

207
A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1981/

by

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CHAPTER 1

INTRODUCTION

The purpose of vocational agriculture/agribusiness instruction in Kansas is to provide an educational program for the students who wish to develop their knowledge and skills in the broad field of agriculture.

The specific goals of this program are to:

1. Develop an understanding and appreciation of career opportunities in agriculture/agribusiness and of the preparation needed to progress in agriculture/agribusiness careers.
2. Develop agriculture/agribusiness competencies for persons to maintain the required secondary and/or postsecondary placement rate and to advance in agriculture/agribusiness occupations through a program of continuing education.
3. Develop those abilities in human relations which are essential in agriculture/agribusiness occupations such as business communications, how to get along with other people on the job, and to identify the occupations available for each student.
4. Develop the ability needed to exercise and follow effective leadership through participation in activities of specific student and adult organizations.¹

After receiving instruction and being in the program areas that address these goals, a basic question remains for the teacher -- has the program been successful in the preparation of students. In most instances, this information is not available. Informal feedback is received by the teacher, but a systematic, formalized scheme is not used to gather information from program completers. The teacher usually has no idea what occupations their former students are pursuing or how well the

¹Kansas, State Department of Education, Kansas Agricultural Education Instructors Activities and Planning Guide for FY 1986, (1985), p. 1.

teacher and vocational agriculture program prepared them for their job.

Someone in a school system should be responsible to find out what the graduates are doing. Many people feel there is a great need for follow-ups on graduates, regardless of who collects the data. According to Walker,² a follow-up of former students serves to help the school make an outcome assessment of performance and progress of students in their chosen career. Teachers also receive assistance in making revisions and additions to the occupational and supportive programs of the school.

In vocational agriculture, there are constant technological changes that bring about new or different job opportunities to students. Educators need to be aware of these new jobs and the qualifications that are needed to fill these positions with students from their programs. Past graduates can be very helpful in identifying new jobs and what types of employees are being sought. Therefore it would seem to be rather important for vocational agriculture teachers to keep in touch with graduates. Not only can graduates keep their teacher informed about possible job openings, but they will also be able to make recommendations and suggestions about changes that may need to be made in the vocational agriculture program and to help prepare more students for career opportunities.

²Robert W. Walker, "The Role Of The Agricultural Occupations Instructor in Placement and Follow-up," Agricultural Education Magazine, June, 1973, pp. 270.

Follow-up studies of program completers will benefit instructors a great deal if they will collect the follow-up material and utilize the information. Walker states... "follow-up data should be used to revise the educational program to improve the on-the-job effectiveness of future graduates."³ Considering Walker's statement, teachers, students, and employers will all benefit from the use of follow-up surveys.

Objectives

The primary objectives of this study were to:

1. Determine selected demographics and the educational and occupational status of selected high school graduates who have been enrolled in vocational agriculture;
2. Determine the benefits graduates gained from their experience in vocational agriculture;
3. Determine the perception of graduates on the influence of their vocational agriculture teacher in selecting career;
4. Determine possible changes in vocational agriculture program that would better meet the needs of high school vocational agriculture students entering an agricultural career;
5. Develop a system that could be used to gather follow-up information from graduates in subsequent years.

³ Ibid.

Significance of the Study

The significance of this study begins with demonstrating the importance of vocational education in agriculture at the high school level in preparing students for careers in agriculture and in seeking justification for funding of vocational agricultural programs. Iverson and Brown state that.... "if vocational agriculture/agribusiness is to remain a viable service area, evidence of accomplishment and impact is sorely needed."⁴ Current and previous legislation at the state and national level stress accountability in order to obtain finances and in meeting the needs of people. This study emphasizes the use of follow-up surveys of past graduates of vocational agriculture programs to demonstrate the importance of vocational agriculture programs to high school students and other clientele.

Definition of Terms

The following items need clarification:

1. Vocational Agriculture/Agribusiness - The training of high school students through an instructional program to develop and/or supplement skills in agriculture/agribusiness occupations.

⁴ Iverson, Maynard J.; Brown, Ronald A., The Role of High School Vocational Agriculture/Agribusiness programs in the Occupational Success of Graduates, Research Report of a Southern Regional Study in Agriculture Education. (Southern Regional Education Board, Atlanta, GA, 1979), p. 1

2. FFA - an organization integrated with vocational agriculture that allows for the development of leadership and participation in activities that provide application of skills learned in vocational agriculture.
3. Graduates - Those individuals who were enrolled in vocational agriculture during high school and graduated from a Kansas High School in 1981.
4. Participants - graduates who completed the survey instrument.
5. Clientele - students and individuals associated with the vocational agriculture program.
6. Vocational Agricultural Instructor - the individual who is certified to teach a vocational agriculture program at the secondary level.
7. Follow-up Survey - instrument used in this study to collect information from the graduates.
8. Supervised Occupational Experience Program - consists of all the agriculture activities of educational value conducted by the students outside the class for which systematic instruction and supervision are provided by a vocational agriculture teacher, parents, employers of other adults.

9. Adult/Young Farmer Classes - Classes offered to individuals at post secondary level who wish to improve their competencies in agricultural related courses.

Limitations of the Study

The limitations to this study include:

1. The population for this study was randomly selected from five schools from each of the FFA district in Kansas.
2. The population for this study was the 1981 high school graduates in Kansas who were enrolled in vocational agriculture.
3. Population limited to respond only to questions on the survey instrument. Suggestions, comments, or improvements from the graduates were not asked for on the survey instrument.

CHAPTER II

METHODOLOGY

Introduction

In order to improve any program or project, evaluation must be an ongoing process with the results carefully considered. Vocational agriculture programs in Kansas are varied and emphasize areas that are of particular interest to the clientele. It is important to know if these programs are successful. Evaluations are necessary to measure achievements of a program. As this chapter proceeds, inclusion of the methods used will be examined. These areas include: population, instrumentation, collection of data, and analysis of data.

Population

Several criteria were established as the researcher began selection of the population for this study. These criteria included: 1) the participants had previously been enrolled in a Kansas high school vocational agriculture program; 2) the participants graduated from a Kansas high school in 1981; and 3) the sample should be large enough to generalize the findings to the state of Kansas. In order to meet the latter criteria, a random selection of five schools from each of the seven FFA districts in Kansas was conducted. After the 35 schools were selected, the vocational agricultural instructors were contacted requesting a list of the names and addresses of the 1981 graduates who had been enrolled in the vocational agriculture program of that high school (Appendix A).

Instrumentation

The survey instrument was designed after a review of literature and research. Letters were sent to selected state supervisors of vocational agriculture (Appendix B) requesting questionnaires used to acquire follow-up information on high school vocational agriculture graduates in their states, if one existed. After receiving several questionnaires, a survey instrument was developed. Two studies that were beneficial included the Minnesota High School Follow-up 1983¹ and the Southern Region Follow-up Study of 1979.²

The draft of the initial survey instrument was examined by Dr. Richard Welton, the researcher's major professor, for suggestions and ideas for improvements. This survey instrument included areas of: 1) demographics, 2) activities over the past five years (education and employment), and 3) responses to statements about the vocational agriculture program and instructor. In the first area, the participants were asked to provide information about the number of years enrolled in vocational agriculture, the number of years as a FFA member, highest degree earned in the FFA, years involved in the supervised occupational experience program, years in Adult/Young Farmer classes in agriculture, and their annual gross income. The second area was designed to determine educational and employment activities the participants were involved in one, three, and five years after graduating from high school. This area also included specifics about education and

¹John M. Sedey, "Minnesota High School Follow-up, Follow-up '83," June 1984.

²Iverson, "Southern Region Study"

employment. Information was requested about the number of hours per week spent attending school, school name, major area or program of study, and intended occupation after completion of education. Much of this information was gathered from open-ended questions. As for the current occupational status of each participant, a list of occupations was listed requesting that the participant check as many as apply. Open-ended questions followed this list, requesting present job "title" and length of time (years and months) at present job. The third area dealt with opinions of the participants vocational agriculture/agribusiness experience in high school. A final survey instrument was then developed for the study (Appendix C). This survey instrument was then administered to two graduate students who had been in vocational agriculture to determine how much time would be required to complete the survey.

Collection of Data

As previously stated, a letter and form was sent to the vocational agriculture instructors in schools selected to participate in the study on April 9, 1986. The purpose of this contact was to identify graduates from their high school in 1981 who had been enrolled in vocational agriculture. A second letter (Appendix D) was sent April 22, 1986 to remind instructors to return the list of graduates and addresses that had been requested. May 16, 1986 was the last day that information about graduates from instructors was accepted for use in this study. Table 1 reports the number of teachers responding with the list of names and addresses of the graduates who were to be contacted to participate in the study. A list of teachers responding is in Appendix E.

TABLE 1
PERCENTAGE OF TEACHERS RESPONDING

Number of Schools Selected to Participate	Number of Schools Returning Names and Addresses of Graduates	Percentage
35	23	66

Upon receiving completed forms from the vocational agriculture instructors, the researcher began sending out the survey instrument and a cover letter (Appendix F) to the graduates identified. Also included was a self-addressed, stamped return envelope. As the names of graduates were received, cover letters and survey instruments were mailed. A list of graduates contacted is listed in Appendix G. After three weeks from the time the survey was mailed to the graduates, a reminder post card (Appendix H) was sent requesting that the surveys be completed and returned. June 13, 1986 was decided as the cut-off date for receiving graduate's questionnaires for this study. Table 2 reports the number of questionnaires received.

TABLE 2
PERCENTAGE OF GRADUATES RESPONDING

Number of Graduates Contacted to Respond	Number of Graduates Returning Completed Forms	Percentages
227	81	36

Analysis of Data

The survey instrument contained multiple answer and open-ended questions. All responses were tallied by hand with frequency counts and percentages being recorded by the investigator. The selection of responses that were used on the Likert scale included SD = strongly disagree, D = disagree, U = undecided, A = agree, and SA = strongly agree. Responses to the open-ended questions are listed in the Appendices I and J. These questions were in the area of educational and employment activity.

