program not transferable to a four-year institution; contains a minimum of 65-70 semester hours.

<center>Summary</center>

The Georgia Legislature's decision in 2000, allowing technical schools in Georgia to change their name to technical colleges, created a dilemma for the administrators of

the technical colleges in Georgia. Traditionally, the technical schools provided

vocational education for students, leading to employment in various vocational fields.

Since 2000, the technical colleges have offered students an increase in academic

offerings perhaps leading to articulation to a four-year university. The examination of the

administrators' perceptions about the future vocational and academic role of the technical

colleges may be helpful to the technical college administrators in Georgia as they

position their respective schools to align with their school's mission and vision.

CHAPTER II

REVIEW OF LITERATURE

The concept of higher education was expressed by John Masefield in an address at the University of Sheffield in 1946. Speaking of a university, he said:

> There are few earthly things more beautiful than a university. It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see; where seekers and learners alike, band together in the search for knowledge, will honor thought in all its finer ways, will welcome thinkers in distress or in exile, will uphold ever the dignity of thought and learning and will exact standards in these things. (excerpt from a speech delivered by John Masefield at the University of Sheffield, England, 6/25/1946)

The premise of this study rests on the concept of vocational and academic offerings at technical colleges in Georgia and what the future roles of the technical colleges might be. The literature is limited on specific studies and research comparing vocational and academic curricula in technical schools. The studies listed in Table 1 were used to provide the foundations for insight into the nature and scope of the study.

TABLE 1. Research Studies

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Deil-Amen, R., & Rosenbaum, J. E. (2002)	Extrapolated unintended consequences of a stigma free and approach to admissions in community colleges.	804 students in an urban multi-campus district.	Qualitative: Interviews	College attempted to create a stigma-free atmosphere, had unexpected consequences of long-term enrollment and expense.
Delattre, E. (2002)	Investigated the importance of name changes in small businesses.	2,838 French companies that changed their names.	Quantitative: Survey	Name was the single most important component of any organization.
Eddy, P. L. (2003)	Studied planned organizational change.	Consortium of five anonymous colleges.	Qualitative: Case Study	Success depended on a belief in a common central mission and vision.
Gregg, D. L. (1997).	Determined self-perceptions of leadership attributes of female administrators in Georgia DTAE technical institutes.	69 female administrators in Georgia DTAE technical institutes.	Quantitative: Cross-sectional Descriptive Study Survey	Male and female administrators generally agreed on leadership attributes.

TABLE 1. Research Studies conti.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Hodges, D. Z. (1998)	Evaluated placement and developmental studies programs.	1261 students placed in remedial courses at a technical school in Georgia.	Quantitative: Retrospective Chart Review	Students were successfully completing developmental courses and went on to succeed in regular course work.
Kung, S. C. (2002)	What factors have an effect of a students' decision to take a distance-learning course.	950 students.	Quantitative: Survey	Concluded that as the schools compete for students they should give credence to what students perceive as important.
Schmid, C., & Abell, P. (2003).	Demographic risk factors, study patterns, and campus involvement as related to student success.	2464 students in a community college system.	Quantitative: Survey	Students entering community colleges were more likely than their peers at four-year schools to confront demographic risk factors that made it more difficult for them to succeed.

TABLE 1. Research Studies conti.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Selman, J. W., & Wilmoth, J. N. (1993)	Examined how presidents rate the importance of selected administrative activities.	732 presidents or directors of two-year schools.	Quantitative: Survey	Technical college presidents were more concerned with administrative activities than their academic counterparts.
Townsend, B. K. (2003)	Why baccalaureate degree holders chose to study at a two-year college.	152 students administered in an urban, mid-south two-year technical institute.	Quantitative: Survey	The dominant factor in school selection was location. Another important factor was the program of study offered.
Trusty, J., & Watts, R. E. (1996)	Observed the perceptions parents have in regards to information resources for career information for their children.	11,068 parents from the 1992 follow-up Parent Component Data File of the National Education Longitudinal Study of 1988 (NELS: 88).	Quantitative: Survey	Spouse/partner was rated as the best source for career information. Findings indicated that counselors and educators should work closely with students to find the most appropriate source of information for their career choice.

TABLE 1. Research Studies conti.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Wallin, D. L. (2003)	A three-state study of presidential perceptions of faculty professional development needs.	106 community and technical college presidents in Georgia, South Carolina, and North Carolina.	Quantitative: Survey	Command of content area, retention of students, partnerships with business and industry ranked important. Legal issues ranked very low. Georgia presidents ranked public recognition and awards very important. General university coursework ranked very low.

Historical Foundations of Higher Education

Over the centuries higher education has centered around two basic teaching philosophies: the classical liberal arts and the practical vocational approach. The sophists in the fifth century B.C. provided an example of the classical liberal arts education and subjected their listeners to the practical arts of oratory and rhetorical persuasion, as well as an array of studies in history, music, and mathematics (Lucas, 1994). Leaders of the first nine English colonial colleges in America subscribed to this philosophy. This was expressed at the founding of William and Mary College, ensuring "that the youth... [be] piously educated in good letters and manners" (Lucas, 1994).

The basic European university model is the only common academic model worldwide for higher education. It was established in Italy and France at the end of the twelfth century (Altback, Berndahl, & Gumport, 1999). This European model has served as the premise for the definition of higher education in the academic community. Today, in the United States higher education has expanded its role to include all postsecondary education, including vocational-technical education.

Vocational education in the United States dates back to the late 19th century and the depression of the 1890s when the National Association of Manufacturers (NAM) and the American Federation of Labor (AFL) recognized the need for a functional approach for preparing workers for a developing technological society (Smith, 1999). As a result of the concern by AFL, NAM, and others, the National Society for the Promotion of Industrial Education (NSPIE) was organized and led the way to the new dimension being added to American education: vocational education. The Smith-Hughes Act of 1917

resulted and training was outlined for the preparation of the nation's defense as World War I loomed (Smith).

<center>Societal Expectations of Higher Education</center>

Whether it is vocational or academic, the needs of a society have historically driven the educational process. Higher education has historically adapted and been responsive to market needs (Burkhardt, 2002). Governments and corporations from around the world have acknowledged vocational education reform as a major determinant for economic success in the new world economy (Spring, 1998). Lucas (1972) pointed out that "Americans have always cherished the belief that a free, democratic society rests upon the knowledge, wisdom, and intelligence of its citizenry" (p. 540).

Fear, Adamek, and Imig (2002) have suggested that higher education must move in the direction of engaging students and shift from teaching to learning. They believed higher education should strive for the "higher ground" and that anything less would be failing society. This would center the aspirations and beliefs of what a scholarly life is espoused to be and what American higher education should be, as expressed by Vincent Donovan in 1978: "Do not try to call them to where you are, as beautiful as that place might seem to you. You must have the courage to go with them to a place neither you nor they have ever been before" (p. vii). Tam (2002) confirmed that the higher education experience enriches a student's life through intellectual, social, emotional, and cultural stimulation.

A statement expressing the public sentiment toward the mission and purpose of higher education was given in a speech by Richard C. Atkinson, 17th president of the

University of California, to the Assembly of the Academic Senate at the University of

California. In that speech he said,

> Make no mistake; the university is a public institution, supported by the people
>
> through the actions of their elected representatives and executives. They will not
>
> allow it to be operated in ways which are excessively at variance with the general
>
> public will. By various pressures and devices, the university will be forced to
>
> yield to and to conform if it gets too far away from what the public expects and
>
> wants. (Altback, Berndahl, & Gumport, 1999, p. 73)

Recent studies have indicated that a two-year college program is a good alternative

to the traditional four-year college degree and postsecondary vocational training holds

promise for many, particularly if the program of study is carefully selected (Boesel,

2001). Conversely, Schmid and Abell (2003) found that students entering community

colleges are more likely to confront demographics risk factors than students entering

four-year institutions and that these risk factors make it more difficult for them to

complete their course of study.

Over 50% of first-time college students started at the community college level

(Cohen & Brawer, 1996). The traditional viewpoint is that students wishing to pursue a

baccalaureate degree should begin at a University System institution while students

wishing to pursue occupational programs should begin their postsecondary training at a

technical institute or some entity designated for occupational training (Miller & Morgan,

1997).

Many students were encouraged by the absence of remedial labels in technical and

community colleges and pursued their goals of transferring to a four-year school (Deli-

Amen & Rosenbaum, 2002). As entrance requirements at four-year institutions became

tougher and tuition continued to rise, two-year colleges continued to be a viable option

for the first two years of a student's college career (Anglin, Davis, & Mooradin, 1995).

<div align="center">Mission of Higher Education</div>

Though driven by societal needs, every college and university has an explicit

mission, which has been adopted by its board of trustees or other agency. For most

colleges and universities, service was included with teaching and research as defining the

tripartite mission of the institution (Bringle, Games, & Malloy, 1999). Almost without

exception, postsecondary institutions have been called upon to provide training in an

increasingly complex modern society and economy. Training that was once imparted on

the job has now been formalized in institutions of higher education (Altbach et al., 1999).

Technology Function

Technology has affected the social organization of teaching and learning and in so

doing has expanded the delivery of higher education. Technology opened up the

possibility of rethinking the fundamentals of the higher education setting: the dimensions

of roles, time, place, and organizational participants (Altbach et al., 1999). McGovern,

Foster, and Ward (2002) suggested that higher education developed new ways of

delivering education to make it available at any time and any place and that the Internet

held the promise of a "virtual university" with full force-distributed learning

technologies.

 Academic Function

Teachers should be as prepared to understand the substance of what they are

teaching as well as the theoretical frameworks which provide the strategies for imparting

that substance. Traditionally, education is too significant to be left to technicians (Lucas, 1972). Academic journals served as repositories for knowledge by preserving the past and looking to the future and, therefore, helped establish the function of universities and colleges; to accumulate particular, abstract, scholarly knowledge, mostly through journals (Silka, 2003). The academic personnel in the institution should "regularly review and take into account shifts in student demand, resource allocations, departmental goals, and the evolving mission of the institution" (Tierney, 1998, p. 165).

Transfer Function

As the nation's oldest operating community college, Joliet Junior College in Joliet, Illinois, served as a material reminder of educators' hopes for the two-year college. In 1901, Joliet's high school superintendent, together with William Rainey Harper, President of the University of Chicago, established Joliet Junior College as a postgraduate high school program that would serve the needs of students who might not be ready for or qualified to attend a four-year college. Such students could earn the first two years of a baccalaureate degree at the junior college after which they would either end their formal education or transfer to a four-year college (Joliett Junior College, 2005).

In conjunction with senior colleges and universities, community colleges have provided access to the baccalaureate degree through such degree pathways as the Associate of Arts degree, or the Liberal Arts degree, the traditional community college stepping stones to higher education (Cohen & Brawer, 1996).

Many students continued to receive their first two years of college at two-year institutions as indicated by financial factors, tougher entrance requirements at four-year institutions, and state initiatives to improve transfer (Anglin et al., 1995). According to

Susskind (1997) the main problem with successful articulation was the 'difference in values' between the four-year institution and the school wishing to transfer credits.

Name Change

In response to this 'difference in values' vocational and technical schools around the nation have undergone name changes and consolidations to increase the stature of the school and thereby the value of the education offered at their respective institutions. The name changes were not intended to signify a change in the mission of the schools, but rather were intended to reflect the evolution of the schools as they have grown from primarily technology programs to include many business, health, science, and public service technology programs and their articulation with baccalaureate programs (Ohio Board of Regents, 2005). Ohio Auto Diesel Technical Institute changed its name to Ohio Auto Diesel Technical College in 1995, due to the addition of the degree, Associate of Technical Studies in Automotive and Diesel, and the schools degree granting ability (Ohio Technical College, 2005).

The technical schools in South Carolina are led by the South Carolina State Board for Technical and Comprehensive Education. In the 116th session of the South Carolina General Assembly, 2005-2006, House Bill 3193 allowed for any technical education institution under the control of the State Board for Technical and Comprehensive Education to retain the name 'technical college' or change its name to 'technical community college' upon a majority vote of the area commission of the institution (South Carolina General Assembly, 2005). The addition of the word 'community' was thought to foster better collaboration within the community. Currently, the 16 South Carolina Technical Colleges are identified as 'technical colleges' and all are individually accredited

by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award two year associate degrees (South Carolina Technical College System, 2005).

In 1989 the Connecticut community colleges and technical colleges consolidated into the Community-Technical Colleges (CTC) under the administration of a Board of Trustees governed by the state's Board of Governors for Higher Education. The CTC offers associate degrees and vocational training (Cox, 1999). In 1999, Kansas combined its 6 state universities, 19 community colleges, 7 technical schools, 4 technical colleges, and 1 municipal university under a board of regents in an effort to improve educational delivery (MacNeil, 2000). Shelby State Community College and State Technical Institute at Memphis in Tennessee merged to increase efficiency and service to the students.

