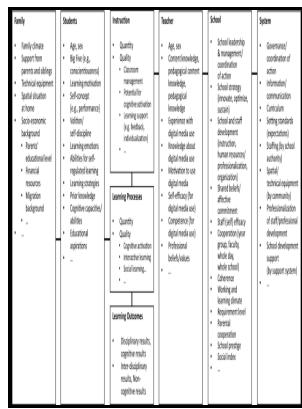


# Longitudinal methods as a tool for evaluating vocational education

**Dept. of Health, Education, and Welfare, Education Division, Office of Education, Bureau of Occupational and Adult Education] : for sale by the Supt. of Docs., U.S. Govt. Print. Off. - Vocational Education in the US**



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## Development and Psychometric Evaluation of the Vocational Fit Assessment (VFA)

In contrast, both the percentages of graduates participating in the consumer and homemaking and the general labor market preparation curricula and the average number of credits graduates earned in these areas declined significantly over the decade with average credits earned declining about 29 and 36 percent in these respective areas. However, given the strong performance of the Self-Determination, Physical Abilities, Communication Skills, Interpersonal Skills, and Computer Skills subscales, employment professionals are encouraged to begin to use these items to inform job-matching decisions. Several people have noted that research may have benefits that are less visible than the accumulation of knowledge about particular topics.

## Longitudinal methods as tools for evaluating vocational education (1979 edition)

As a result, the core curriculum was updated and a method by which the Federal Aviation Administration could continue periodic updates was established. Three projects taken from their list are described below. This briefing highlights the use of longitudinal data in informing and shaping policies relating to child development and social mobility.

## Vocational Education in the US

Presently, impact on the knowledge, skills, and employability of students is the most widely accepted factor. During the summer of 1990, about one-half of all employed postsecondary vocational completers aged 18-34 worked in a field related to their training table 111.

## Assessment of Vocational Education R&D

Most of those interviewed noted changes in the supply of useful data as a result of research. Further, we do not know how well these products fit the needs of potential or actual users.

## **Vocational Education in the US**

About one-half of public high schools in 1991-92 offered cooperative education programs table 98. This best-practice, collaborative, business-led internship program is attractive to students, families, funders, and other stakeholders because its graduates consistently achieve competitive employment at above-average rates ,.

### **Assessment of Vocational Education R&D**

Work Structure and Cognitive Abilities subscales are each composed of six items. On the other hand, traditional work experience programs sometimes place students in vocationally unrelated jobs, and may not involve employers as extensively as cooperative education programs.

## **Vocational Education in the US**

Moreover, the gap in participation for males and females remained about the same in agriculture, health, and occupational home economics.

### **The Craft of Qualitative Longitudinal Research**

Although public high school graduates earned greater numbers of total and academic credits over the decade from 1982 to 1992, credits earned in vocational education decreased table 51. This comparison is based on a validated clinical reasoning algorithm. The Committee was able to locate a number of projects with some measure of impact.

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