CHAPTER III

REVIEW OF LITERATURE

The literature that was reviewed for this study covered two areas. The first area was the question of what is vocational education and why so many people are concerned about vocational education programs. Secondly, the role of follow-up studies and the responses received, will be reported.

Vocational Education

In today's society, many of our citizens are acquainted with vocational education. For some, vocational education may have completely changed from 20 years ago. This may be one reason vocational education has been under investigation and explanations of programs are being requested. Currently, as stated by Bottoms and Copa:

...vocational education programs can be classified into two broad categories: general and occupationally specific. General vocational education programs are designed to provide a foundation for career decisions, to develop the prerequisite skills to master an occupational area, and to develop the generic skills useful both in work and in everyday life... The occupationally specific vocational programs, by contrast, have as their primary focus instruction in content and skills that are necessary for employment in a specific job of occupational area.¹

For agriculturalists, both of these areas are quite pertinent since pre-vocational programs will help students understand the possibilities of a career in that vocation, as well as learn a few of the basic skills. Occupational-cluster programs will assist agribusiness students discover the varied job opportunities and skills related to these jobs, indicates

¹Gene Bottoms and Patricia Copa, "A Prospective on Vocational Education Today," Phi Delta Kappan, January 1983, p. 349.

Bottoms and Copa.² Thus agriculturalists can be trained through vocational education for most aspects in agriculture.

Vocational education does have a lot to offer agriculturalists, but more importantly is what vocational education has to offer to the nation. Cetron, Soriano, and Gayle pointed out that "schools will be responsible for preparing students who are able to respond quickly to new technologies."³ Even within the last five years, the trend has been toward large numbers of people changing jobs more often than in previous years. As jobs and careers keep changing, so must the training of employees for these new positions. Furthermore, the concept of being able to respond quickly to technological changes will be mandatory for persons entering agriculture. As the percentage of people in actual production agriculture continues to decline, there will be more people desiring positions in agribusinesses, processing plants, and the mechanical aspects of agriculture. Many of these people are farmers and ranchers who have lost their farms and are looking for new careers. In many instances these farmers will still desire an agriculturally related career, but will feel that their skills need to be improved. Vocational education may be the type of education that rises to the cause and comes up with the programs that are needed and desired by the general public.⁴

²Ibid.

³Marvin J. Cetron, Barbara Soriano, and Margaret Gayle, "Forecasting American Education", Education Digest, March 1986, p.14.

⁴Ibid.

Some are concerned about the role of the high school vocational agriculture program in the overall picture of vocational education. As previously stated, agriculture is at a point where many individuals are seeking new careers and new concepts to improve current careers. This means many vocational agriculture programs will have to become up-to-date on new technological innovations and become more responsive to non-traditional students' wants and desire. But to do this, teachers and school officials will have to find out what is desired by employers and if they are training their students to fulfill the job requirements?

Follow-up Studies

In order to find out if the training is successful, graduates must be placed in a job. Therefore, placement and follow-up work closely together. According to Walker,⁵ placement and follow-up starts during the student's first year of vocational education. The teacher should inform and orient the students about education and occupational opportunities. The teacher should help students make plans about what activities the student will be involved in after graduating from high school.⁶ If the teacher will do his/her part in placing a student in a job, when a follow-up survey is done, the student will be in a position to indicate whether or not he/she received adequate training.

Follow-up surveys serve many purposes. Elson and Oliver⁷ indicate that follow-ups are done to give an overall program evaluation and to

⁵ Walker, "Role of Instructors," p. 271

⁶ Ibid.

⁷ Donald E. Elson and J. Dale Oliver, "Placement and Follow-up: Who Should Be Responsible?", Agricultural Education, (June, 1973), p. 267.

allow teachers to plan for needs of students. With the wide variety of students that enroll in a vocational agriculture programs, understanding the needs of each group of students is mandatory.

Shepherd⁸ relays the message about follow-ups being done to develop a program for the adult instruction program. Farmers who are looking for new jobs are candidates for such programs and want instruction that will prepare them with skills to fill open job positions.

"The development of programs to prepare students for off-farm agricultural occupations has greatly increased the scope and complexity of keeping track of open positions and student's employment" states Elson and Oliver.⁹ The situation of more off-farm agricultural occupations is likely to continue with less than two percent of the population in production operations. Jobs with processing plants, computers, and management will need to be filled with qualified individuals. Many of these positions will be filled by graduates from vocational agriculture programs. Follow-up surveys on these graduates will be sorely needed as teachers prepare more students for these newer positions.

Follow-ups are also part of a good public relations vehicle as indicated by Wilson.¹⁰ When the public is aware of the occupations that are filled by their graduates, they feel the program is serving the

⁸ A.G. Shepherd, "Placement and Follow-Up of Students," Agricultural Education, (October, 1971), p.95.

⁹ Elson and Oliver, "Responsibility of Placement and Follow-Up," p. 267.

¹⁰ John A. Wilson, "Placement and Follow-Up Aids in Evaluating Accountability of Vocational Programs," Agricultural Education, (October, 1971), pp. 98-99.

purpose it was designed for, and will support the program concedes Shepherd.¹¹ When follow-up studies are completed, the result data should be publicized to inform parents, business and industry personnel, and supporters, of the occupations of vocational agriculture program graduates.

Types of survey instruments and procedures for administration are numerous. Walker feels that:

...without extensive follow-ups of students, there is no way of knowing whether there is any important relationship between the educational procedure followed in high school and on the job effectiveness.¹²

Questionnaires and interviews seem to be the two most widely used types of follow-ups. Question types that have been used in several follow-ups have included multiple answer, open-ended and Likert scale questions. These questions are effective in gathering the data that is desired. Administration of the questionnaires is another area that must be considered. Elson and Oliver share the idea that:

...a follow-up involving detailed questions lends itself well to a mailed questionnaire which can be sent from and returned to a Central Office for tabulation and analysis. Such an approach relieves teachers of most of the work involved in conducting follow-up surveys...¹³

Interviews often require more time from the teacher, but are another aid in promoting good public relations. These interviews are done with the graduate and employer. Since the instructor has worked with the graduate for up to four years, he/she should be able to determine if the

¹¹Shepherd, "Placement and Follow-Up", p. 95.

¹²Walker, "Role of Instructors," p. 271

¹³Elson and Oliver, "Responsibility of Placement and Follow-Up," p. 267

graduate is satisfied with the job. Also, the instructor should know most of the employers and be able to decide if the employers feel the graduate is a competent worker.

Areas that should be covered during a follow-up have been suggested by Elson and Oliver¹⁴ and Iverson:¹⁵ 1) aspects of finding the first job; 2) characteristics about the first job; 3) overall evaluation of the vocational agriculture program; 4) instructor's influence in their education and career selection; 5) education the graduates received after graduating from high school; and 6) demographics. Some of these areas are better answered by written questionnaires while others are more easily done by interviews.

Summary

Information presented in this chapter is a review of literature on vocational education in agriculture as it relates to follow-up studies of program graduates. Several ideas gathered from this information are:

1. With the increase in technological changes, vocational education is under continued pressure to produce graduates with the competencies that are required in a highly technological society.
2. Changes in farming procedures and an increased number of displaced farmers will increase the need to make changes in

¹⁴ Ibid.

¹⁵ Iverson, "Southern Region Study"

current vocational agriculture programs.

3. Placement of students is an integral part of vocational agriculture programs and follow-up studies.
4. Follow-up studies help instructors to be aware of occupations that are being filled by their graduates.
5. Follow-up studies allow instructors to know how well their program is meeting the needs and expectations of their students.
6. Public relations for vocational agriculture are enhanced with the publicizing of follow-up study results.
7. Types of surveys that are most popular include questionnaires that are mailed to the graduates or interviews with employers of graduates and/or the graduates.
8. There are several areas of information that are generally covered on a follow-up study.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the results from the survey, will be disclosed. The survey was completed by 81 high school graduates who had been enrolled in vocational agriculture and graduated in 1981. Information was gathered concerning selected demographics, history of the graduates involvement in vocational agriculture and FFA, activities during the past five years (education and employment), and responses to questions dealing with the graduates high school vocational agriculture program and instructor.

Demographic Data

Age of graduates

As indicated in Table 3, there were three age groups represented in this study. The group which contained 58 percent of the respondents was the 23-year-olds. The other two groups consisted of 35 percent being 22 years of age and five percent being 24 years of age. This is not a surprising finding in that the study participants graduated from high school in 1981.

Sex of graduates

Table 4 reveals the sex of the study participants. Eighty-nine percent were reported to be males. These data seem to agree with the average percentage of females enrolled in vocational agriculture in the 1970's in Kansas. Additional analysis of the data showed that 99 percent of the graduates were white.

TABLE 3
AGE OF GRADUATES

Age	Number	Percentage
22	28	35
23	47	58
24	4	5
No response	2	2
TOTALS	81	100

TABLE 4
SEX OF GRADUATES

Sex	Number	Percentage
Male	72	89
Female	9	11
TOTALS	81	100

Place of residency

Sixty percent of the study participants indicated their place of residency for most of their lives was on a farm. These data are reported in Table 5. Residency in a small town was reported by 27 percent. It is not surprising that 96 percent of the graduates lived on a farm, in a rural area, or small town. A study by Iverson¹ reported 47 percent of the vocational agriculture graduates in the Southern Region claimed residency on a farm.