In Arkansas, Maryland, Kentucky, and Minnesota, community colleges have merged with some academic cultural problems emerging, but gradually resolved as the different academic entities combined to offer student services (MacNeil, 2000). Maine converted its technical colleges into community colleges with the expectation of better educating the population by making a four-year degree more attainable (Sack, 2003). Conversely, Nebraska merged several state college schools in the 1970s and maintains their position is the way they like it and will not change in the future (MacNeil).

While students attended particular colleges for a variety of reasons, including the prestige offered, to some degree, by the name of the institution, the success of students who transfer to four-year institutions varied across the respective majors (Cedja, Kaylor, & Rewey, 1998). Those students tracked in a study by Cedja, Kaylor, & Rewey in 1998

showed that math and science grades declined and were statistically significant, but fine arts, humanities, and the social sciences showed GPA increases, though not statistically significant (Cedja et al.).

<div align="center">History of Higher Education in Georgia</div>

Public higher education in Georgia began in 1784 when the General Assembly set aside 40,000 acres of land for the endowment of Franklin College. Franklin College was incorporated by an act of the General Assembly on January 27, 1785, and became the first state to charter a state-supported university (University of Georgia, 2004). In 1867, Franklin College acquired Lumpkin Law School, a private school, and soon after changed its name to the University of Georgia.

For the succeeding 100 years, the University of Georgia was the sole institution providing higher education in Georgia. At the end of the 19th and beginning of the 20th century, the state established a number of additional institutions, including the School of Technology in 1885 (now Georgia Tech), the Georgia Normal and Industrial College for Girls in 1889 (now Georgia College and State University), the Georgia State Industrial College for Colored Youths in 1890 (now Savannah State University), and South Georgia Normal School in 1906 (now Valdosta State University). In addition, the Assembly established agricultural and mechanical arts (or A & M institutions) in each congressional district. The institutions, established in response to local needs, were scattered throughout the state (The University System of Georgia, 2005).

Georgia Southern University was established in 1906 by the Georgia legislature and opened in 1908 as the First District Agricultural and Mechanical School. The institution advanced over the years to become a two-year college, Georgia Normal

School in 1924, and then in 1929 the Georgia legislature changed the name to South

Georgia Teachers College, a four-year college. It became Georgia Teacher's College in

1939 and in 1959 the institution became Georgia Southern College. In 1990 Georgia

Southern College received university status and became Georgia Southern University, the

first university in the southern half of Georgia (Anonymous, 2005).

      After the creation of the Board of Regents in 1931, significant growth occurred in

Georgia public higher education. Perhaps the most influential growth in the University

occurred following World War II when the GI bill led to a sudden influx of students into

the University System raising the 6500 number of students in wartime to 25,000 in 1947

(Board of Regents of the University of the University System of Georgia, 2005).

      Other equally impacting phenomena, known as the Baby Boom generation, tripled

the size of the University System in the decade of the sixties when the GI bill's

descendants entered college. About the same time, integration began in the University

System of Georgia in January of 1961, when two students were reluctantly admitted to

the University of Georgia and four others announced their intentions to apply to Georgia

Tech. While the impact of integration was not as sudden as the GI bill or the Baby Boom

generation it would eventually contribute significantly to the growth of the System. In

the seventies desegregation efforts began in the University System under direction of the

federal courts. In an agreement with the state board of Vocational Education some public

junior colleges began providing vocational education (Board of Regents of the University

of the University System of Georgia, 2005).

      The system of higher education in Georgia continued to grow and change over the

years. Governor Carl Sanders, referred to by many as an 'education Governor,' was

instrumental in the expansion of the University System as it grew in the 1960s. New

junior colleges, along with new degree programs and new facilities, were part of the

expansion. Governor Sanders' state budgets invested heavily in higher education

facilities and helped to triple the size of the higher education system (The University

System of Georgia, 2005).

In 1988 the community and junior colleges in the University System were

elevated in standing when the Board of Regents allowed them to drop 'junior' and

'community' from their names. In 1988 the regents established differential admission

standards between students seeking vocational/technical training and those pursuing

degrees transferable to senior institutions (The University System of Georgia, 2005).

In an agreement with the newly created Department of Technical and Adult

Education (DTAE), The University System of Georgia would offer the Associate of

Applied Science (AAS) degree while the DTAE would offer the Associate of Applied

Technology (AAT) degree. A uniform definition of associate degrees stipulated that

career-oriented degrees as opposed to academic-oriented degrees were not transferable.

It was also stipulated that the technical institutes would teach only applied general

education courses essential to the AAT programs they offered and that they would not

expand their general education offerings merely to add options for students; rather,

students would be encouraged to seek options provided through courses provided by

Regents' institutions (Board of Regents of the University of the University System of

Georgia, 2005).

The 1990s saw Stephen Portch, as the new chancellor, instill a new vision for the

New Millennium with the support of Governor Zell Miller who was elected governor in

1991. Miller wanted as his legacy to be remembered as "the education governor" and founded the HOPE (Helping Outstanding Pupils Educationally) scholarship program. The HOPE scholarship program was recognized and studied by President Bill Clinton on his visit to Georgia in 1997. Also in 1997, 16 of the University System's institutions changed their names to universities in order to improve the image of their schools (Board of Regents of the University System of Georgia, 2005). The new chancellor of the Board of Regents, Stephen Portch, was a strategist that would help Miller achieve his dreams and goals of enhancing education in Georgia (The University System of Georgia, 2005).

The current University System of Georgia consists of 35 institutions including 4 research institutions, 2 regional universities, 17 state and university senior colleges, and 12 two-year colleges (The University System of Georgia, 2005). This has been illustrated in Table 2.

Board of Regents (BOR)

The Board of Regents was created as a result of a request by then Governor Dr. Lamartine Griffin Hardman, who called for a committee to examine and recommend changes and reorganization to higher education in Georgia in 1929. As a result, the Board of Regents of the University System of Georgia was established in 1931 to oversee the colleges and universities in the state and provide a centralized governing body.

The time period from 1931 to 1943 was riddled with political conflict between Governor Eugene Talmadge and the Board of Regents. Talmadge maneuvered politically to maintain control of the Board and successfully controlled the Board during the years between 1931 and 1943. It was in 1943 that Talmadge's defeat as governor by Ellis Arnall, brought on a reorganization of the Board of Regents and removed any undue

Table 2. Higher Education in Georgia

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                    ┌─────────────────────────────┐
                    │  Higher Education in Georgia │
                    └─────────────────────────────┘
          ┌────────────────────┼─────────────────────┐
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ University System│  │      DTAE        │  │ Private Colleges │
│   of Georgia     │  │                  │  │                  │
└──────────────────┘  └──────────────────┘  └──────────────────┘
          │                     │                     │
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│  4 Research      │  │  35 Technical    │  │ 38 Private       │
│  Universities    │  │  Colleges        │  │ Colleges and     │
│                  │  │                  │  │ Universities     │
└──────────────────┘  └──────────────────┘  └──────────────────┘
          │                     │
┌──────────────────┐  ┌──────────────────┐
│  2 Regional      │  │ 4 Technical      │
│  Universities    │  │ Colleges         │
│                  │  │ Associated with  │
│                  │  │ University System│
│                  │  │ Institutions     │
└──────────────────┘  └──────────────────┘
          │
┌──────────────────┐
│ 17 State         │
│ Universities     │
│ and Colleges     │
└──────────────────┘
          │
┌──────────────────┐
│ 12 Two-Year      │
│ Colleges         │
└──────────────────┘
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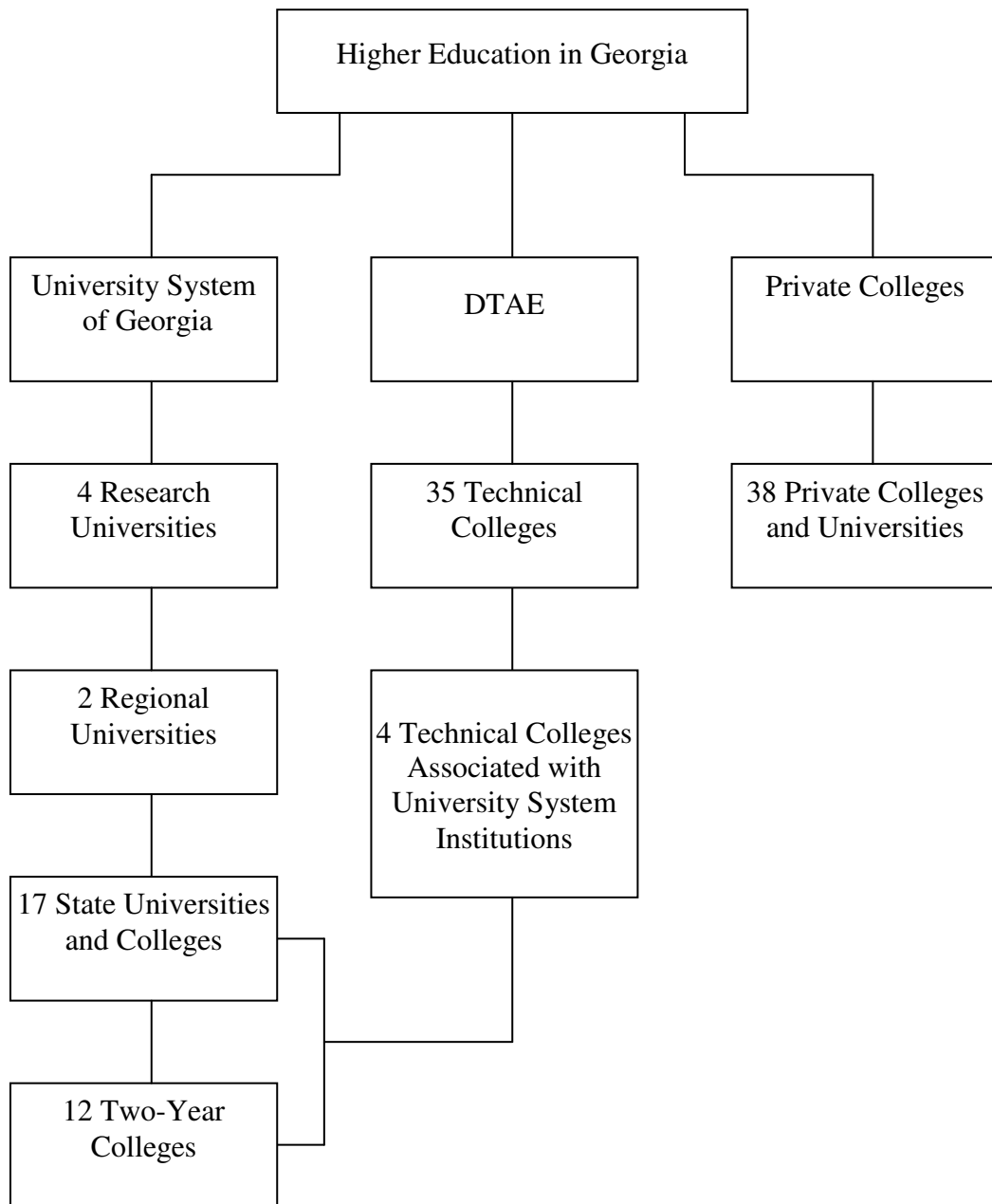
political interference by the governor or the legislature on the Board of Regents.

Governor Arnall submitted an amendment to grant constitutional authority to the Board

(Board of Regents of the University of the University System of Georgia, 2005).

The Board of Regents established several new initiatives for higher education in

Georgia including: a mission development and review process with reformation of

mission for all institutions; raising admission requirements; a partnership between the

University System of Georgia and the Department of Technical and Adult Education

(DTAE); a partnership between the University System and K-12 schools, businesses, and

other organizations; a preschool-to-college (P-16) initiative which strives for

collaboration among educational entities; movement towards a semester calendar; faculty

and staff development and several others (Board of Regents of the University of the

University System of Georgia, 2005).

The initiatives receiving the most attention were the partnership with DTAE, the

P-16 initiative, and the attempt to raise academic standards (The University System of

Georgia, 2005). Portch resigned in 2001 and was followed by Dr. Thomas C. Meredith

who took office in 2002 (Board of Regents of the University System of Georgia, 2005).

Today the Board of Regents includes 18 members, appointed by the Governor.