TABLE 5
PLACE OF RESIDENCY GRADUATES HAVE
LIVED MOST OF THEIR LIFE

Types of Residency	Number	Percentage
On a farm	49	60
In a rural area but not on a farm	7	9
In a small town	22	27
In a city	3	4
TOTALS	81	100

¹Iverson, "Southern Region Study"

Years of vocational agriculture

Inspection of Table 6 shows the number of years the graduates were enrolled in vocational agriculture. Most of the graduates (60 percent) revealed they had been in vocational agriculture for four years. An additional 29 percent were enrolled for two or three years.

TABLE 6
YEARS OF HIGH SCHOOL COURSES
IN VOCATIONAL AGRICULTURE

Years	Number	Percentage
Less than a year	1	1
One year	7	8
Two years	8	10
Three years	15	19
Four years	49	60
Other ^a	1	1
TOTALS	81	100

^a other years of high school courses in vocational agriculture were five years.

TABLE 7
YEARS OF MEMBERSHIP IN THE FFA

Years	Number	Percentage
None	3	4
Less than one year	1	1
One year	6	7
Two years	10	12
Three years	9	11
Four years	46	57
Other ^a	3	3
No response	3	4
TOTALS	81	100

^aOther years of membership in the FFA were five and six.

FFA membership

Data concerning the number of years of membership in the FFA can be secured in reviewing Table 7. Fifty-seven percent indicated they had been in FFA four years. Twenty-three percent were members for two or three years. Four percent indicated they were never FFA members. These data correspond closely with the number of years the graduate had been enrolled in vocational agriculture as reported in Table 4. The follow-up study² of graduates in the Southern Region revealed similar findings where 54 percent were FFA members for four years.

² Ibid.

FFA degree earned

Data in Table 8 reveals the highest FFA degree earned by the graduates. One-third (33 percent) of the graduates had received their greenhand degree. An additional 27 percent were chapter farmers. Twenty-four percent of the graduates received no degree at all.

TABLE 8
HIGHEST FFA DEGREE EARNED

Degree	Number	Percentage
None	19	24
Greenhand	27	33
Chapter Farmer	22	27
State Farmer	10	12
American Farmer	2	2
No Response	1	1
TOTALS	81	100

TABLE 9
YEARS GRADUATE WAS INVOLVED IN A
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

Years	Number	Percentage
None	15	19
Less than one year	17	21
One year	6	7
Two years	2	2
Three years	4	5
Four years	30	37
Other ^a	6	7
No response	1	1
TOTALS	81	100

^a other years listed were six, nine, and twelve.

Years in the supervised occupational experience program

Table 9 provided the researcher with information about the number of years the graduate was involved in a supervised occupational experience program. The single largest percentage of graduates (37 percent) indicated they had been involved in a supervised occupational experience program for four years. A combined group of graduates (40 percent) responded as having no experience or less than a year of experience in an occupational experience program. These data do not seem to correspond with the number of years the graduates indicated they were in a vocational agriculture program. In other words, enrollment in vocational

vocational agriculture program. In other words, enrollment in vocational agriculture did not necessarily mean the students would have an occupational experience program.

Years in adult/young farmer classes

Table 10 shows the number of years the graduates participated in adult/young farmer classes. Data reveal that 46 percent of the graduates had been involved in less than a year of adult/young farmer classes and 41 percent had never participated in one of these classes. Iverson³ gathered similar data with 56.7 percent showing no or less than a year involvement in adult/young farmer classes. Ten percent of the graduates said they had from one to four years of classes.

Income categories

Inspection of Table 11 shows the annual gross income of the graduates in 1985. Data provided by the respondents show that the majority of graduates (55 percent) are earning between \$10,000 and \$25,000 annually. While 15 percent replied to be earning less than \$5,000, seven percent said they were earning over \$35,000. This data was similar to the data found in Iverson's report⁴ where primarily earnings were over \$10,000 a year.

A profile of the demographic data may be viewed in Appendix K.

³ Ibid.

⁴ Ibid

TABLE 10
YEARS IN ADULT/YOUNG FARMER CLASSES
IN AGRICULTURE

Years	Number	Percentage
None	33	41
Less than one year	37	46
One year	5	6
Two years	2	2
Three years	0	0
Four years	2	2
Other ^a	1	1
No response	1	1
TOTALS	81	99

^aother included college.

TABLE 11
ANNUAL GROSS INCOME OF GRADUATES
IN 1985 BEFORE TAXES

Income Category	Number	Percentage
Less than \$5,000	12	15
\$ 5,000 - \$ 9,999	13	16
\$10,000 - \$14,999	21	26
\$14,000 - \$19,999	16	20
\$20,000 - \$24,999	7	9
\$25,000 - \$29,999	2	2
\$30,000 - \$34,999	0	0
over \$35,000	6	7
No Response	4	5
TOTALS	81	100

Educational and Employment Activity Data

Table 12 presents data pertaining to educational activity one, three, and five years after graduating from high school of the graduates. During the first year, 56 percent of the graduates received some type of postsecondary education. The largest group (21 percent) were enrolled at a community college. During the third year after graduation, 22 percent of the graduates were furthering their education at a university. Presently, 16 percent are still furthering their education at various locations.

Table 13 shows employment activity of the graduates over the past five years. Figures indicate that 37 percent were employed in the first year out of high school. Unemployment was reported as one percent three years out of school and two percent five years after graduation. Five years out of high school, 73 percent were employed, nine percent were homemakers, and one percent were in the military.

TABLE 12

EDUCATION ACTIVITY ONE, THREE, AND FIVE YEARS
AFTER GRADUATING FROM HIGH SCHOOL
(N = 81)

<u>Educational Activity</u>	<u>One Year</u>		<u>Three Years</u>		<u>Five Years</u>	
	Number	%	Number	%	Number	%
Vocational Training	13	16	2	2	1	1
Community College	17	21	1	1	-	-
University	12	15	18	22	9	11
Apprenticeship	2	2	-	-	-	-
Other Education ^a	2	2	4	5	3	4
TOTALS	46	56	25	31	13	16

^a other education included personal farming experience, school, fashion college, training schools, on-the-job training and cow/calf seminar.

TABLE 13
EMPLOYMENT ACTIVITY ONE, THREE, AND FIVE YEARS
AFTER GRADUATING FROM HIGH SCHOOL
(N = 81)

Kind of Employment	One Year		Three Years		Five Years	
	Number	%	Number	%	Number	%
Paid Employment	30	37	35	43	59	73
Homemaker	3	4	3	4	7	9
Military					1	1
Unemployed			1	1	2	2
Other activity ^a	2	2	2	2	3	4
TOTALS	35	43	41	50	72	89

^a other activities included student, vacation, self-employed, and mechanic and body work.

Hours per week attending classes

Table 14 contained data concerning the hours per week graduates are attending class. Twelve percent are attending class for one to 20 hours per week. Seventy-seven percent are not attending class. Additional questions (e.g. program of study, school attending, and intended occupation) were asked of the graduates who were attending classes. A listing of their responses to these questions may be viewed in Appendix I.

TABLE 14
HOURS PER WEEK GRADUATE ATTENDS CLASS

Hours	Number	Percentage
None	62	77
One to 12	3	4
13 to 18	3	4
19 or more	3	4
No response	10	12
TOTALS	81	100

Occupational status

Occupational status of the study participants is indicated in Table 15. Almost one-third (32 percent) of the graduates stated they were either farming/ranching full or part-time. Another 11 percent disclosed they were a farm or ranch employee. Thus 43 percent of the graduates were involved in some kind of production agriculture. Thirteen percent of the graduates were in agri-business situations and 21 percent in an agriculturally related occupation. Close to one third (31 percent) were in non-agricultural occupations. States that have conducted similar surveys include Ohio, New York, Southern Region states and Texas. Data most similar to Kansas were from New York⁵ and Ohio⁶ where 47 and 36 percent, respectively, of their graduates were reported to be in farming. The Southern Region states⁷ and Texas⁸ differed on the percent in non-agricultural occupations with 47 and 49 percent of their graduates indicating they held jobs not related to agriculture.

Specific job titles and the length of time the graduates have been at that particular job are shown in Appendix J.

⁵Arthur L. Berkey and Others, "The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns and Images. Final Report," (Cornell University, Ithaca, NY: ERIC Document Reproduction Service ED 036 647, 1969), p. 27.

⁶Ralph E. Bender, "Occupations of Ohio's Vocational Agriculture Graduates," (Ohio State University, Columbus, OH: ERIC Document Reproduction Service ED 014 531, 1965), p. 4.

⁷Iverson, "Southern Region Study," p. 15.

⁸Lewis Eggenberger, "An Analysis of High School Vocational Agriculture From Evaluations of Graduates in the Panhandle-Plains Area of Texas," (Texas Technological College, Lubbock, TX: ERIC Document Reproduction Service ED 012 746, 1964), p. 8.

TABLE 15
CURRENT OCCUPATIONAL STATUS

Category	Number	Percentage ^a
Full-time farmer or rancher -self-employed	14	17
Part-time farmer or rancher	12	15
Farm or ranch employee	9	11
Agribusiness-self-employed	2	2
Agribusiness employee	9	11
Professional agricultural employee	1	1
Agricultural related occupation	17	21
Non-agricultural occupation, self- employed	4	5
Non-agricultural occupation	25	31
Homemaker	6	7
Military Service	1	1
Unemployed	3	4
TOTALS	113	139

^a percentage totals more than 100 because graduates could check more than one occupation.

Experiences of the Graduates in the Vocational
Agriculture/Agribusiness-FFA Program

Table 16 reports responses to statements of the graduates' experiences in the vocational agriculture program. Seventy-three percent of the respondents indicated agreement or strong agreement that the program helped them to learn how to work. Regarding skills learned for an agricultural career, 89 percent either agreed or strongly agreed. Nearly one-half (47 percent) of the graduates responded that they strongly agreed or agreed that the program helped them choose a career in agriculture. Over one-fourth (29 percent) indicated that they were not helped by the program to enter and advance in an agriculture occupation. Statements about learning how to get along with other people and development of leadership skills were two areas that 82 and 70 percent of the graduates agreed or strongly agreed with, according to figures in Table 16. Graduates disagreed or strongly disagreed (35 percent) that being involved in vocational agriculture and FFA helped them to stay in school or to go on to college. Eighty-six percent of the graduates were in definite agreement with the statements that said their vocational agriculture - FFA experiences were good for them and if they were given the chance to enroll in vocational agriculture -FFA again, they would do so.

Teacher Assistance in the Vocational
Agriculture/Agribusiness-FFA Program

Table 17 reveals the perception of the graduates about their vocational agriculture instructor and what he/she should include in his/her program. Almost one-half of the graduates (47 percent) said

their instructor encouraged them to enter an occupation in agriculture. As for the instructors being helpful to the farmers and agribusiness persons in the community, 68 percent agreed or strongly agreed that the instructors were helpful. Inclusion of FFA activities, supervised occupational experience programs, laboratory instruction, and young farmer/adult classes in the vocational agriculture program favored by a large percentage of the graduates (81, 87, 74, and 75 percent respectively). The last statement was regarding the length of time the vocational agriculture instructor should be available to help individuals with problems associated with agriculture. Seventy-one percent agreed or strongly agreed that the teacher should be available year round to help with these problems.

TABLE 16
 RESPONSES TO STATEMENTS ABOUT GRADUATES' EXPERIENCES IN THE
 VOCATIONAL AGRICULTURE/AGRIBUSINESS-FFA PROGRAM BY GRADUATES
 (N = 81)

Statements About Graduates' Experiences	Percentages of Responses				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree No Response
Helped me learn how to work	2	10	11	56	17 4
Taught me skills useful in an agricultural career	1	4	2	49	40 4
Taught me skills useful in a non-agricultural occupation	1	6	25	47	17 4
Helped me to choose an occupation	2	23	23	36	11 5
Helped me to enter and advance in an agricultural occupation	6	23	26	36	11 5
Helped me to enter and advance in a non-agricultural occupation	6	27	31	22	7 6
Helped me to learn how to get along with other people	4	2	10	51	31 2

TABLE 16 (continued)

RESPONSES TO STATEMENTS ABOUT GRADUATES' EXPERIENCES IN THE
VOCATIONAL AGRICULTURE/AGRIBUSINESS-FFA PROGRAM BY GRADUATES
(N = 81)

Statements About Graduates' Experiences	Percentages of Responses				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
No Response					
Helped me to develop leadership skills	1	6	18	37	33
Helped me learn how to participate in meetings	1	7	25	38	26
Helped me to stay in school	12	23	22	28	9
Encouraged me to go to college	10	25	25	25	12
Were good for me	0	6	2	37	49
Were of no benefit to me	58	26	4	0	0
Were such that if I had it to do over I would enroll in Vocational Agriculture/Agribusiness-FFA again	1	2	6	23	63
					4

TABLE 17
 RESPONSES TO STATEMENTS ABOUT TEACHER ASSISTANCE IN THE
 VOCATIONAL AGRICULTURE/AGRIBUSINESS-FFA PROGRAM BY GRADUATES
 (N = 81)

Statements about Teachers Assistance	Percentages of Responses				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree No Response
Encouraged me to enter an occupation in agriculture	4	7	37	32	15 5
Encouraged me to major in agriculture in college	5	31	30	16	10 6
Was helpful to farmers in the community	0	7	20	48	20 4
Was helpful to agribusiness persons in the community	2	5	26	48	20 4
Should include, along with other instruction in his/her program:					
a. FFA activities	0	1	15	44	37 2
b. Supervised Occupational Experience Program for students	0	1	7	51	36 5
c. Lab instruction (shop, greenhouse, etc.)	1	2	11	43	31 7
d. Agriculture/Agribusiness instruction for adults with career interests in agriculture	0	4	12	53	22 9
Should be available year round (including the summer) to help farmers and other agricultural employees, vocational agriculture/agribusiness students, and FFA members with problems associated with agriculture	1	1	20	43	28 6

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter is a summary of the study. Included in the chapter is a review of the purpose, objectives and procedures. Based on the findings and conclusions of this study, recommendations will be made.

Summary of the Study

Purpose

The major purpose of this study was to conduct a follow-up survey of 1981 high school graduates who were enrolled in vocational agriculture. Information was to be gathered about education, employment, and responses to questions about their high school vocational agriculture program.

Objectives

Five specific objectives were stated to provide direction in gathering and reporting information in this study:

1. Determine selected demographics and the education and occupational status of selected high school graduates who have been enrolled in vocational agriculture;
2. Determine the benefits graduates gained from their experience in vocational agriculture;
3. Determine the perception of graduates on the influence of their vocational agriculture teacher in selecting a career;
4. Determine possible changes in vocational agriculture program that would better meet the needs of high school vocational agriculture students entering an agricultural career;

5. Develop a system that could be used to gather follow-up information from graduates in subsequent years.

Methodology

The purpose and objectives of this study were reached by conducting a survey of high school graduates in 1981 who had been enrolled in vocational agriculture in Kansas. Random selection of five high schools from each of the seven FFA districts was the first step in identifying study participants. Twenty-three schools representing 227 graduates made up the sample of this study.

A survey instrument developed to gather the data was divided into the areas of: selected demographics, educational and employment activities, and responses from the graduates about their experiences in their high school vocational agriculture program and their vocational agriculture instructor. Eighty-one questionnaires from graduates were returned to the researcher. Tabulation of the data was done by hand by the researcher in conducting frequency count and percentage on questionnaire items.

Major Findings

Analysis of demographic data

Age. -- The majority (58 percent) of the graduates were 23 years old. The remainder of the respondents were 22 or 24 years old.

Sex. -- Male graduates made up 89 percent of this study, with females comprising 11 percent of the population.

Place of residency. -- Graduates most common response to place of residency was on a farm (60 percent). Thirty-six percent indicated they lived in a rural area or a small town.

Years of high school courses in vocational agriculture. -- Almost 80 percent of the graduates responded that they had been in vocational agriculture three to four years.

Years of membership in the FFA. -- The largest group of graduates (57 percent) disclosed that they had been in FFA four years. Another 23 percent were FFA members for two or three years.

Highest FFA degree awarded. -- One third (33 percent) of the graduates completed the requirements to earn their greenhand degree. Twenty-seven percent earned their chapter farmer degree. Twenty-four percent of the graduates earned no degree.

Years involved in a supervised occupational experience program.-- Thirty-seven percent of the graduates disclosed that they had been involved in a supervised occupational experience program four years. Forty percent indicated that they had been involved in an occupational experience program less than a year or not at all.

Years in adult/young farmers classes. -- Only 10 percent of the graduates disclosed that they had participated in adult/young farmer classes. Eighty-seven percent said they never participated in adult/young farmer class or participated less than one year in the classes.

Annual income. -- Fifty-five percent of the graduates are earning between \$10,000 and \$25,000 on an annual basis.

Analysis of education and employment activity data

Education activity. -- Over one-third (36 percent) of the graduates went to a community college or university after high school. Sixteen percent continued their vocational education and two percent were involved in apprenticeships. The total percent of graduates continuing their education after high school was 56 percent. Presently, 11 percent of the graduates are taking courses at a university.

Employment activity. -- Thirty-seven percent were employed after high school. Five years after graduating from high school, 73 percent were employed, two percent were unemployed, nine percent indicated they were homemakers and one percent were in the military.

Hours per week graduate attends class. -- The data showed 77 percent of the graduates are no longer attending classes. The 12 percent that are involved in classes are attending from one to more than 19 hours of class per week.

Current occupational status. -- Almost one-third (32 percent) of the participants are employed in production agriculture. Thirty-four percent are in agri-business positions or occupations that are related to agriculture. Thirty-one percent revealed they were in non-agriculturally related jobs.

Analysis of responses about vocational agriculture -

FFA experiences and vocational agriculture instructors

Vocational agriculture - FFA experiences. -- Eighty-six percent of the graduates indicated they would enroll in vocational agriculture - FFA

again if they were given the chance to do so. They responded favorably to specific skills and characteristics attained during their vocational agriculture - FFA experiences. Eighty-nine percent felt they had learned skills that would help them in an agriculturally related career. Vocational agriculture - FFA experiences offered 70 percent of the graduates a chance to develop leadership skills.

Vocational agriculture instructors. -- The graduates were more undecided or neutral about statements concerning guidance about occupational opportunities offered to them by their teacher. Almost one-half of the graduates (47 percent) said their instructors encouraged them to enter an occupation in agriculture. Graduates responded favorably to the inclusion of FFA activities, supervised occupational experience programs, laboratory instruction, and adult/young farmer classes. Seventy-one percent also felt that the teacher should be available year round to help with situations that require their knowledge and advise.

Recommendations

Considering the major findings of this study and the experiences of the researcher, the following recommendations are being made:

1. Continued encouragement of females and non-whites to be involved in vocational agriculture and FFA.
 2. Continued support of FFA and laboratory instruction being an integrated part of vocational agriculture is recommended.
- Graduates indicated that these areas are important parts of vocational agriculture.

3. Priority should be given to the amount of time that is given to helping students meet the requirements for FFA degrees.
4. Since vocational agriculture stresses "hands-on" experiences, students should become more involved in supervised occupational experience programs. Instructors may have added responsibility to help students locate agribusiness positions as more career opportunities continue to expand in this area.
5. Instructors need to continue offering adult/young farmer classes considering the number of career changes that are being made at at this time.
6. Teachers should spend more time on career units during the student's freshman year. As job and career opportunities in agriculture continue to change, students need to be aware of the opportunities available to them.
7. Teachers should invite individuals who are in the agriculture industry to speak about non-traditional jobs in agriculture.
8. Teachers need to work with their school's guidance counselor in an effort to make the counselor in an effort to make the counselor aware of the many job opportunities available in agriculture.
9. Teachers should develop a system to record the students names and addresses for at least five years after they graduate from high school.
10. The program of study for agriculture education students at Kansas State University should include instruction that will prepare the undergraduates as future vocational agriculture

instructors to 1) inform their students of job and career opportunities in agriculture; and 2) counsel individual students about selecting a career.