There is one representative for each of the 13 congressional districts, and five from the

state at large. A chancellor is elected by the Board and serves as its chief executive

officer and chief of administration of the University System of Georgia. He has very

broad powers and responsibilities which include approval of all faculty, research,

administrative, and other employee appointments and is the medium through which all

matters are presented to the Board. Institutional presidents report directly to the

chancellor. Regents serve seven-year terms. The Board oversees 35 institutions: 4

research universities, 2 regional universities, 15 state universities, 2 state colleges, and 12

two-year colleges. There are more than 233,000 students, 9000 faculty, and 35,000

employees in the system. The board typically meets on a monthly basis at the Regents'

office in Atlanta. Occasionally meetings are held at individual institutions across the

state (The University System of Georgia, 2005).

Private colleges and institutions in Georgia are associated with the National

Association of Independent Colleges and Universities or the Georgia Association of

Independent Colleges of Teacher Education. However, most Georgians assume, though

incorrectly, that higher education in Georgia is represented primarily by the University

System of Georgia and as such the Legislature in Georgia is associated more with the

University System than the private and independent colleges (Board of Regents of the

University System of Georgia, 2005).

The University System of Georgia along with private universities and colleges,

provide academic training leading to the associate degree, baccalaureate degree, and

advanced degrees. Students who know they want to pursue these avenues are encouraged

to attend one of these schools (Board of Regents of the University System of Georgia,

2005). For those students wishing to earn vocational and technological training and enter

the workforce sooner, the Department of Technical and Adult Education offers fast track

training to prepare the students for the vocation of their choosing (Board of Regents of

the University System of Georgia, 2005).

Department of Technical and Adult Education (DTAE)

The Department of Technical and Adult Education resulted from a group of disjointed technical schools across the state. In 1984 Governor Joe Frank Harris created the State Board of Postsecondary Education which led to the creation of the Department of Technical and Adult Education in 1988, the statewide system that exists today (Georgia Department of Technical and Adult Education, 2005).

Technical Colleges in Georgia

The first significant piece of federal legislation directed toward vocational education was the Smith-Hughes Act of 1917, co-sponsored by Georgia senator and future governor, Hoke Smith. Georgia's economy had recovered from the devastation of the Civil War, agriculture was flourishing, and Smith recognized the need for training in the methods of modern industry if the state was to progress. The decline of the cotton economy and the onset of the Great Depression made that need more urgent (Georgia Department of Technical and Adult Education, 2005).

On the eve of World War II, significant federal funds were made available for developing programs in vocational education. In 1943, Dr. M. D. Mobley, then the State Director of Vocational Education, succeeded in getting the State Board of Education to approve his recommended plan for a system of Area Trade Schools, and by 1944 the first school opened in Clarkesville. It was named North Georgia Trade and Vocational School. Four years later, a second school opened in Americus named South Georgia Trade and Vocational School (Georgia Department of Technical and Adult Education, 2005).

Today there are 35 technical colleges across Georgia. Technical schools in Georgia have traditionally provided vocational training to those students wishing to learn a trade rather than attending a liberal arts college or university (Department of Technical and Adult Education, 2005). Today's students at the technical colleges in Georgia came from many sources. Two-year colleges eagerly recruited four-year students and reverse transfer students, those students desiring specific training from a technical college, in order to increase enrollment (Townsend, 2000). Competition for students was fierce and reverse transfer students were eagerly recruited to increase enrollment (Townsend, 2001). The perception of the students' parents has been found to be a significant determining factor for school selection (Trusty & Watts, 1996).

Approximately 13% of two-year college students were reverse transfers (Townsend & Dever, 1999). Some students were making the decision of which college to attend based on similarity of programs offered, proximity of the school, the curriculum being offered, and the low cost of two-year schools (Townsend, 2003). Success rates of students entering technical schools, for the most part, showed that students taking developmental courses successfully completed them and also succeeded in subsequently taking regular courses, but with lower grades than students who did not take developmental courses (Hodges, 1998). Many technical college students were planning to transfer to four-year colleges and universities to earn a baccalaureate degree (Findlen, 1998).

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, in an effort to keep current with changing educational and economic factors, mandated that federally funded education programs integrate academic curricula along with the

vocational curricula being offered (Castellano, Stringfield, & Stone, 2003). This academic addition added a new dimension to the vocational school landscape and to the responsibilities of the technical school administrators.

This new dimension of academics and vocational training has been recognized by employers as very desirable in the work place as evidenced by the fact that employers hired vocational and technical degree holders over otherwise similar applicants and paid them more money (Bills & Wacker, 2003).

Tension between BOR and DTAE

The name change in 2000 from technical institutes to technical colleges in Georgia, along with the increasing enrollment in the technical colleges, due in large part to the HOPE grant, led to increased tension between the University System of Georgia Board of Regents and the Georgia Department of Technical and Adult Education. In 1999 Governor Roy Barnes proposed that several vo-techs be upgraded to colleges, independent of Chancellor Portch and the University of Georgia. According to Bill Shipp, a writer for the Atlanta Journal and Constitution, Barnes voiced dissatisfaction with the University System due to its lack of cooperation with the state's vocational schools (Shipp, 1999). University System Chancellor Portch talked down to elected officials and made bitter enemies among ranking lawmakers (Shipp, 2001).

The same bill that allowed for the technical schools to change their names to technical colleges also changed the funding formula that provided funding to DTAE and to the University System of Georgia (Johnson, 2000). The formula was changed so that the base for the funding was on enrollment, a change that meant millions of dollars for the DTAE's schools (Johnson). Chancellor Stephen Portch reflected his disdain with the

funding formula at a Board of Regents meeting in May of 2001 expressing his disappointment with "a budgetary system that rewards enrollment growth but not quality growth" (Board of Regents, 2001).

The enrollment increases in the DTAE can be attributed partly to the HOPE grant not requiring a B average of the technical college students and the fact that students could take an unlimited number of courses. As a result the enrollment skyrocketed at technical schools (Cumming, 1999). In 2004, under Governor Sonny Perdue, the law was changed limiting the number of hours a student is eligible for the HOPE grant to 63 semester hours. This caused an enrollment decrease at DTAE schools for the first time in more than a decade (Salzer, 2005). Georgia Senator Bill Hamrick said "the colleges may be seeing a much needed correction" (Salzer).

More discord was evident with Governor Sonny Perdue and the Board of Regents as Governor Perdue lobbied to have Chancellor Thomas Meredith removed by pressuring his appointed regents to vote Meredith out. Such action would only hurt higher education in Georgia with such reminiscence of 1940s Talmadge tactics (Shipp, 2005).

Technical College Administrators

It was found that technical colleges in Georgia were administered by the presidents and an administrative team made up of the vice-presidents of instruction, vice-presidents of economic development, vice-presidents of administration, vice-presidents of student services, and other faculty and staff. College presidents filled the most critical leadership position on campus and acted as drivers for institutional change (Eddy, 2004). The President of a Georgia Department of Technical and Adult Education technical college was responsible for leadership and management. The president provided for the

overall leadership, administration, and direction for a technical college's comprehensive

educational program (Stetson & Stetson, 1997; Teitel, 2001; Georgia Department of

Technical and Adult Education, 2005).

The technical college president was determined to have a demanding role. More

than 91% of current presidents reported in 1991 that they spent more than 50 hours per

week on college related business (Vaughan & Weisman, 1998). The responsibilities of

technical college presidents have been vastly expanded in the last decade (Wallin, 2002).

The role of the presidents of the technical colleges has changed over the years from that

of providing a basic vocational education to its present day task of offering many

vocational programs along with academic offerings including the associate degree.

Today's technical college presidents ranked three skills as important to very

important to success in the position: budget, developing positive relationships with local

political leaders, and having positive relationships with state political leaders (Wallin).

Ninety-seven percent (97%) of respondents ranked budget as very important or

important, with seventy-four percent (74%) ranking developing positive relationships

with local political leaders as very important or important. The respondents ranked

having positive relationships with state political leaders at ninety-one percent (91%)

indicating it was very important (Wallin). Restructuring was presented as a prevalent

theme among college presidents and that presidents be accountable for student learning

and educational outcomes necessary for the student to be an effective member of society

(McGovern et al., 2002).

The vice-presidents of instruction serve as the top administrator when the

president is off campus. The vice-presidents of instruction plan, administer, and evaluate

institutional services which include instruction, staff in-service activities, implementation

discontinuance of instructional programs, and approve new curricula. The vice-president

of instruction is the school's chief academic officer (Georgia Department of Technical

and Adult Education, 2005).

There are 35 technical colleges in Georgia. Twenty-three out of the 35 technical

colleges have a president with a doctorate degree. Eleven of the 35 presidents are female.

(see Table 3) The vice-presidents of instruction are made up of 23 male and 12 female.

There are 9 doctorate degrees in the position (see Table 4). In comparison, there are 12

two-year University System of Georgia colleges. There are 10 male presidents, including

3 interim presidents, and 2 female presidents. There are 9 doctorates in the position.

There are 6 male vice-presidents of academic affairs and 6 female vice-presidents of

academic affairs. There are 12 doctorates in the position (see Table 4).

<center>Politics in Higher Education</center>

"Education is one of the most significant state and local political arenas"

(Richardson, Flanigan, Smith, & Woodrum, 1997, p. 4). The two governing bodies in the

state of Georgia are the Board of Regents and the Department of Technical and Adult

Education. The Board of Regents oversees the University System of Georgia including

the establishment of name changes. When the University System of Georgia designated

13 four-year colleges as "state universities," it came with the requirement that the

institutions incorporate the designation into their names. The Board of Regents decided

that all of the state-supported four-year colleges that offered graduate programs should be

identified as "universities". The proposed name change discussion was spurred by the

University System of Georgia Board of Regents' removal of the requirement that made all

Table 3. Presidents of Technical Colleges and Two-Year Colleges

	Presidents of Technical Colleges		Presidents of Two-Year Colleges	
Degree	Doctorate	Other	Doctorate	Other
Quantity	23	12	9	3
Gender	Male	Female	Male	Female
Quantity	24	11	10	2

Table 4. Vice-presidents of Instruction of Technical Colleges and Vice-Presidents of
Academic Affairs of Two-Year Colleges

	Vice-Pres. of Technical Colleges		Vice-Pres. of Two-Year Colleges	
Degree	Doctorate	Other	Doctorate	Other
Quantity	9	26	12	0
Gender	Male	Female	Male	Female
Quantity	23	12	6	6

of Georgia's state universities include the words "state university" in their names (Board of Regents, 1996).

The Georgia Department of Technical and Adult Education oversees the technical colleges in Georgia, including the establishment of any name changes. The technical colleges in Georgia gained approval to change their names to technical colleges with the passing of House Bill 1187 in 2000 (Georgia State Legislature, 2000). Kenneth Breeden, DTAE commissioner in 2000, stated that this would dramatically increase the marketability of the institutions and would put Georgia's technical education system on a level playing field with the community and technical colleges of other states (Breeden, 2000). This was reinforced by Kung (2002) who found that students are drawn to institutions partly because of the schools' reputation and also by Delattre (2002) who found that the name was the main component of any organization's identity.

<div align="center">Technical College Mission</div>

The mission of the Georgia Department of Technical and Adult Education is to contribute to the economic, education, and community development of Georgia by providing quality technical education, adult literacy education, continuing education, and customized business and industry workforce training to the citizens of Georgia (Georgia Department of Technical and Adult Education, 2005). Wallin (2003) found in a study that of the technical college presidents and community college presidents in North Carolina, South Carolina, and Georgia, only four percent thought general university coursework was important.

The academic mission of Georgia's technical colleges is represented by 117 associate degrees and 104 diplomas in a diverse range of career areas. Each technical

college varies in the specific degrees and diplomas that they offer (Georgia Department of Technical and Adult Education, 2005) (See Table 5). The vocational mission in Georgia's Technical Colleges is represented by 950 shorter training programs of one to four quarters. These programs culminate with a technical certificate that focuses on a specific skill that can prepare a student for employment (Georgia Department of Technical and Adult Education, 2005) (See Table 5). By increasing academic offerings, the technical colleges in Georgia will only increase the quality of the educational experience for the students (Belfield & Levin, 2002).

Summary

Higher education in the United States includes all postsecondary education, including vocational-technical education. While the academic model for education in the United States comes from the European model, public vocational education dates back to the depression of the 1890s and the need to prepare workers for developing technology of the time. The same holds true in today's society. Vocational education continues to train workers for the changing forces in the workforce. As the needs of society change, so do the responses from the educational community. The introduction of the Internet has opened the doors for competition in the education field and traditional four-year institutions, community colleges, and vocational-technical schools find themselves competing for students. The technical schools in Georgia changed their names to technical colleges in 2000 and narrowed the gap between the traditional four-year school education and the two-year schools. The future roles of the technical colleges in Georgia present interesting and challenging demands for the administrators of these schools.