11. Continued support from the Kansas Vocational Agricultural Teachers Association to provide finances to collect information that will help teachers better understand the needs of students in their program.
12. Collection of information from teachers and students should be the responsibility of each Kansas Vocational Agricultural Teachers Association (KVATA) district vice-president. See appendix L for suggested schedule.
13. Subsequent studies be sanctioned by the KVATA and be conducted every three years.
14. This study be reviewed by vocational agriculture instructors at Fall Area Meetings.
13. Analysis of data should be done by an agricultural education student at Kansas State University who is seeking graduate credit.
14. Data compiled from completed surveys should be publicized for the community and employers to learn about occupations that graduates have entered.

Suggestions for Further Studies

The following suggestions are made for further studies that may be done on follow-ups of high school graduates who were enrolled in vocational agriculture.

1. List "None" on questions in demographic section that deal with number of years.
2. Have graduates check only one answer in the current occupational status question.
3. A statistical analysis should be done to make more comparisons with the data possible.
4. A survey that included the entire populations of graduates would be more thorough than a sample.
5. Make an additional section that asks for suggestions from the graduates about any aspect of vocational agriculture.
6. Make a second additional section that deals with adult/young farmers classes that are desired by the graduates.
7. A telephone follow-up survey should be done on a random selection of the non-respondents.
8. A scattergram that deals with occupational status and amount of money earned should be included in the report.
9. Change the open-ended questions in the educational and employment activity section so that all of the graduates would respond to what their major was/is during postsecondary education.
10. Include an additional question in the demographic section that asks for highest level of education completed.

APPENDICES

APPENDIX A

VOCATIONAL AGRICULTURAL INSTRUCTORS CONTACTED FOR
NAMES AND ADDRESSES OF 1981 GRADUATES

Mr. Alva Burch	Holcomb High School	Holcomb, KS	67851
Mr. John Graff	LaCrosse High School	LaCrosse, KS	67548
Mr. Hubert Mai	Wichita County High School	Leoti, KS	67861
Mr. Melvin Heddlesten	Satanta High School	Satanta, KS	67870
Mr. Steve Pottorff	Greely County High School	Tribune, KS	67879
Mr. Phillip D. Burkhalter	Colby High School	Colby, KS	67701
Mr. Edward J. Schukman	Hays High School	Hays, KS	67601
Mr. Carl Wahlmeier	Prairie Heights High School	Jennings, KS	67643
Mr. Galen R. Niedenthal	Russell High School	Russell, KS	67665
Mr. Wilber Stites	Trego Community High School	WaKenney, KS	67672
Mr. Jay Bohnenblust	Clay Center Community High School	Clay Center, KS	67432
Mr. Robert Green	Hanover High School	Hanover, KS	66945
Mr. Stanley Bartel	Manhattan High School	Manhattan, KS	66502
Mr. Gerald Gray	Solomon High School	Solomon, KS	67480
Mr. Phil Kingston	Washington High School	Washington, KS	66968
Mr. Lloyd Barnett	Hiawatha High School	Hiawatha, KS	66435
Mr. Michael Ring	Marysville High School	Marysville, KS	66508
Mr. John Welborn	Jefferson West High School	Meriden, KS	66512

Mr. Allen Konicek	Rossville High School	Rossville, KS	66533
Mr. Mark Bejot	Wamego High School	Wamego, KS	66547
Mr. Randy Kraft	Crest High School	Colony, KS	66015
Mr. Carl Stueve	Flint Hills AVTS	Emporia, KS	66801
Mr. Joe Atwood	Prairie View High School	LaCygne, KS	66040
Mr. Darrell Williams	Osage City High School	Osage City, KS	66523
Mr. Clark Harris	Paola High School	Paola, KS	66071
Mr. Marcell B. Tinkler	Altoona-Midway	Buffalo, KS	66717
Ms. Kristi Maxson	Southeast Kansas AVTS	Coffeyville, KS	67337
Mr. Wayne Dunn	Humboldt High School	Humboldt, KS	66748
Mr. Charles Kerr	Iola High School	Iola, KS	66749
Mr. Ron Smith	Marmaton Valley High School	Moran, KS	66755
Mr. Jim Ryan	Claflin High School	Claflin, KS	67525
Mr. Greg Krenke	Haven High School	Haven, KS	67543
Mr. Mark Worcester	Marion High School	Marion, KS	66861
Mr. Allen Baldwin	McPherson High School, Central KS AVTS	McPherson, KS	67460
Mr. Merlyn Spare	Stafford High School	Stafford, KS	67578



**Department of Adult
and Occupational Education**

College of Education
Bluemont Hall 383
Manhattan, Kansas 66506
913-532-5535

April 9, 1986

Dear

Your assistance is needed to conduct a follow-up study of the 1981 graduates from your high school. Specifically, the names of students who graduated in 1981 and who completed at least one year of vocational agriculture are needed. This study is being conducted in cooperation with and the assistance of the KVATA.

As you know, records are no longer required of vocational agriculture program completers. Therefore data is not available that might provide information to modify programs in order to meet current needs of vocational agriculture students as they enter the job market or pursue further education. The KVATA believes it is necessary to follow-up graduates to better prepare them for future careers and for program improvement. Therefore, we are asking you to provide a list of graduates and their addresses. A form is enclosed for this purpose. We have also provided space on the attached form for you to offer reaction to the follow-up study and suggestions on how to facilitate this study in future years.

Since your vocational agriculture department is one of five randomly selected from your district, the required information is essential for the success of the study. After the names of your graduates are received, they will be asked to complete the follow-up survey. Expected time needed for completion is 10-12 minutes. A summary of the study will be shared with you when it is available.

Please return the list of graduates and your reactions and suggestions within ten days. Thank you for your assistance and cooperation.

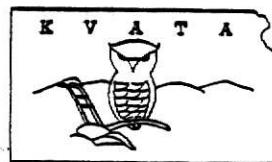
Sincerely,

Julie L. Koci
Assistant to the
Director of
Resident Instruction

Richard F. Welton
Professor in
Agriculture Education

Enclosure
cc: Mike Womochil

Kansas Vocational Agricultural Teachers Association



AFFILIATED WITH
NVATA, KVA, AVA, KNEA

- President:
Mike Womochil - Concordia
- Treasurer:
Gary Jantz - Inman
- President Elect:
Arthur White - Kismet
- Executive Secretary:
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- Past President:
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DWIGHT WEDEL
Buhler

SOUTHEAST
LARRY GOSSEN
Neodesha

EAST CENTRAL
JAMES MORGAN
Louisburg

POST SECONDARY
LARRY SCHWINTZ
Arkansas City

TO: SELECTED AGRICULTURE INSTRUCTORS

FROM: MICHAEL WOMOCHIL
KVATA PRESIDENT

RE: STUDENT FOLLOWUP

It is said that there are only two things in life that you can be sure of; death and taxes. To this pair I feel we need to add two more, those being changes and problems. Agriculture and vo ag are going through problems and changes. In the past years we have seen many farmers quit either by choice or force. Recently we are seeing ag programs cut entirely or reduced to half time. It is time to start fighting back. We know that the ag industry and vocational agriculture are important in Kansas and that they should remain. This is not to say that we do not need to make necessary changes. It is time to look at our programs and determine whether they are meeting the needs of our students. This evaluation is what Julie's study is about. If we are to effectively design our programs to meet the needs of those students then we need to determine what they feel is essential. It is very easy to ask any student in your class what they feel they need to learn, but this is not the most accurate information we can use. What we must do is ask our former students what they needed from a vo ag program. It is through this contact that we can see if we are providing the students what they have found necessary after they graduated. Along with this information we can also find out how many of our graduates are actually working in the ag industry. This will be helpful information when dealing with the powers that feel there is no labor demand for people in agriculture. I hope you will agree with me that this information is necessary in planning the future for vocational agriculture. Unfortunately the only way to accomplish this is through surveys such as this. I know you are swamped with work that all needed to be done last month but please take the time to provide the information that Julie requests. Through this project we will have the instrument needed to begin gathering this vital information in the future. In no way is this study going to be used to evaluate your local program. It is merely a project to develop an instrument and delivery method for state wide collection of followup information.

Your participation in this project is greatly appreciated!

FOLLOW-UP STUDY OF FORMER
VOCATIONAL AGRICULTURE/AGRIBUSINESS STUDENTS

TEACHER QUESTIONNAIRE

INSTRUCTIONS--Please list all 1981 graduates and their current addresses who completed one or more years of vocational agriculture in your program.

<u>NAME (PLEASE PRINT)</u>	<u>CURRENT ADDRESS</u>

Please offer any reactions or suggestions that you feel will be helpful on how to facilitate this follow-up study in future years.