Table 5. Technical College Mission

Technical College Mission	
Academic Mission	Vocational Mission
117 Associate in Applied Technology Degrees	950 Certificates of Training
104 Diplomas	

CHAPTER III

METHODOLOGY

Introduction

In 2000 the Georgia General Assembly passed House Bill 1187 giving the Georgia Department of Technical and Adult Education schools the right to change their names from technical institutes to technical colleges. This event may have led to a change in the type and method of delivery of course offerings at the technical colleges in Georgia. This study was designed to examine the technical college administrators' perceptions of the future vocational or academic roles of Georgia's technical colleges. A 21 question survey was designed to assess the administrators' perceptions of the future vocational and academic role of the 35 technical colleges in Georgia. A web-based survey was initially considered for administering the survey, but was abandoned because of the large number of emails the administrators received on a daily basis. It was determined that a U. S. Postal Service mailed survey would give the highest rate of return. The survey was mailed to the presidents and the vice-presidents of instruction at each of the 35 technical colleges in Georgia. After the surveys were collected, the responses to the questions were statistically analyzed using the Statistical Package for the Social Sciences (SPSS) statistical software and the Z-test for the difference in two proportions. Conclusions and recommendations relating to the future vocational and academic role of the technical colleges in Georgia were drawn from the statistical analysis and presented.

Research Questions

The research question being examined in the study was: What were the future vocational and academic roles of the Georgia technical colleges as perceived by the

technical college administrators? The determination of the administrators' perceptions of the question was facilitated by addressing the following supporting questions:

1. What were the changes in the number of students at the technical colleges who were taking vocational or academic courses?

2. Were there demographic differences in responses to the survey questions?

3. Were there differences in the survey responses from the presidents and the vice-presidents of instruction?

Item Analysis

The survey instrument was designed to reflect the perceptions of the technical college administrators on issues relevant to the research questions. The research supporting these questions can be found in the Item Analysis in Table 6.

Table 6. Survey Item Analysis

Survey Item #	Item	Research	Research Question
1.	Name connotation	Selman & Wilmoth, 1993; Delatre, 2002	overarching, 1,3
2.	Name importance	Delatre, 2002	overarching, 1,3
3.	Name value	Breeden, 2000	overarching, 1,3
4.	Teacher interest	Wallin, 2003	overarching, 3
5.	Reputation	Kung, 2002; Hardin, 2000	overarching, 1,3
6.	Articulation	Findlen, 1998; Miller & Morgan, 1997; MacNeil, 2001, Deli-Amen and Rosenbaum, 2002	overarching, 3

Table 6. Survey Item Analysis conti.

Survey Item #	Item	Research	Research Question
7.	Left behind	Selingo, 1999	overarching, 3
8.	Institution values	Susskind, 1997	overarching, 3
9.	Personal respect	Selman & Wilmoth, 1993; Delatre, 2002	overarching, 3
10.	Image	Deli-Amen and Rosenbaum, 2002	overarching, 1,3
11.	Community pride	Community College Week, 2001	overarching, 3
12.	Positioning	Hardin, 2000	overarching, 3
13.	Curriculum	Wallin, 2003	overarching, 1,3
14.	Articulation	Findlen, 1998; Miller & Morgan, 1997; Deli-Amen & Rosenbaum, 2002; MacNeil, 2001	overarching, 3
15.	Name image	Selman & Wilmoth, 1993; Delatre, 2002	overarching, 1,3
16.	Diploma value	Breeden, 2000	overarching, 1,3
17.	Position	Sandholtz & Finan, 1998; Stetson & Stetson, 1997; Stone, 1999; Teitil, 2001	overarching, 3
18.	Gender bias	Thameling & Anderson, 1999	overarching, 3
19.	Ethnicity	Alston, 1999; Hodgkinson & Montenegan, 1999	overarching, 2,3
20.	School setting	Gupton & Slick, 1996; Holliman 1996	overarching, 2,3
21.	Future direction	Levine, 2002; Murray, 1996; Teitil, 1997	overarching, 3

Research Design

The study was descriptive in nature and described survey responses, central

tendencies, and data distribution utilizing quantitative and qualitative methods (Creswell,

2005). According to Alreck & Settle (1995), this method reflected, with a high degree of certainty, the perceptions of the college presidents and described the issues being studied.

<div align="center">Participants</div>

The researcher examined responses from the 35 presidents of the technical colleges in Georgia and also the 35 vice-presidents of instruction to determine their collective and comparative perceptions of the future vocational and academic roles of the technical colleges in Georgia. The vice-presidents of instruction were chosen to be surveyed because their position was directly related to the curriculum being taught at the institution. The vice-presidents of instruction also could have had a different opinion regarding vocational versus academic training than that of the presidents and would have been able to express those opinions more freely than the presidents. The vice-presidents of instruction also would have received less pressure from the DTAE than the presidents would have received to implement any changes in the curriculum. The presidents were chosen to be surveyed because they had a direct influence on the vocational or academic direction an institution takes and commanded the power to influence that direction within the limitations allowed by DTAE. Their opinions may have been, however, unduly influenced by the director of the DTAE and the Governor of Georgia.

<div align="center">Instrumentation</div>

The instrument, Technical College Administrators' Perceptions of the Future Vocational and Academic Role of Technical Colleges in Georgia (Appendix B), was developed by the researcher. The instrument addressed areas discovered in the review of literature which were relevant to the future vocational or academic direction of the technical colleges.

Pilot Study

A pilot survey was administered to ten technical college administrators in South Carolina to establish face and content validity of this tool and to determine if this data collection instrument included all the essential data for the research project and to provide data for revision of the instrument as needed (Nardi, 2003). Validity was measured by a series of questions posed to the participants to determine if they perceived the questions in the same manner as the researcher (Sprinthall, 2000). Reliability was determined through four contradictory questions: numbers 1 and 15 and numbers 6 and 14 in the survey. Answers were analyzed to establish reliability and to revise the instrument as needed (Sprinthall, 2000).

Data Collection

Permission was obtained from the Georgia Southern University Institutional Review Board to administer the survey (See Appendix A). Mike Vollmer, DTAE commissioner, was contacted by mail to gain permission to perform the study using the presidents and vice-presidents of instruction of the technical colleges in Georgia. Envelopes were provided for the return of the survey to provide confidentiality. The limited scope and accessibility of the participants allowed the researcher to survey the entire population rather than a random sample.

The survey was printed on two sheets, stapled, and folded, so that the respondents would notice the second sheet. The survey was mailed with a return postage-paid self-addressed envelope to ease participation by the respondents and minimize risk on their part. For those that did not return the survey, follow-up reminders were mailed two weeks after mailing the survey, and was followed immediately by an email to the

individual respondents requesting that they complete and return the survey (Alreck, 1995).

<div align="center">Data Analysis</div>

In addition to the descriptive statistics, data was analyzed with SPSS statistical software using the chi square test. The chi square test was the most popular test available for measuring nominal data (Sprinthall, 2000). This provided the frequency responses for the presidents and vice-presidents of instruction from the survey. The chi square test was used to analyze the difference in responses from rural and urban schools and male and female respondents and presidents and vice-presidents of instruction. The chi square test was used initially but abandoned due to the fact that the expected number of responses for a particular answer for a particular question was less than 5.0. It was decided to use the Z-test for the difference in two proportions. SPSS was used to compute descriptive statistics, such as means and frequencies, for analysis of any emerging theme or themes. This aided the researcher in determining if predictions could be made regarding the future vocational or academic role of Georgia's technical colleges based on the perceptions of the presidents and vice-presidents of instruction of the technical colleges in Georgia. Results of the SPSS and test analysis were presented with statistically significant results at the .05 level.

The open-ended questions were scrutinized for similarities and differences. Any subject or items of repetition were coded to facilitate qualitative analysis and to identify any emerging theme or themes from which inferences could be made. Frequencies of responses were quantified to identify dominant emerging themes.

Summary

This study was designed to measure the perceptions of the presidents and vice-presidents of instruction of Georgia's technical colleges on the future vocational and academic roles of the technical colleges in Georgia. The survey research method was selected to gather data for the study. The survey instrument was designed by the researcher based on the review of literature. Sixteen of the items on the survey addressed the perceptions of the presidents and vice-presidents of instruction, six items were demographic in nature, and one was an open-ended question that would allow the respondents an opportunity to express further opinions. The survey was analyzed to help identify trends that would emerge regarding the future vocational and academic roles of the technical colleges in Georgia and the perceptions and possible differences between the presidents and vice-presidents of instruction.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

The purpose for this study was to examine the perceptions of the presidents and vice-presidents of Georgia's technical colleges on the future vocational or academic role of the technical colleges in Georgia. The data has been gathered through the use of a survey designed by the researcher to identify certain specific areas for examination. The surveys were distributed by mail to 70 presidents and vice-presidents of instruction at the 35 technical colleges in Georgia resulting in responses from 47 administrators. Data collection began in September of 2005 and was concluded in October of 2005.

Research Question

The research question posed in this study was "What were the future vocational and academic roles of the Georgia technical colleges as perceived by the technical college administrators?"

The supporting questions were:

1. What were the changes in the number of students at the technical colleges who were taking vocational or academic courses?

2. Were there demographic differences in responses to the survey questions?

3. Were there differences in the survey responses from the presidents and the vice-presidents of instruction?

4. What were the technical colleges' future directions regarding vocational and academic training?

The responses to the questions were analyzed for statistical significance at the .05 level using the SPSS statistical software (SPSS, 2005). The chi square test was used initially but abandoned due to the fact that the expected number of responses for a particular answer for a particular question was less than 5.0. It was decided to use the Z-test for the difference in two proportions. The test assumes a null hypothesis that both populations are equal and, therefore, allows the researcher to combine the two sample proportions to obtain an overall estimate of the common population proportion. Descriptive statistics such as the means and frequencies were used to describe survey responses showing central tendencies and data distribution. Both quantitative and qualitative questions were used in the survey. Responses were differentiated by presidents and vice-presidents of instruction, male and female, and rural and urban schools. Responses to the survey questions have been identified and analyzed with the SPSS statistical software to test for the difference in two proportions. The responses from the open-ended question were coded to identify emerging similarities for analysis.

<div align="center">Research Design</div>

The study was descriptive in nature describing central tendencies and contained 16 quantitative questions, 4 demographic questions, and 1 qualitative question. A survey designed by the researcher was distributed to the presidents and vice-presidents of instruction at the 35 technical colleges in Georgia. Prior to the distribution of the surveys in Georgia, a pilot study was conducted in South Carolina to establish face content and content validity. Ten administrators of the South Carolina technical colleges were selected at random for participation in the survey. The results of the pilot study indicated that the survey instrument was valid. The caveat in the South Carolina study related to

the fact that the administrators participating in the study were not aware of the

importance of the name change within the South Carolina system. The name change had

occurred in South Carolina before most of the current administrators were employed in

the South Carolina technical colleges and, therefore, were not aware of the significance

of a name change in their system. It was, therefore, determined that since the Georgia

name change in the technical college system was more recent, the Georgia participants

would be familiar with the recent name change and could answer the questions

knowledgeably. As a result there were no changes made to the survey instrument

following the South Carolina pilot study.

<div align="center">Respondent Demographics</div>

Surveys were mailed to 70 presidents and vice-presidents of instruction of the 35

technical colleges in Georgia. Forty-seven responses were received for a total of 67%.

The respondents of the study included 5 female technical college presidents, 19 male

technical college presidents, 11 male vice-presidents of instruction, and 13 female vice-

presidents of instruction. The urban and rural classification refers to technical colleges in

metropolitan settings as self-reported by the respondents and have been differentiated as

such in the analysis of the data. Of the technical colleges responding, 22 were in urban

settings and 25 were in rural settings. The responses were self-reported.

The enrollment (see Table 7) in the technical colleges has continued to increase

over the period from 1999 to 2004 with a slight decrease in 2005 from 151,116 in 2004 to

146,311 in 2005, which was about a 3% decrease. This may be attributed to the change

in DTAE policy in 2004 limiting the number of hours students can receive the HOPE

grant. Table 8 shows the percent increase/decrease in enrollment since 1999. Table 9

shows the percent increase/decrease in diplomas awarded since 1999. Table 10 shows

the percent increase/decrease in technical certificates of credit awarded since 1999.

Table 11 shows the percent increase/decrease in associate degrees awarded since 1999.

Associate degrees and technical certificates of credit awarded have continued to

increase since 1999 and did not decrease in 2005. The associate degree did show a

decline in the percent increase in 2005 from a 7.74 percent increase in 2004 to a 1.15

percent increase in 2005 (see Table 11). Diplomas awarded had a -8.01 percent increase

in 2005. (see Table 9) Individual technical college totals for 2005 of technical

certificates of credit, diplomas, and associate degrees awarded are represented in Table

13.