APPENDIX B

STATE SUPERVISORS CONTACTED

Richard Condit	1535 West Jefferson	Phoenix, AZ 85007
Donald Wilson	721 Capitol Mall	Sacramento, CA 95814
Sidney Koon, Jr.	1525 Sherman St.	Denver, CO 80203
Dr. Curtis Corbin, Jr.	323 State Office Building	Atlanta, GA 30334
Robert D. Benton	Grimes Street Office Building	Des Moines, IA 50319
Paul M. Day	530 Cedar Street	St. Paul, MN 55107
Dr. Darrell L. Parks	65 South Front St.	Columbus, OH 43215
Ralph R. Dreessen	1515 W. 6th Ave.	Stillwater, OK 74074
Jay Eudy	201 E. 11th St.	Austin, TX 78701
H. Eugene Forrester	222 Old Capial Bldg. Washington & Legion Way	Olympia, WA 98504
Donald L. Michael	1900 Washington St. East	Charleston, WV 25305



Associate Dean of Agriculture
and Director of Resident Instruction

Waters Hall
Manhattan, Kansas 66506
913-532-6151

January 27, 1986

Mr. Jay Eudy
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Dear Mr. Eudy:

I am in need of your assistance to prepare my Master's Report and to establish support for Vocational Agriculture programs in Kansas. I received my B.S. degree in Agriculture Education in May 1985, and will finish my M.S. degree, also in Agriculture Education in July 1986. Currently, I am working as an Assistant to the Director of Resident Instruction, Dr. David J. Mugler, while I finish my Master's degree.

I am working with Dr. Richard Welton, Professor in Agriculture Education at Kansas State University and Mr. Mike Womochil, President of KVATA and Vo-Ag instructor at Concordia, Kansas. They have asked me to develop a survey asking high school graduates of 1981, who were enrolled in Vocational Agriculture, several questions, such as:

- Current place of employment
- Benefits and Values gained from Vocational Agriculture
- Benefits and Values gained from Future Farmers of America
- Suggestions about current Vo-Ag programs that could better prepare students for careers.

This survey would give us the information we need, to show the need for continued federal and state support.

If you have any suggestions or ideas that might be helpful in conducting this survey (questions, procedures, etc.), I would welcome them. Also, if you have any current or former surveys that have been conducted in your state, I would appreciate a copy.

Thank you for your assistance.

Sincerely,

Julie L. Koci
Assistant to the
Director of Resident Instruction

APPENDIX C

**FOLLOW-UP SURVEY OF FORMER VOCATIONAL
AGRICULTURE/AGRI-BUSINESS STUDENTS**

Instructions: Please read each statement and respond as indicated. Check only one item under each heading unless otherwise instructed. Your individual answers will be kept confidential.

I. GENERAL INFORMATION

Name _____
Last First Middle Initial

Permanent Address _____
Street or Rural Route City State ZIP

Age _____ Sex: M _____ F _____

Ethnicity:

- ☐ Black
- ☐ White
- ☐ Spanish Surname
- ☐ Other, please specify _____

Where have you lived most of your life:

- ☐ On a farm ☐ In a rural area but not on a farm
- ☐ In a small town ☐ In a city

Years of High School Courses in Vocational Agriculture:

- ☐ Less than one year
- ☐ One year
- ☐ Two years
- ☐ Three years
- ☐ Four years
- ☐ Other (please specify) _____

Years of Membership in the Future Farmers of America (FFA):

- ☐ Less than one year
- ☐ One year
- ☐ Two years
- ☐ Three years
- ☐ Four years
- ☐ Other (please specify) _____

Highest FFA Degree earned:

- ☐ None
- ☐ Greenhand degree
- ☐ Chapter Farmer degree
- ☐ State Farmer degree
- ☐ American Farmer degree

Years you were involved in the Supervised Occupational Experience Program in Vocational Agriculture (also called placement in agribusiness, part-time work in agriculture, supervised farming programs, etc.)

- ☐ Less than one year
- ☐ One year
- ☐ Two years
- ☐ Three years
- ☐ Four years
- ☐ Other (please specify) _____

Years in Adult/Young Farmer Classes in Agriculture (evening, or continuing education classes)

- ☐ Less than one year
- ☐ One year
- ☐ Two years
- ☐ Three years
- ☐ Four years
- ☐ Other (please specify) _____

Annual Gross Income in 1985 - before taxes (will be strictly confidential)

- ☐ Less than \$ 5,000 ☐ \$20,000 - \$24,999
- ☐ \$ 5,000 - \$ 9,999 ☐ \$25,000 - \$29,999
- ☐ \$10,000 - \$14,999 ☐ \$30,000 - \$34,999
- ☐ \$15,000 - \$19,999 ☐ Over \$35,000

MORE ON REVERSE SIDE

RECENT HISTORY: For each time period column in the YEARS FOLLOWING HIGH SCHOOL, Check () the activities in which you were involved. Check at least one activity for each column. Note that you may respond to both the employment and education sections. Mark as many as apply to you.

ACTIVITY	TIME PERIODS AFTER LEAVING HIGH SCHOOL		
	One year after	Three years after	Present*
Education (Check all that apply):			
Vocational School	()	()	()
Community College	()	()	()
College or University	()	()	()
Apprenticeship	()	()	()
Other Education	()	()	()
Specify _____	()	()	()
Employment (Check all that apply):			
Paid Employment	()	()	()
Homemaker (full or part time)	()	()	()
Military (full time)	()	()	()
Unemployed (looking for work)	()	()	()
Other Activity (ill, vacation, etc.)			
Specify _____	()	()	()

*PLEASE CIRCLE THE ACTIVITY IN THE LAST (PRESENT TIME PERIOD) COLUMN THAT YOU CONSIDER TO BE YOUR MAJOR ACTIVITY AT THIS TIME.

Current Education Activity

Hours Per Week you attend

- () None
() 1 to 12
() 13 to 18
() 19 or more

School Name: _____

Major Area or Program of Study (For example: Auto Mechanic, Elementary Teaching): _____

Intended Occupation after completing education (For example: Data Processor, Teacher, Farmer, Undecided): _____

Current Occupational Status (answer as many as apply):

- () Full-time farmer or rancher — self-employed
() Part-time farmer or rancher (estimate percentage of time devoted to farming or ranching: _____ %)
() Farm or ranch employee
() Agribusiness—self-employed
() Agribusiness employee
() Professional agricultural employee (ex. County Agent, Vo-Ag Teacher, SCS, etc.)
() Agricultural related occupation
() Non-agricultural occupation—self-employed
() Non-agricultural occupation employee
() Homemaker
() Military service
() Currently unemployed (reason: _____)

What is your present job "title"? _____

How long have you been on your present job? _____ years _____ months

OPINIONS OF YOUR VOCATIONAL AGRICULTURE/AGRIBUSINESS EXPERIENCE IN HIGH SCHOOL

Instructions: Please give your opinion about each of the following statements.
If you strongly disagree, circle "1"; if you disagree, circle "2";
if you are undecided or do not know, circle "3"; if you agree,
circle "4"; if you strongly agree, circle "5".

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

- A. My Experiences in Vocational Agriculture/Agribusiness - FFA:
- | | | | | | |
|--|---|---|---|---|---|
| 1. Helped me learn how to work | 1 | 2 | 3 | 4 | 5 |
| 2. Taught me skills useful in an agricultural career | 1 | 2 | 3 | 4 | 5 |
| 3. Taught me skills useful in a non-agricultural occupation. | 1 | 2 | 3 | 4 | 5 |
| 4. Helped me to choose an occupation | 1 | 2 | 3 | 4 | 5 |
| 5. Helped me to enter and advance in an
agricultural occupation | 1 | 2 | 3 | 4 | 5 |
| 6. Helped me to enter and advance in a
non-agricultural occupation | 1 | 2 | 3 | 4 | 5 |
| 7. Helped me to learn how to get along with other people | 1 | 2 | 3 | 4 | 5 |
| 8. Helped me to develop leadership skills. | 1 | 2 | 3 | 4 | 5 |
| 9. Helped me learn how to participate in meetings. | 1 | 2 | 3 | 4 | 5 |
| 10. Helped me to stay in school | 1 | 2 | 3 | 4 | 5 |
| 11. Encouraged me to go to college. | 1 | 2 | 3 | 4 | 5 |
| 12. Were good for me. | 1 | 2 | 3 | 4 | 5 |
| 13. Were of no benefit to me. | 1 | 2 | 3 | 4 | 5 |
| 14. Were such that if I had it to do over I would enroll in
Vocational Agriculture/Agribusiness - FFA again | 1 | 2 | 3 | 4 | 5 |
- B. My Teacher(s) in Vocational Agriculture/Agribusiness - FFA:
- | | | | | | |
|--|---|---|---|---|---|
| 1. Encouraged me to enter an occupation in agriculture | 1 | 2 | 3 | 4 | 5 |
| 2. Encouraged me to major in agriculture in college. | 1 | 2 | 3 | 4 | 5 |
| 3. Was helpful to farmers in the community | 1 | 2 | 3 | 4 | 5 |
| 4. Was helpful to agribusiness persons in the community. | 1 | 2 | 3 | 4 | 5 |
| 5. Should include, along with other instruction,
in his/her program: | | | | | |
| a. FFA activities | 1 | 2 | 3 | 4 | 5 |
| b. Supervised occupational experience in agri-
culture (work experience) for students | 1 | 2 | 3 | 4 | 5 |
| c. Laboratory instruction (shop, greenhouse,
forestry plots). | 1 | 2 | 3 | 4 | 5 |
| d. Agriculture/agribusiness instruction for adults
with career interests in agriculture | 1 | 2 | 3 | 4 | 5 |
| 6. Should be available year-round (including the summer)
to help farmers and other agricultural employees,
vocational agriculture/agribusiness students, and FFA mem-
bers with problems associated with agriculture. | 1 | 2 | 3 | 4 | 5 |

END OF QUESTIONNAIRE
THANK YOU FOR YOUR COOPERATION!

APPENDIX D



**Department of Adult
and Occupational Education**

College of Education
Bluemont Hall 383
Manhattan, Kansas 66506
913-532-5535

April 22, 1986

Dear

I am excited about the number of questionnaires I have received and am anxiously awaiting the return of the rest of them. I realize that this is a very busy time of the year with all the contests, banquets, and deadlines that are quickly approaching. But if I could simply ask for a little bit of that time to get the names and addresses of your 1981 graduates, I too, can reach some deadlines.

I am enclosing another teacher questionnaire and self-addressed stamped envelope for your convenience. I sincerely appreciate your time and effort in helping me complete this survey. I feel that it will be a benefit to many vocational agriculture programs. Thank you for your assistance.

Sincerely,

Julia L. Koci
Julia L. Koci
Assistant to the
Director of Resident Instruction

Enclosures

APPENDIX E

HIGH SCHOOLS RESPONDING TO REQUEST FOR NAMES AND ADDRESSES
OF 1981 GRADUATES WHO WERE ENROLLED IN VOCATIONAL AGRICULTURE

<u>High School</u>	<u>Vocational Agriculture Instructor</u>	<u>City or Town</u>
Altoona-Midway	Marcell Tinker	Buffalo
Claflin High School	Jim Ryan	Clay Center
Clay Center Community High School	Jay Bohnenblust	Clay Center
Southeast Kansas Area Vocational Technical School	Kristi Maxon	Coffeyville
Colby High School	Phillip Burkhalter	Colby
Flint Hills Area Vocational Technical School	Carl Stueve	Emporia
Hanover High School	Robert Green	Hanover
Hays High School	Edward Schukman	Hays
Hiawatha High School	Lloyd Barnett	Hiawatha
Holcomb High School	Alva Burch	Holcomb
Humboldt High School	Wayne Dunn	Humboldt
Jefferson West High School	John Welborn	Meriden
LaCrosse High School	John Graff	LaCrosse
Marion High School	Mark Worester	Marion
Marmaton Valley High School	Ron Smith	Moran
Marysville High School	Michael Ring	Marysville
Osage City High School	Darrell Williams	Osage City
Prairie Heights High School	Carl Wahlmeier	Jennings
Rossville High School	Allen Konicek	Rossville
Stafford High School	Merlyn Spare	Stafford

Trego Community High School	Wilber Stites	Wakeeney
Tribune High School	Steve Pottorff	Tribune
Washington High School	Phil Kingston	Washington

APPENDIX F



Department of Adult
and Occupational Education

College of Education
Bluemont Hall 383
Manhattan, Kansas 66506
913-532-5535

May 19, 1986

Dear

We need your assistance in completing a study being done to examine vocational agriculture programs in Kansas. We would appreciate your time (six minutes) and effort in filling out the enclosed questionnaire which will make the study complete and thorough.

Your vocational agriculture teacher, Mr. Ring, assisted me in finding your address. He/She indicated you would want to be a part of this study. A complete summary will be mailed to your teacher to make him/her aware of the study results.

The information received will be treated as strictly confidential and for statistical purposes only. Your cooperation in filling out this survey and returning it in the self-addressed, stamped envelope, as soon as possible, will be greatly appreciated. Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads 'Julie L. Koci'.

Julie L. Koci
Assistant to the
Director of Resident Instruction

Enclosures

APPENDIX G

NAMES AND ADDRESSES OF GRADUATES
WHO RECEIVED A SURVEY INSTRUMENT

NAME	ADDRESS	CITY, STATE, AND ZIP
Mr. John E. Leiker	Munjor Route	Hays, KS 67601
Mr. Edwin J. Linenberger	Route #1	Hays, KS 67601 *
Mr. Patrick Miller, Jr.	HC 39, Box 138	Hays, KS 67601 *
Mr. Danny Pfannenstiel	Munjor Route	Hays, KS 67601
Mr. Roger Gfeifer	117 West 35th	Hays, KS 67601
Mr. John J. Smith	Munjor Route	Hays, KS 67601
Mr. Richard Brin	107 West 35th	Hays, KS 67601
Mr. Marc Bryant	909 North Troost	Olathe, KS 66061 *
Mr. Jerry Gilliam	300 E. Mulberry	Dodge City, KS 67801*
Mr. Scott Laflen	19B Turkey Ridge Buckhill Townhouse	Myrtle Beach, SC 29577
Mr. Clinton Stamm	Rural Route #2	Washington, KS 66968*
Ms. Lacy Scheetz	Shadey Rest Trailer Court	Belleville, KS 66935
Mr. Anthony Stam	North D	Washington, KS 66968
Mr. Robert Dooley	810 Mulberry	Humboldt, KS 66748
Mr. Bruce Ladd	Rural Route #1	Humboldt, KS 66748
Mr. David Lytle	Rural Route #1	Humboldt, KS 66748
Mr. Micheal Marnell	602 South 9th	Humboldt, KS 66748
Mr. Charles Mosely	517 North 12th	Humboldt, KS 66748*
Mr. Charles Ross	Rural Route #1	Humboldt, KS 66748*
Mr. Micheal Setter	Rural Route #1	Humboldt, KS 66748*
Mr. Jeffery Taylor	Rural Route #2	Humboldt, KS 66748
Mr. Richard Weiner	1019 Signor	Humboldt, KS 66748*

Mr. Curt Whitaker	Rural Route #2	Humboldt, KS 66748*
Mr. Eric Beran		Odin, KS 67562 *
Mr. Darryl Demel		Claflin, KS 67525 *
Mr. Mark Disque	Rural Route #1, Box 171	Claflin, KS 67525
Mr. Tom Hickel	Rural Route #1	Claflin, KS 67525
Mr. James Hitschmann	Rural Route #1, Box 36	Claflin, KS 67525
Mr. Curtis Kaiser		Claflin, KS 67525 *
Mr. Jim Klima		Claflin, KS 67525
Mr. Lawrence Miller	Rural Route	Claflin, KS 67525
Mr. Abe Prosser		Odin, KS 67562 *
Aaron Shartz	Rural Route	Claflin, KS 67525 *
Mr. Jerry Schepmann		Claflin, KS 67525
Mr. Mark Woydziak		Dorrance, KS 67634
Mr. Joe Zink	Rural Route	Claflin, KS 67525
Mr. Jim Brown	Route #2 Box 122	Independence, KS 67301
Mr. Jeff Dickson	Route #2 Box 111	Independence, KS *
		67301
Tracy Diver	Route #1 Box 246	Coffeyville, KS 67337
Mr. Carl Hamilton	Route #1 Box 57	Coffeyville, KS 67337*
Ms. Donna Hill	Route #2	Coffeyville, KS 67337*
Mr. Kent Keller	Route #1 Box 44	Coffeyville, KS 67337
Mr. Robert W. Lattin	Box 29	Dearing, KS 67340
Mr. Mike McClellan	1601 Spruce	Coffeyville, KS 67337
Mr. Mike T. Mitchell	Route #4	Coffeyville, KS 67337
Mr. Jim Oakley	Route #4	Coffeyville, KS 67337*
Mr. Dan B. Reardon	Route #2, Box 45	Liberty, KS 67351 *

Mr. Jerry L. Whittenburg	Route #4, Box 45	Coffeyville, KS	67337
Chris A. Wood	Route #2, Box 177	Coffeyville, KS	67337
Ms. Marsha Cressler	607 W.12th	Hays, KS	67601 *
Mr. Jim Gallentine	2709 Augusta, Apt G	Hays, KS	67601
Mr. Todd Jacobs	Route #1	Dresden, KS	67635
Mr. Kevin Hickert	214 W.17th	Hays, KS	67601
Mr. Lee Juenemann	Route #2	Norton, KS	67654 *
Mr. Max Mizer	Route #1	Jennings, KS	67643*
Mr. Mark Shaw	Route #2, Box 2	Ellis, KS	67637 *
Mr. Bill Vacura	410 1/2 W. Welton	Norton, KS	67654
Mr. Tom Vacura		Dresden, KS	67635 *
Mr. Gary Sweany	Rural Route #1	Manhattan, KS	66502
Mr. Todd Doughty	Rural Route #2	Moran, KS	66755
Mr. Jeff McDaniels	Rural Route #1	Elsmore, KS	66732
Mr. Randy Kuhns	Rural Route #1	Moran, KS	66755
Mr. Brad Parker	Rural Route #1	Moran, KS	66755
Mr. Tim Hacker	313 9th	Wakenney, KS	67672*
Mr. Dean Dienes	Rural Route	Wakeeney, KS	67672*
Mr. Mike Dietz	Rural Route #1	Wakeeney, KS	67672
Mr. Larry Eberle	521 N.9th	Wakeeney, KS	67672
Mr. Terry Eberle	433 N.4th	Wakeeney, KS	67672
Mr. Evan Hadley	508 N. Washington	Ellis, KS	67637 *
Mr. Bill Hager	212 N.7th	Wakeeney, KS	67672 *
Ms. Dona Harvey	Route #1, Box 65	Collyer, KS	67631 *
Mr. Ed Hillman	Box 3	Collyer, KS	67631 *
Mr. Eugene Parke	Rural Route	Collyer, KS	67631
Ms. Lisa Modene	Rural Route	Wakeeney, KS	67672*

Mr. Don Riedel	Rural Route #2	Wakeeney, KS	67672
Mr. Bill Schaben	Rural Route #1, Box 46A	Wakeeney, KS	67672*
Terry Stithem	741 N.2nd	Wakeeney, KS	67672*
Terry Sherfick	416 6th	Wakeeney, KS	67672
Mr. George Waldschmidt		Ogallah, KS	67656
Mr. Roger Windholz		Collyer, KS	67631
Mr. Steve Bruna	Route #1	Barnes, KS	66933
Mr. Todd Bruna	Route #1	Hanover, KS	66945
Mr. Doug Gerleue	Route #1	Hanover, KS	66945
Mr. Jim Lohse	Route #1	Hanover, KS	66945
Mr. Brian Meier	Route #1	Hanover, KS	66945
Mr. Jim Martin		Hanover, KS	66945
Mr. Bruce Munsterman		Hollenberg, KS	66946
Mr. Alan Meyer		Hollenburg, KS	66946
Mr. Daniel Meyer		Hanover, KS	66945 *
Mr. John Peterson		Hanover, KS	66945
Mr. Rick Pralle		Hanover, KS	66945 *
Mr. Frank Ruppuecht		Odell, NE	68415
Mr. David Schotte		Diller, NE	68342 *
Mr. Greg White	Route #1	Hanover, KS	66945 *
Mr. Gary Wienik		Hanover, KS	66945 *
Ms. Carroll Fahrenholtz		Tribune, KS	67879
Mr. Bruce Koehn		Tribune, KS	67879
Mr. Dennis McIntyre		Tribune, KS	67879 *
Mr. Kevin O'Leary		Tribune, KS	67879
Mr. Brad Sheperd		Tribune, KS	67879
Mr. Gerald Herl		Tribune, KS	67879