All of Georgia's 35 technical colleges were accredited by either the Southern

Association of Colleges and Schools (SACS) or The Council on Occupational Education

(COE) which was the successor organization of the Commission on Occupational

Education Institutions of the Southern Association of Colleges and Schools. The COE

was originally formed as a committee in 1969 and in 1971 became a Commission of

SACS. SACS and COE separated in1995 resulting in two individual commissions.

Table 14 shows that 12 technical schools were accredited with SACS prior to

2000. Since 2000 there have been 12 additional technical schools to apply for

accreditation with SACS and 2 of them received SACS accreditation in 2005. Twenty-

three schools have received accreditation from COE since the beginning of COE in 1971.

Ten colleges that are accredited with COE have not applied for accreditation with SACS.

Table 7. Technical College Student Enrollment
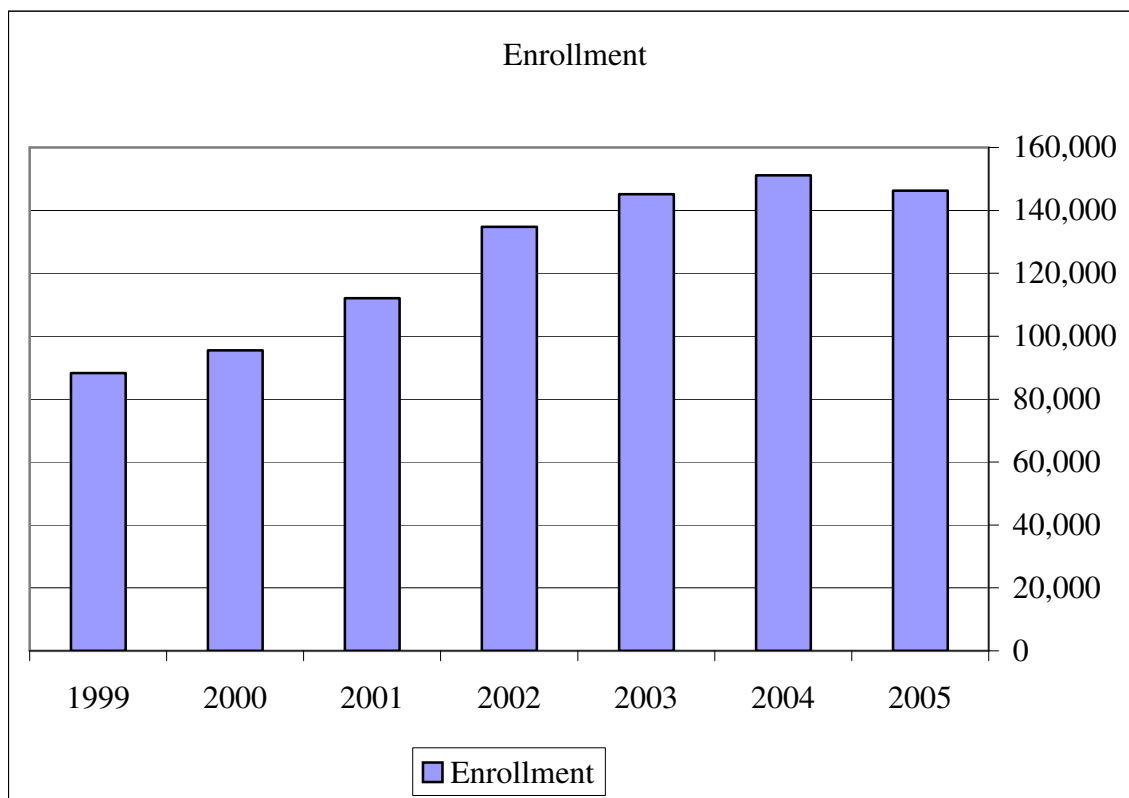
Table 8. Technical College Student Enrollment Percent Increase

Year	Enrollment	Percent increase
2005	146,311	-3.28%
2004	151,116	3.95%
2003	145,147	7.18%
2002	134,731	16.84%
2001	112,041	14.74%
2000	95,523	7.62%
1999	88,248	

Table 9. Technical College Diplomas Awarded

Year	Diploma	Percent increase
2005	76,235	-8.01%
2004	82,345	2.81%
2003	80,029	7.64%
2002	73,913	13.47%
2001	63,960	10.39%
2000	57,312	3.84%
1999	55,110	

Table 10. Technical College Certificates of Credit Awarded

Year	Certificate of credit	Percent increase
2005	46,163	8.04%
2004	42,450	8.70%
2003	38,756	7.31%
2002	35,923	18.26%
2001	29,363	24.38%
2000	22,205	6.80%
1999	20,696	

Table 11. Technical College Associate Degrees Awarded

Year	Associate Degree	Percent increase
2005	23,320	1.15%
2004	23,052	7.74%
2003	21,268	12.14%
2002	18,686	20.01%
2001	14,947	16.26%
2000	12,516	13.64%
1999	10,809	

Table 12. Technical College Degrees, Certificates, and Diplomas Granted

Associate Degrees, Diplomas and Technical Certificates of Credit Granted
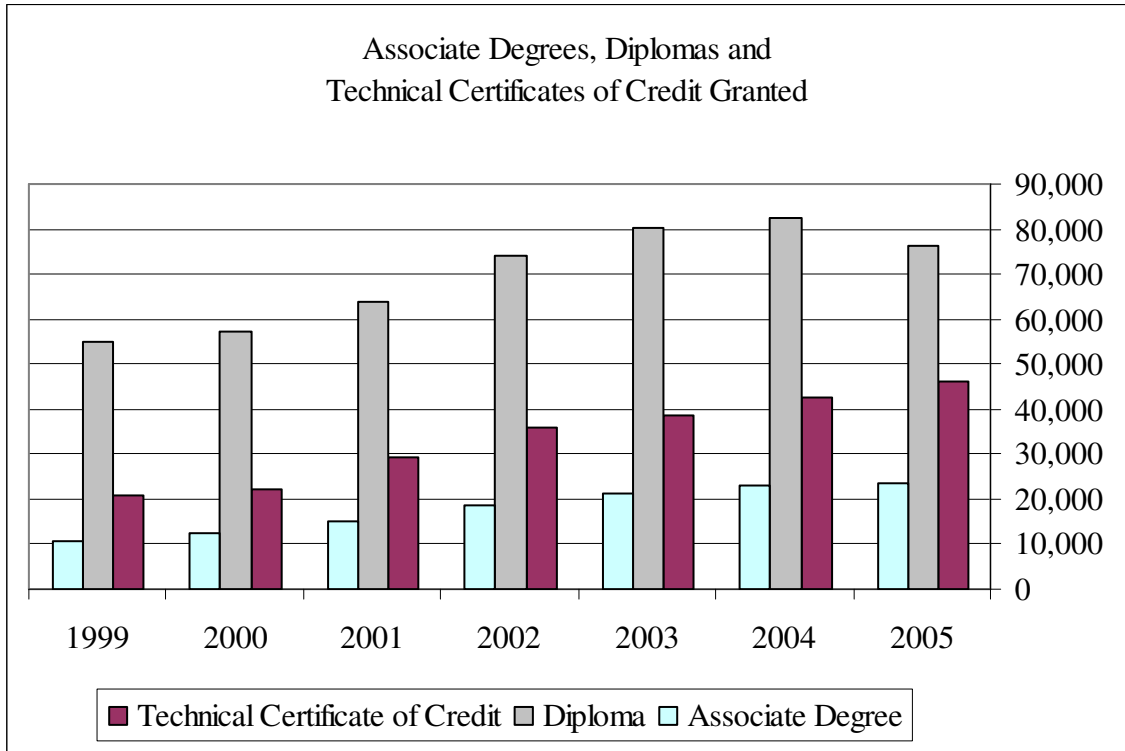
Table 13. Individual Technical College Degrees, Certificates, and Diplomas

Individual CollegeTotals for Technical Certificates of Credit, Diplomas, and Associate Degrees - 2005
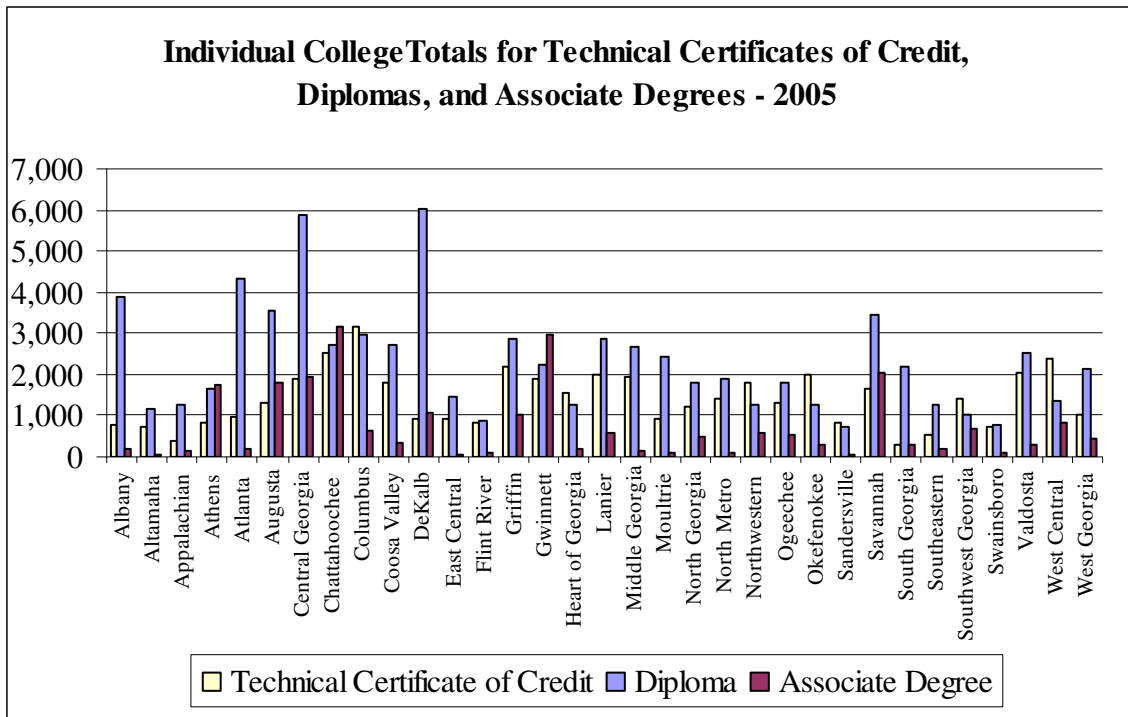
Table 14.   Technical Colleges' Accreditation Time Line

Institution	SACS Accredited	COE Accredited
DeKalb Technical College	1967	
Athens Technical College	1988	
Augusta Technical College	1988	
Chattahoochee Technical College	1988	
Columbus Technical College	1990	
Gwinnett Technical College	1991	
Savannah Technical College	1991	
Northwestern Technical College	1997	
Southwest Georgia Technical College	1997	
Griffin Technical College	1998	1971
West Central Technical College	1998	
Central Georgia Technical College	1999	
Albany Technical College	2005	1974
Middle Georgia Technical College	2005	1977
Atlanta Technical College	Candidate	1971
Appalachian Technical College		1971
Coosa Valley Technical College	Applicant	1972
North Georgia Technical College	Applicant	1972
Okefenokee Technical College	Applicant	1972
Lanier Technical College		1972

Table 14.   Technical Colleges' Accreditation Time Line, conti.

Institution	SACS Accredited	COE Accredited
South Georgia Technical College	Applicant	1973
West Georgia Technical College	Candidate	1973
East Central Technical College		1973
Flint River Technical College		1973
Swainsboro Technical College		1973
Valdosta Technical College	Applicant	1974
Moultrie Technical College		1974
Heart of Georgia Technical College		1986
Ogeechee Technical College		1990
North Metro Technical College	Candidate	1991
Altamaha Technical College	Applicant	1992
Southeastern Technical College	Candidate	1992
Sandersville Technical College		1999
Georgia Aviation Technical College		2001

Findings

Survey Responses

Responses to the 16 items on the survey are presented in Tables 15, 16, and 17. Due to the small number of responses on the individual items of the four point Likert Scale, the responses have been categorized into either Agree or Disagree to facilitate interpretation and analysis. All of the responses falling into the Strongly Agree or Agree categories were combined into one category: Agree. All of the responses falling into the Strongly Disagree or Disagree categories were combined into one category: Disagree. Only two survey items resulted in statistically significant differences at the .05 level: item number 9 between presidents and vice-presidents of instruction and item number 9 between rural and urban respondents (see Table 15 and 17). Also worthy of mention are items 11 and 15 between presidents and vice-presidents of instruction, and items 1 and 11 between rural and urban respondents (see Table 15 and 17). The p-value does not reach the .05 level, but between presidents and vice-presidents of instruction in Table 15 it does reach .06 and .07 indicating some degree of difference on these two items. Items 1 and 11 in Table 17 also indicate approaching some degree of difference between rural and urban responses.

A weighted average score for the individual items on the survey was generated by averaging the individual values for each of the points on the four-point Likert Scale. The score represents the tendency for the respondent to agree on the Likert Scale when prone towards the academic responses and to disagree on the Likert Scale when prone towards the vocational perception. The lower score represents a respondent's tendency towards academic roles and the higher score represents a tendency towards vocational roles.

Table 18 represents the averaged scores on the individual items on the survey for the presidents, vice-presidents of instruction, male, female, rural, urban, and the mean scores of all the respondents. The tendency towards academic or vocational can be seen better in Table 19 which displays the respondents' responses in percentages. The degree of difference in the responses can be seen better with the percentages than with the actual raw score averages because of the larger numbers involved. For example, in table 18 the difference in the raw score mean overall score of 2.17 from the median of 2.5 can be understood better with the percentages in Table 19. The same mean overall score difference from the median 50% is represented by 38.92%. The lower percentage represents an inclination towards an academic answer and the higher percentage represents an inclination towards a vocational answer. Table 20 displays the overall score in raw data resulting from the survey responses. The overall score is generated by adding the values for each of the points on the four-point Likert Scale for each of the respondents.

Qualitative Question

Question number 21 was an open-ended question asking: "What do you believe the technical colleges' direction should be in regards to vocational and academic training?" Responses were analyzed using a cluster analysis for emerging themes and quantified (see Table 21). Many of the respondents were passionate in their responses and defended the mission of workforce training in the technical colleges; however, they also reported their desire for the addition of a more academic curriculum. Some of the comments and coded respondents were:

Respondent number:

2. "Our direction and mission should evolve into more of a comprehensive community college."

4. "We were created to develop a trained workforce. We do not need to veer from that course."

5. "Obviously occupational, career, workforce, vocational - whatever you want to name it - comes first!"

5. "Is there a need for the community/technical college format such as what's seen in our surrounding states? I believe so."

8. "We need to remember our purpose!"

9. "Student will have to master both academic and technical training to be successful."

12. "Its direction is and should remain workforce development."

15. "Both academic training and vocational training should be supported and funded state wide. Offer AA and AAS degrees and promote transfer to universities."

18. "Consider the convergence of tech and two yr colleges into community colleges."

19. "Degree awarded should be AAS - more widely recognized and accepted in higher education community."

21. "The college mission of providing... workforce development... should be at the forefront of every decision concerning the school's future."

24. "Greater emphasis on academic training."

25. "Stay the course. Provide the programs needed by business and industry."

32. "You can no longer separate vocational from academic."

39. "Train people a skill that they can get a job with."

40. "Always workforce development."

Table 15. Responses of Technical College Presidents Compared to Vice-Presidents of Instruction on Survey Items   Level of significance p = < .05*

Question	Group	Agree	Disagree	Proportion	Two-tailed test p-value
1	Pres	23	1	.95	.52
	VP	21	2	.91	
2	Pres	6	18	.25	.93
	VP	6	17	.26	
3	Pres	19	5	.79	.76
	VP	19	4	.82	
4	Pres	1	23	.04	.32
	VP	0	23	0	
5	Pres	24	0	1	.30
	VP	22	1	.95	
6	Pres	16	8	.66	.37
	VP	18	5	.78	
7	Pres	23	1	.95	.97
	VP	22	1	.95	
8	Pres	4	20	.16	.43
	VP	6	17	.26	
9	Pres	20	4	.83	.02*
	VP	12	11	.52	
10	Pres	24	0	1	.30
	VP	22	1	.95	
11	Pres	24	0	1	.06
	VP	20	3	.86	
12	Pres	23	1	.95	.27
	VP	20	3	.86	
13	Pres	6	18	.25	.46
	VP	8	15	.34	
14	Pres	15	9	.62	.47
	VP	12	11	.52	
15	Pres	23	1	.95	.07
	VP	18	5	.76	
16	Pres	14	10	.58	.42
	VP	16	7	.69	

Table 16. Responses of Technical College Male Respondents Compared to Female
Respondents on Survey Items   Level of significance p = <.05 *

Question	Group	Agree	Disagree	Proportion	Two-tailed test p-value
1	Male	27	2	.93	.85
	Female	17	1	.94	
2	Male	9	20	.31	.27
	Female	3	15	.16	
3	Male	22	7	.75	.26
	Female	16	2	.88	
4	Male	1	28	.03	.42
	Female	0	18	0	
5	Male	29	0	1	.19
	Female	17	1	.94	
6	Male	22	7	.75	.28
	Female	11	7	.61	
7	Male	27	2	.93	.25
	Female	18	0	1	
8	Male	5	24	.17	.39
	Female	5	13	.27	
9	Male	21	8	.72	.41
	Female	11	7	.61	
10	Male	29	0	1	.19
	Female	17	1	.94	
11	Male	28	1	.96	.29
	Female	16	2	.88	
12	Male	27	2	.93	.61
	Female	16	2	.88	
13	Male	7	22	.24	.14
	Female	8	10	.44	
14	Male	19	10	.65	.15
	Female	8	10	.44	
15	Male	27	2	.93	.12
	Female	14	4	.77	
16	Male	22	7	.75	.14
	Female	10	8	.55	

Table 17. Responses of Technical College Rural Respondents Compared to Urban
Respondents on Survey Items   Level of significance p = < .05*

Question	Group	Agree	Disagree	Proportion	Two-tailed test p-value
1	Rural	22	3	.88	.09
	Urban	22	0	1	
2	Rural	6	19	.24	.79
	Urban	6	16	.27	
3	Rural	20	5	.80	.87
	Urban	18	4	.81	
4	Rural	1	24	.04	.34
	Urban	0	22	0	
5	Rural	25	0	1	.28
	Urban	21	1	.95	
6	Rural	16	9	.64	.76
	Urban	15	7	.68	
7	Rural	23	2	.92	.17
	Urban	22	0	1	
8	Rural	5	20	.20	.81
	Urban	5	17	.22	
9	Rural	12	13	.48	.001*
	Urban	20	2	.90	
10	Rural	24	1	.96	.34
	Urban	22	0	1	
11	Rural	22	3	.88	.09
	Urban	22	0	1	
12	Rural	22	3	.88	.36
	Urban	21	1	.95	
13	Rural	7	18	.28	.59
	Urban	8	14	.36	
14	Rural	12	13	.48	.16
	Urban	15	7	.68	
15	Rural	20	5	.80	.11
	Urban	21	1	.95	
16	Rural	17	8	.68	.75
	Urban	14	8	.63	

Table 18. Averaged Scores of Technical College Respondents on Survey Items

Item	Overall Score	Presidents	Vice-Presidents	Male	Female	Rural	Urban
			Averaged scores				
1	1.62	1.54	1.70	1.52	1.78	1.72	1.50
2	2.94	2.92	2.96	2.90	3.00	3.04	2.82
3	1.87	1.88	1.87	1.93	1.78	1.84	1.91
4	3.36	3.33	3.26	3.31	3.44	3.36	3.36
5	1.57	1.46	1.70	1.48	1.72	1.64	1.50
6	2.11	2.08	2.13	2.03	2.22	2.32	1.86
7	1.62	1.58	1.65	1.69	1.50	1.76	1.45
8	3.06	3.17	2.96	3.17	2.89	3.04	3.09
9	2.19	1.88	2.52	2.07	2.39	2.44	1.91
10	1.64	1.46	1.83	1.52	1.83	1.76	1.50
11	1.72	1.54	1.91	1.62	1.89	1.88	1.55
12	1.72	1.54	1.91	1.62	1.89	1.92	1.50
13	2.77	2.92	2.61	2.90	2.56	2.80	2.73
14	2.34	2.25	2.43	2.24	2.50	2.52	2.14
15	1.81	1.63	2.00	1.62	2.11	2.00	1.59
16	2.34	2.42	2.26	2.17	2.61	2.32	2.36
n=	47	24	23	29	18	25	22
Mean	2.17	2.10	2.23	2.11	2.26	2.27	2.05

Table 19. Total Percentage Scores of Technical College Respondents on Survey Items that Agree or Disagree

	Total percentage scores						
Item	Overall Score	Presidents	Vice-Presidents	Male	Female	Rural	Urban
1	20.57%	18.06%	23.19%	17.24%	25.93%	24.00%	16.67%
2	64.54%	63.89%	65.22%	63.22%	66.67%	68.00%	60.61%
3	29.08%	29.17%	28.99%	31.03%	25.93%	28.00%	30.30%
4	78.72%	77.78%	75.36%	77.01%	81.48%	78.67%	78.79%
5	19.15%	15.28%	23.19%	16.09%	24.07%	21.33%	16.67%
6	36.88%	36.11%	37.68%	34.48%	40.74%	44.00%	28.79%
7	20.57%	19.44%	21.74%	22.99%	16.67%	25.33%	15.15%
8	68.79%	72.22%	65.22%	72.41%	62.96%	68.00%	69.70%
9	39.72%	29.17%	50.72%	35.63%	46.30%	48.00%	30.30%
10	21.28%	15.28%	27.54%	17.24%	27.78%	25.33%	16.67%
11	24.11%	18.06%	30.43%	20.69%	29.63%	29.33%	18.18%
12	24.11%	18.06%	30.43%	20.69%	29.63%	30.67%	16.67%
13	58.87%	63.89%	53.62%	63.22%	51.85%	60.00%	57.58%
14	44.68%	41.67%	47.83%	41.38%	50.00%	50.67%	37.88%
15	26.95%	20.83%	33.33%	20.69%	37.04%	33.33%	19.70%
16	20.57%	18.06%	23.19%	17.24%	25.93%	24.00%	16.67%
n=	47	24	23	29	18	25	22
Mean	38.92%	36.63%	41.03%	37.07%	41.90%	42.42%	34.94%

Table 20. Total Scores of the Technical College Respondents in Raw Data

Item	Total raw scores						
	Overall Score	Presidents	Vice-Presidents	Male	Female	Rural	Urban
1	76	37	39	44	32	43	33
2	138	70	68	84	54	76	62
3	88	45	43	56	32	46	42
4	158	80	75	96	62	84	74
5	74	35	39	43	31	41	33
6	99	50	49	59	40	58	41
7	76	38	38	49	27	44	32
8	144	76	68	92	52	76	68
9	103	45	58	60	43	61	42
10	77	35	42	44	33	44	33
11	81	37	44	47	34	47	34
12	81	37	44	47	34	48	33
13	130	70	60	84	46	70	60
14	110	54	56	65	45	63	47
15	85	39	46	47	38	50	35
16	110	58	52	63	47	58	52
n =	47	24	23	29	18	25	22
Mean	101.87	50.37	51.31	61.25	40.62	56.81	45.06

Table 21. Cluster Analysis Showing Emerging Trends from Technical College
Presidents and Vice-Presidents Identified in the Survey

Emerging Trends	Vocational	Academic
Community College		12
Associate in Arts Degree		8
Accreditation		4
Expand Curriculum		5
Transfer/Articulation		8
Higher level of computation and skills	3	
Workforce training	23	
Program aligned with business and community needs	7	
Total Times Mentioned	33	37

Summary

In this chapter the researcher presented and analyzed data received following a survey distributed to the 35 technical colleges in Georgia related to the future academic and vocational roles of the technical colleges in Georgia. The survey was administered by mail to the 35 presidents and 35 vice-presidents of instruction in those schools. Data collection began in September of 2005 and concluded in October of 2005. Forty-seven administrators responded to the survey representing 67% of the population.

The demographic characteristics of the participants of the study included: 47 males and 23 females; 35 presidents and 35 vice-presidents of instruction; 25 self-reported rural colleges and 22 self-reported urban colleges. Twenty-four of the presidents were male of which 15 held the doctorate degree, and 11 were female of which eight held the doctorate degree. Twenty-three vice-presidents of instruction were male of which three held the doctorate degree and 12 were female of which six held the doctorate degree.

The design of the study centered on one overarching question and four supporting questions. Analysis of the survey responses was done using SPSS version 12.0 and the Z-test for the difference in two proportions and was used to compute descriptive statistics such as means and frequencies, for analysis of any emerging theme or themes. Statistical significance was measured at the .05 level.

The analysis resulted in only two statistically significant findings at the .05 level from the survey responses. When comparing presidents to vice-presidents of instruction on question number 9 which states, "Changing the school name to 'College' has increased the respect I receive from people because I work/teach at a college rather than a 'Vo-Tech

School,'" there was a statistically significant difference at the .02 level. There were also statistically significant differences at the .05 level when comparing rural to urban on question number 9. There were no statistically significant differences at the .05 level between male and female.

Results of analysis of the supporting question "What are the changes in the number of students at the technical colleges who are taking vocational or academic courses?" showed a recent decrease in the number of students receiving diplomas. Certificates of credit continued to increase but not at the rate witnessed in 2001 and 2002. Associate degrees increased consistently from 2000 to 2003 but have seen a slower rate of increase since 2004.

The researcher found several areas of interest from the open-ended question displayed by the respondents.

1. Twelve respondents mentioned a comprehensive community college.

2. Eight respondents mentioned the Associate in Arts degree and transferability of courses.

3. Twenty-three respondents mentioned workforce training as important to the future roles of the colleges.

The findings from the research analysis on the survey responses clearly show that there is essentially no difference in the perception of the future roles of the technical colleges in Georgia between presidents and vice-presidents of instruction, or male and female respondents, or rural and urban schools.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to examine the presidents' and vice-presidents' of instruction perceptions of the future vocational and academic roles of the 35 technical colleges in Georgia and to determine if any prevailing theme or themes emerged. The Georgia legislative action in 2000 gave the technical colleges permission to change their names from technical institutes to technical colleges. Since the technical schools were originally designed to provide vocational training, the changing of the technical institutes' names to college may have influenced students in making their decisions about where to attend college and may also have had an effect on how the administrators and the community at large perceived the role of the technical colleges.

The Georgia General Assembly's passing of House Bill 1187 in 2000 allowed the technical schools in Georgia to change their names from technical 'institutes' to technical 'colleges,' and could have led to a change in the type course offerings at the technical colleges in Georgia. The mission of the Georgia Department of Technical and Adult Education has been to contribute to the economic, educational, and community development of Georgia by providing quality technical education, adult literacy education, continuing education, and customized business and industry workforce training to the citizens of Georgia (Georgia Department of Technical and Adult Education, 2005). The administrators of the individual technical colleges were responsible for carrying out this mission in their respective colleges. Their perceptions of

the future academic or vocational direction of the technical colleges were important to decisions they made as they attempted to carry out the colleges' mission.

The difference between a community college and a technical college lies in the degrees, diplomas, or certificates offered. The community college has been a source for students to earn the first two years of a baccalaureate degree, or an associate of arts degree, while the technical schools have provided occupational specific one year and two year diplomas and certificates and the associate of applied technology degree. It has been noted that when technical schools were transformed into community colleges, the new entity was more inclined towards academic than vocational, and hands-on training courses began to disappear. In contrast, it has also been noted that community colleges were the frontline of workforce training, professional development, and technology training. With the introduction of academics to the technical school curriculum, the vocational students feared they were being bypassed. The baccalaureate degree was certainly valuable in the workforce, but every student did not have that degree as their goal.

The technical colleges have had as their mission the directive to provide workforce training. By elevating their stature to that of a college and the inclusion of more academic courses to the curricula, the possibility increased for excluding vocational training students. By identifying what the administrators of the technical colleges believed as to the future direction of their schools, steps could be taken to change or alter curricula to ensure the continuation of vocational and workforce training, even if administrators were inclined to see their college in the future as more academic than vocational.

The researcher examined data in this study from a 21 item survey distributed to the presidents and vice-presidents of instruction of the 35 technical colleges in Georgia to gain their perceptions of the future academic or vocational roles of the technical colleges in Georgia. The survey consisted of 21 questions, 16 of which were quantitative in nature and measured responses on a four-point Likert Scale, four demographic questions, and one qualitative open-ended question. The survey was distributed and collected by mail.

Analysis of Research Findings

The purpose of the researcher was to identify any differences between the perceptions of presidents and vice-presidents of instruction as to the future academic or vocational roles of the technical colleges in Georgia. Male and female response differences were also examined along with any differences between administrators at rural and urban colleges.

The analysis produced only two statistically significant findings from the survey responses. When comparing presidents to vice-presidents of instruction on question number nine which states, "Changing the school name to 'College' has increased the respect I receive from people because I work/teach at a college rather than a 'Vo-Tech School,'" there was a statistically significant difference in the responses between the presidents and the vice-presidents of instruction. Eighty-three percent of the presidents reported that their level of respect had increased since the school changed its name to college, but only 52% of the vice-presidents of instruction agreed. The difference between rural and urban administrators also produced a statistically significant finding for question number nine. Ninety percent of the urban respondents reported that their

level of respect had increased since the school changed its name to college, but only 48% of the rural respondents agreed. There were no statistically significant results between male and female administrators.

An averaged score (see Table 18) for the individual items on the survey was generated by averaging the individual values for each of the points on the four-point Likert Scale. The score reflects the tendency for the respondent to agree on the Likert Scale when prone towards the academic responses and to disagree on the Likert Scale when prone towards the vocational perception. The lower score represents a tendency towards academic roles and the higher score represents a tendency towards vocational roles. The mean total score for all the respondents was 2.17. The mean scores from all the demographic groups were: presidents, 2.17; vice-presidents, 2.10; male, 2.11; female, 2.26; rural, 2.27, and urban, 2.05. The scale was from one to four, making the median 2.5. All of the response means were below the 2.5 indicating a slight inclination towards the academic orientation. Table 19 shows the responses in percentages and makes it easier to see the differences between the groups. The mean percentage was 38.92%, which was considerably below the 50% median and indicates an inclination towards the academic orientation. Given the fact that the percentages in Table 19 were scored responses from an historically vocationally inclined institution, it seems even more significant.

The findings clearly showed that there was essentially no difference between what the presidents perceived to be the academic and vocational role of the colleges and what the vice-presidents of instruction perceived to be the academic and vocational role of the colleges. There was some difference between male and female administrators and rural and urban administrators, but not to a level of statistical significance.

The responses to the open-ended question resulted in 12 respondents that mentioned a comprehensive community college and 8 respondents that mentioned the Associate of Arts degree and transferability of courses. Twenty-three respondents mentioned workforce training was important to the future roles of the colleges. Seven respondents reported that the college program should be aligned with the business and community needs and five respondents mentioned that the curricula should be expanded. Three respondents mentioned the need for a higher level of computation skills.

When the open-ended question was examined, two factors stood out. There were a total of 37 responses related to the increase of academic offerings in the technical colleges and 33 responses related to the continuation of the colleges' mission of workforce training. This seemed to present a dichotomy of ideology related to academic or vocational training. The comments on the surveys were quite passionate about continuation of vocational training, yet clearly, the trend reflected in the survey responses was to include academic offerings as well.

<div align="center">Discussion of Research Findings</div>

The findings from the survey clearly showed that there was essentially no difference in the perception of the future academic and vocational roles of the technical colleges in Georgia between presidents and vice-presidents of instruction, or male and female respondents, or rural and urban school administrators. The findings agreed with Gregg's (1997) conclusions regarding agreement between males and females on what constitutes admirable leadership attributes and mirrors this study's findings of no difference between presidents and vice-presidents, males and females, and rural or urban respondents regarding the responses to the survey questions.

Delattre (2002) studied the importance of the name of an organization and found that it was the most important component of any organization's identity. The responses to the survey indicate the presidents and vice-presidents did not support Delattre's findings and seem to be in direct opposition to pre-2000 thinking when the DTAE was lobbying to change the name of every technical school in the DTAE organization. Perhaps after a name has been selected and accepted by an organization, including its stakeholders and clients, the members of the organization see other factors as more important than the name.

Eddy (2003) found that the success of an organization was dependent upon agreement of a central mission and vision. Given the results of the survey and the agreement between presidents and vice-presidents on the direction the technical colleges should take, it behooves the administrators of the technical colleges to pursue with vigor the academic course offerings they promote. If Townsend (2003) was correct in saying location was the most important factor in selecting a school, then the technical colleges should see a healthy increase in academic enrollments as soon as they succeed in achieving SACS accreditation and DTAE and BOR reach an agreement on allowing students' courses to transfer to all of the state's four-year institutions.

The literature was limited on specific studies and research comparing vocational and academic curricula in technical schools or colleges.

Conclusions

1. The administrators of the Georgia technical colleges essentially agreed on the future roles, both academically and vocationally, of the Georgia technical colleges. While many of the comments were passionate about maintaining the workforce

development, generally everyone agreed that offering academic courses was necessary to producing an educated workforce.

2. The mission of the Georgia technical colleges was to prepare students for workforce and career technical employment. The concern from many technical school faculty members has been that the addition of academics to technical schools would overlook and leave behind the students the schools were designed to train. However, most faculty members agreed that the industries and businesses of today required a more educated employee and that academic offerings were necessary to produce that kind of employee.

3. The addition of academic courses leading to the Associate in Arts or Science degree and articulation with the four-year universities would only enhance the current mission of the Georgia technical colleges. It has become necessary for today's employees to be more knowledgeable. By adding academics to workforce training the byproduct, the prepared employee, will be in a better position to succeed in their chosen career.

One might conclude from the findings that the technical colleges in Georgia were in proper alignment with the future academic and vocational roles the schools were to provide to the citizens of Georgia, and that the presidents and vice-presidents of instruction were essentially in agreement with the direction in which the college was progressing. The findings showed that the administrators of the technical colleges essentially agreed as to the direction the colleges needed to take and were taking. This would seem to be a positive sign for any of the technical colleges to have the administration in harmony with the mission of the organization as set by DTAE. Herein

lies the difficulty. The mission of the technical colleges is, generally speaking, to provide workforce training.

The difficulty comes in an agreement between the University System of Georgia Board of Regents (BOR) and the Georgia Department of Technical and Adult Education (DTAE). The agreement states that the University System of Georgia will offer the Associate of Applied Science (AAS) degree while the DTAE will offer the Associate of Applied Technology (AAT) degree. A uniform definition of associate degrees stipulated that career-oriented degrees as opposed to academic-oriented degrees were not transferable. It was also stipulated that the technical institutes would teach only applied general education courses essential to the AAT programs they offered, and that they would not expand their general education offerings merely to add options for students; rather, students would be encouraged to seek options provided through courses provided by Regents' institutions (Board of Regents of the University System of Georgia, 2005).

This agreement clearly defines what courses would be offered at the technical colleges and that these career-oriented degrees would not be transferable to BOR institutions. While this agreement may have satisfied the technical schools at the time, it appears evident from the survey responses and the responses to the open-ended questions that a more academically oriented school was desired. The community college concept may be emerging as the ultimate goal for the technical colleges, while continuing to offer the workforce training and career-oriented degrees as well as associate degrees that would transfer to four-year institutions. If that is the case, or perhaps the design of those in power, a battle for power, position, and funding is inevitable in the halls and offices of the state capital and eventually on the legislative floor.

Implications

For the Profession

The findings from this study add to the body of research concerning technical colleges in Georgia and technical college systems in other states and those which have converted to community colleges.

The technical colleges in Georgia should embrace the findings as a mandate from the technical college administrators to pursue the community college concept in Georgia while at the same time maintaining and planning for continued workforce training and development within DTAE schools. The presidents of the four-year institutions should recognize the changes happening in the technical college system and embrace the idea of receiving transfer students from the technical colleges.

The move by the technical colleges to a more academically oriented school has tremendous implications for high school administrators and guidance counselors as they advise students on the future educational choices.

For the Respondents

The administrators and faculty of the technical colleges should prepare for the conversion from technical colleges to community colleges. SACS accreditation should be a goal of all the technical colleges and the administrators of the technical colleges should spearhead the effort. The addition of the academic curricula to the technical colleges and SACS accreditation may lead to students receiving Associate of Arts and Sciences degrees from the technical colleges and the transferring of credits to four-year institutions and the technical college

For the Researcher

The researcher was enlightened by the technical college literature and accepted a new level of respect for the technical colleges, their administrators, and the mission of the technical colleges in Georgia.

<div align="center">Recommendations</div>

For the Profession

The research findings indicated the administrators of the Georgia technical colleges essentially agreed on the future roles of the colleges. The findings also indicated that the DTAE would benefit from:

1. Collaboration with the University System of Georgia Board of Regents, the Georgia General Assembly, and the DTAE in adding the academic addition of the Associate of Arts and Associate of Science degrees to the mission of the DTAE. If the technical colleges in Georgia are striving to implement more academic courses into the curriculum, leading to the Associate of Arts and Associate of Science degrees, the success of such a transition will be contingent upon approval by the Georgia General Assembly and the cooperation of the University System of Georgia Board of Regents. Successful articulation between DTAE and the University System of Georgia universities will depend on a collaborative and collegial relationship between the two agencies.

2. Collaboration with the University System of Georgia Board of Regents, the Georgia General Assembly, and the DTAE in converting the DTAE technical colleges into comprehensive community colleges while maintaining the technical and workforce training. DTAE was created to provide technical and workforce training. As business and industry changes so must the training necessary to produce effective employees. The

addition of academic training to technical and workforce training has become essential for the student to be successful in his/her selected career. The creation of comprehensive community colleges will allow DTAE to provide the workforce training and the academic training as well and establish a collaborative relationship with the University System of Georgia.

3. Research on the conversion from technical colleges into community colleges. Many states have converted their technical colleges to community colleges. It would be wise to research this conversion to establish the best method for a successful conversion.

For the Respondents

The respondents should recognize the congruence they enjoy in their philosophical position on the future of the technical colleges in Georgia and work together vigorously to attain SACS accreditation and strive for articulation with the four-year institutions in Georgia. They should lobby the General Assembly and BOR for recognition as community colleges with the potential for offering the Associate of Arts and Science degrees.

For Further Research

While there is a statistically significant difference on question number nine, the researcher does not believe it actually tells us anything because of the vague nature of the question. Some respondents noted that they were already receiving 'respect' before the name change took place. This makes quantifying the answer impossible since the respondent could have answered from 'respect before the name change' or 'respect since the name change.' The question could be interpreted in more than one way and,

therefore, disallows any conclusions which might be drawn. The question should be reevaluated if used in future research.

If this study is replicated the survey should include an introductory paragraph with more explanation so that the respondents are made fully aware of the nature and purpose of the survey. Additional qualitative questions would gain more insight into the beliefs of the administrators if targeted at specific areas of interest. Surveying the faculty would benefit the administrators in the performance of their duties.

Further research should be done to determine if a successful collaboration could be achieved between the DTAE and BOR to facilitate the possible conversion of the technical colleges into community colleges and to implement articulation between the two organizations.

Further research should be done to determine if the vocational training needs of the citizens of Georgia are being met and by whom.

Further research should also be done to examine the success or failure of the addition of academics into the curriculum at the technical colleges.

<div align="center">Dissemination</div>

The results of this study will be disseminated through the publication of an article into relevant scholarly journals and opinion articles in relevant education journals.

The findings should be reviewed by the DTAE commissioner, the presidents and vice-presidents of instruction, and the faculty and staff of the Georgia technical colleges. The University System of Georgia Board of Regents and the Georgia Department of Education would also benefit from examining the results. Cooperation and collaboration between these parties will help to create a seamless educational system in the state to the

benefit of the students. Legislatures and policy makers in Georgia should review the findings to help ascertain the direction of the educational processes in Georgia.

Georgia public school administrators, faculty, and guidance counselors should review the findings to raise awareness of the role of the technical colleges in Georgia and how it might impact the high school students in the state. This will help to facilitate the transitions students make from high school through technical colleges or two-year colleges and then to four-year universities.

Concluding Thoughts

The Georgia Department of Technical and Adult Education and its 35 technical colleges throughout the state provide workforce and technical training for the citizens of Georgia. Business and industry have changed since vocational education began in the United States in the late 19th century and now require a more educated worker. Academic curriculum in the technical colleges is certainly needed to produce a well-rounded employee and worker.

The addition of academic curricula to the technical colleges can and should lead to the development of comprehensive community colleges throughout the state and can be done without leaving behind the vocational student the schools were intended to serve. If the General Assembly can work with DTAE and the BOR to work out equitable scenarios for the education of the citizens of Georgia, the state will produce a better prepared graduate and have an education system designed to fit the needs of business and industry in Georgia.

There has always been an elitist attitude in the 'hallowed halls of ivy,' depending on how much 'ivy' your school has. Competition between universities can be seen in all

aspects of college life. The technical colleges in Georgia are proud of what they do and rightly so, for they provide students with the skills to succeed in life and the technical colleges change to meet society's needs far quicker than 'academic institutions.' The addition of academics to the technical colleges may cause concern in the hallowed halls, but will only make a more educated citizenry. It is time to do a little gardening.

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APPENDICES

Appendix A

Institutional Review Board (IRB) Approval Letter

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-681-5465   Administrative Annex
P.O. Box 8005 Fax: 912-681 -0719   Ovrsight@GeorgiaSouthern.edu
Statesboro, GA 30460

To: Ennis Bragg P.O. Box 8013
cc: Michael Richardson, Faculty Advisor P.O. Box 8131

From: Office of Research Services and Sponsored Programs
                    Administrative Support Office for Research Oversight
                    Committees (IACUC/TOC/IRB)
Date: September 9, 2005

Subject: Status of Application for Approval to Utilize Human Subjects in Research
After a review of your proposed research project numbered: H06017. and titled **"The Georgia Technical College Administrators' Perceptions of the Future Vocational and Academic Roles of Georgia's Technical Colleges",** it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study,** within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Julie B. Cole

Director of Research Services and Sponsored Programs

Appendix B

Survey Instrument

Technical college administrators' perceptions of the future vocational and academic role

of the technical colleges in Georgia

Technical college administrators' perceptions of the future vocational and academic role

of the technical colleges in Georgia

All responses are anonymous. Please indicate your response to the following questions that most closely represents your level of agreement or disagreement.

SA- Strongly Agree   A= Agree   D= Disagree   SD= Strongly Disagree

Part I. Perceptions   PLEASE CIRCLE YOUR RESPONSE

1. There is a negative connotation with the name "Vocational-Technical School."	SA	A	D	SD
2. The name of an organization is the single most important component of the organization.	SA	A	D	SD
3. Changing the school name from technical institute to technical college makes the school's degrees, certificates and diplomas more valuable in the workforce.	SA	A	D	SD
4. Teachers in a technical school are more interested in providing academic training than vocational training to students.	SA	A	D	SD
5. The reputation of the institution has been enhanced by changing the name from "technical institute" to "technical college."	SA	A	D	SD
6. The ability to transfer credits to a four-year institution is very important to students at technical colleges.	SA	A	D	SD
7. Changing the technical school's name to "college" may leave behind many of the students the technical schools once attracted.	SA	A	D	SD
8. The number one problem facing effective articulation from a technical college to a four year institution is the difference in values of the community and technical college and the four-year institution.	SA	A	D	SD
9. Changing the school name to "College" has increased the respect I receive from people because I work/teach at a college rather than a "Vo-Tech School."	SA	A	D	SD

10. Students feel better about themselves for attending a college rather than a "Vo-Tech School."	SA	A	D	SD
11. The community feels more of a sense of pride since the name change from "technical institute" to "technical college."	SA	A	D	SD
12. The school is better positioned to recruit students because of the name change.	SA	A	D	SD
13. The faculty at a technical institute display more enthusiasm for vocational training than academic curricula.	SA	A	D	SD
14. Students at a technical college are generally not interested in transferring credits to a four year institution.	SA	A	D	SD
15. There is a positive connotation with the name "vocational-technical school."	SA	A	D	SD
16. A degree, certificate, or diploma from a "technical college" will be more valuable in the workforce than if the name change had not occurred and the name of the institution was still "technical school" or "technical institute."	SA	A	D	SD

Part II Demographics

17. Current position   □ President   □ Vice-president of Instruction

18. Gender   □ Male   □ Female

19. Ethnicity □ White   □ Black   □ Hispanic   □ Asian   □ Other

20. My school is in a   □ Rural setting,   □ Urban setting.

21. What do you believe the technical colleges' direction should be in regards to vocational and academic training?

_____

Appendix C

Request for Permission from DTAE

Thomas Ennis Bragg
940 Oaklawn Drive
Swainsboro, Georgia 30401

Mike Vollmer, Commissioner
Georgia Department of Technical and Adult Education
1800 Century Place Suite 400
Atlanta, Georgia 30345

Dear Mr. Vollmer,

     I am a doctoral student at Georgia Southern University in Educational Administration. I would like to ask your permission to conduct a survey of the presidents and vice-presidents of instruction at Georgia's 35 Technical Colleges. I believe this study will contribute valuable information about the future vocational and academic roles of the technical colleges in Georgia.

     The enclosed survey has been developed to examine the perceptions of the presidents and vice-presidents of instruction at Georgia's 35 Technical Colleges and to see what direction they feel the schools are headed. This information could be valuable as each of the administrators make decisions in their respective schools and reflect on how those decisions might affect the future of their college. A successful transition to technical colleges and the resultant increase in academic offerings in the state, should benefit the citizens of Georgia by providing a more educated and vocationally prepared citizenry.

     I am interested in the learning about the technical college administrators' perceptions of the future role of the technical colleges in relation to vocational or academic offerings because of the changes in the technical colleges' focus that might be brought about by the addition of academic offerings in the technical schools. This possible change in focus by the technical colleges may contribute to an increase in vocational training being offered in the high schools. The political possibilities are intriguing and seem endless. All of these components will contribute to how our children and grandchildren in Georgia are educated in the future.

     I am asking you to consider allowing me to conduct the survey. All responses will be anonymous and information will be reported in summary form.

     Thank you in advance for your help in this research project. If you have any questions, you may contact me at 912-486-7576 or by email at ebragg@georgiasouthern.edu. If you have questions about the rights of the study participants, please contact the IRB coordinator at the Office of Research Services and Sponsored Programs at 912-681-7758, or 0843.

Sincerely,

Thomas Ennis Bragg

Appendix D

Email Request for Permission from DTAE Follow-up

Commissioner Vollmer,

Two weeks ago I mailed you a letter seeking permission to mail a survey to the presidents and vice-president of instruction at the 35 technical colleges in Georgia. The survey examines their perceptions of the future vocational or academic roles of the technical colleges. I talked with Belva this morning and she suggested that I email you to get permission to do the research. Let me assure you that all responses are anonymous and that my intentions are purely academic in nature. I am ready to mail the surveys to the colleges and would appreciate hearing from you as soon as possible.

Thank you for you consideration.

 Ennis Bragg

Doctoral Fellow
College of Education: room 2100
Georgia Center for Education Renewal
Georgia Southern University
P. O. Box 8013
Statesboro, GA 30460-8013
912-486-7576 (office)

Appendix E

Endorsement Letter

From: Vollmer, Michael F [mailto:mvollmer@dtae.org]

Sent: Friday, September 09, 2005 5:00 PM

To: Ennis Bragg

Subject: RE: Research

Ennis – It is fine with me. Good luck with your research – I would love to see the results. Thanks!

Appendix F

Informed Consent Cover Letter

Dear Technical College Presidents and Vice-Presidents of Instruction,

My name is Ennis Bragg and I work with the Georgia Center for Educational Renewal at Georgia Southern University. I am doing research on the perceptions of technical college administrators in Georgia on the future vocational and academic roles of Georgia's technical colleges.

This letter is to request your assistance in gathering data for the study. There is, of course, no penalty should you decide not to participate or to later withdraw from the study. Completion of the survey will be considered permission to use the information you provide in the study and that you are at least 18 years of age. Please be assured that your responses will be absolutely anonymous. Neither I nor anyone else will be able to identify your response from those of other participants. There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. You might benefit from the study and have a better understanding of your position in the school. It will take about 15 minutes to complete the questions. The study will be most useful if you respond to every item in the questionnaire, and you may choose not to answer one or more of them, without penalty. If you would like a copy of the study's results I will be happy to email the results to you. Please send me an email at ebragg@georgiasouthern.edu separately with "Survey Results" in the subject line. Please allow six months for the findings to be studied and the results to be sent to you.

After the surveys are collected, the responses to the questions will be statistically analyzed for significance using the Statistical Package for the Social Sciences (SPSS) statistical software. Conclusions and recommendations relating to the future vocational and academic role of the technical colleges in Georgia will be drawn from the statistical analysis and presented. Conclusions will be made available to the participants if interested by email.

If you have any questions about this research project, please call me (the researcher) at 912-486-7576. If you have any questions or concerns about your rights as a research participant in this study, contact the Office of Research Services and Sponsored Programs at 912-681-7758, or 0843.

Thank you for participating in this study. The results should be of interest to you and your colleagues and assist the Georgia Department of Adult and Technical Education in future decisions regarding the schools.

Respectfully,

Ennis Bragg

Appendix G

Email Reminder

Dear Technical College Presidents and Vice-Presidents of Instruction,

Thank you to so many of you who have responded to the perception survey. I really would like the opinions of all of you to be represented in the results. You have had some great comments and the replies have been most interesting. I would like to remind everyone else to complete and return it in the envelope I provided, as soon as possible. I appreciate very much you taking the time to complete this survey. If you have any questions please do not hesitate to call me at 912-486-7576 or you can email me at ebragg@georgiasouthern.edu.

Ennis Bragg
Georgia Center for Education Renewal
Georgia Southern University
P. O. Box 8013
Statesboro, GA 30460-8013
912-486-7576