Mr. Kevin Johnson		Tribune, KS	67879
Mr. Scott Steele		Tribune, KS	67879
Mr. Tim Anliker		Lamont, KS	66855
Mr. Nolen Gardner	105 West Maple	Hartford, KS	66854*
Mr. Jeff Jackson	Rural Route #1	Americus, KS	66835
Mr. Kevin Karr	Rural Route #2	Emporia, KS	66801 *
Mr. Brian Schaefer	Rural Route #1	Neosho Rapids, KS	66864
Mr. Dale DeLong	Rural Route #2	Emporia, KS	66801 *
Mr. Brad Pedersen	502 Wilson #16	Emporia, KS	66801
Mr. Scott Williams	Rural Route #1	Americus, KS	66835
Mr. Steve Williams	808 Prairie Street	Emporia, KS	66801 *
Ms. Mary Wendt	120 Aspen Road	Gardner, KS	66030 *
Mr. Delwin Gibbs	Box 163	Saratoga, WY	82331
Ms. Karen McCune	Route #2	Plainville, KS	67663*
Mr. Mike Koenig	Rural Route #1	Hiawatha, KS	66434
Mr. Steve McGinness	406 Minnehaha Street	Hiawatha, KS	66434
Mr. Rick Nigus	206 Hiawatha	Hiawatha, KS	66434*
Mr. Ronnie Rainwater	4123 Twilight	Topeka, KS	66610
Mr. J.W. Reese III	Rural Route #1	Hiawatha, KS	66434
Mr. Rick Siebenmorgan	Rural Route #2	Hiawatha, KS	66434*
Mr. Scott Tryon	7600 Wood Hollow Apt. #301	Austin, TX	78731
Mr. Bryon Sommers	512 Bluemont #5	Manhattan, KS	66502*
Ms. Lisa Hartsook		Herkimer, KS	66433
Ms. Deb Hoeflicker		Bellville, KS	66935
Mr. Bob Cudney		Marysville, KS	66508
Mr. Brad Koch		Home, KS	66438 *

Mr. Nathan Bargmann		Bremen, KS 66412
Mr. Rick Koch		Beattie, KS 66406 *
Mr. Tim Downard		Marysville, KS 66508*
Mr and Mrs. Brian Holle	2108 Praire Glen Place	Manhattan, KS 66502*
Mr. Randy Frerking		Herkimer, KS 66433
Mr. Mark Wetter		Marysville, KS 66508 .
Mr. Bill Tidwell		Marysville, KS 66508
Mr. Greg Nickleson		Marysville, KS 66508
Mr. Ray Marquadt		Marysville, KS 66508
Ms. Jan Holle		Longmont, CO 80501
Mr. Fred Nieberding		Marysville, KS 66508*
Mr. Doun Unger		Marysville, KS 66508
Mr. Don Dettke	915 Denison	Manhattan, KS 66502
Mr. Ted Nemec		Marysville, KS 66508
Mr. Jeff Howard		Marysville, KS 66508
Mr. Kendall Peaks		Marysville, KS 66508*
Mrs. Debra Rezac	Route #1	Onaga, KS 66521
Mr. Rodney Davis		Rossville, KS 66533
Mr. Kevin Dick		Rossville, KS 66533
Mr. Russell Immenschuh		Rossville, KS 66533*
Mr. Mike Lutz	1935 Indian Woods Lane	Topeka, KS 66611
Mr. Lance Stadler		Rossville, KS 66533
Mrs. Diana Iseman	Route #1	Burlington, KS 66839*
Mr. Bill Peters	Route #1	Carpenter, WY 82054*
Gia Miller	Rural Route #1	Meriden, KS 66512
Mr. Randy Watson	Rural Route #1	Ozawkie, KS 66070

Mr. Rick Watson	Rural Route #2	Meriden, KS	66512
Mr. Les Brunton	733 Delaware	Ozawkie, KS	66070
Mr. Robbie Baker	Rural Route #1	Meriden, KS	66512
Mr. Richard Williams	Rural Route #1	Meriden, KS	66512
Mr. Eric Hothan	Rural Route #1	Ozawkie, KS	66070
Mr. Glen Jacobson	Rural Route #1	Ozawkie, KS	66070
Mr. Mike Rodecap	Box 22	Meriden, KS	66512
Mr. Danny Terry	Rural Route #1	Meriden, KS	66512
Mr. Terry Lindeman	Rural Route #1	Meriden, KS	66512
Mr. Dennis Tichenor	Rural Route #2	Meriden, KS	66512 *
Mr. Kraig Kahler	Rural Route #2	Meriden, KS	66512
Mr. Scott Welborn	Rural Route #1	Meriden, KS	66512 *
Mr. Dale Herring	Rural Route #1	Ozawkie, KS	66070 *
Mr. Wayne Frahm	304 Kansa	Ozawkie, KS	66070 *
Mr. Randy Burton		LaCrosse, KS	67548*
Mr. Steve Crowell		Rush Center, KS	67575*
Mr. Charles B. Karst		Rush Center, KS	67575*
Mr. Duane Legleiter		LaCrosse, KS	67548
Challis Seymour		LaCrosse, KS	67548
Mr. Brian Williams		LaCrosse, KS	67548
Mr. Alan Hildebrand	Rural Route #1	Stafford, KS	67578*
Mr. Duance Kocher	Rural Route #3	Stafford, KS	67578*
Mr. Danny Blea	320 N. Keystone	Stafford, KS	67578
Mr. Marty Blea		Stafford, KS	67578
Mr. Jim Davenport	Rural Route #4	Osage City, KS	66523
Ms. Cathy Lieber	Rural Route #2	Osage City, KS	66523
Mr. Kirby Regenold	726 South 4th	Osage City, KS	66523

Mr. Bob Bodine	Rural Route #2	Osage City, KS	66523
Mr. Mike Hendrickson	629 Lakin	Osage City, KS	66523*
Mr. Ed Schrader	Rural Route #1	Osage City, KS	66523
Mr. David Robb	Rural Route #1	Osage City, KS	66523
Mr. Danny Ellis	202 E.6th	Florence, KS	66851
Mr. Randy Savage	Rural Route #1	Florence, KS	66851
Ms. Kim Schaffer	104 W.7th	Florence, KS	66851
Mr. Brad Vannocker	Rural Route #1	Florence, KS	66851
Mr. Ron Wineinger	2145 Buckingham #1	Manhattan, KS	66502*
Mr. Jeff Roth	Route #2	Holcomb, KS	67851
Mr. Jeff Wilson	Route #1	Garden City, KS	67846
Mr. Chuck Becker	Route #2	Holcomb, KS	67851 *
Mr. Wade Barlow	Jones Avenue	Holcomb, KS	67851
Mr. Kurt Smith	Route #1	Holcomb, KS	67851 *
Mr. Jerry Roth	Route #2	Holcomb, KS	67851
Mr. Travis Leonard		Holcomb, KS	67851
Mr. Steve Brecheisen	Jones Avenue	Holcomb, KS	67851
Mr. Brian Rome	Route #2	Garden City, KS	67846*
Mr. Bryan Roth	Route #1	Deerfield, KS	67838
Mr. Joel Erskin	1309 N.13th	Garden City, KS	67846*
Mr. James Chestnut	Route #5	Clay Center, KS	67432*
Mr. Marvin Deaver	1210 3rd	Clay Center, KS	67432
Ms. Shelly Elkins	Rural Route	Clay Center, KS	67432
Ms. Maureen Pfizenmaier	Route #5	Clay Center, KS	67432*
Kellan Kopfer	Rural Route #2	Oakhill, KS	67472
Mr. Eric Larson	c/o Jon Larson	Randolph, KS	66544*
Mr. Jeff Roberts		Green, KS	67447

Mr. David Walker		Idana, KS 67453
Mr. Dennis Mellies	Route #1	Morganville, KS 67468
Mr. Laurence Anderson	Route #4	Clay Center, KS 67432
Mody Cales	757 Anthony	Clay Center, KS 67432
Mr. Rodney Cramer		Longford, KS 67458
Mr. Kent Fisher		Clay Center, KS 67432
Mr. Greg Ware	Rural Route	Longford, KS 67458
Mr. Dennis Beck	Rural Route #1	Buffalo, KS 66717 *
Mr. Mark Bolling	Rural Route #1	Chanute, KS 66720
Mr. Greg Carter	Rural Route #1	Buffalo, KS 66717
Mr. Jeff DeWitt	Rural Route #1	Buffalo, KS 66717
Mr. Marty Lyle Greer	Rural Route #1	Chanute, KS 66720 *
Mr. David Hutchinson	Rural Route #2	Chanute, KS 66720
Mr. Johnny Johnson	Rural Route #2	Chanute, KS 66720
Mr. Mike Joyce	Box 55	Buffalo, KS 66717
Mr. Randall Robinson	Rural Route #1	Buffalo, KS 66717

* Indicates the graduates responding to the questionnaire

APPENDIX H

REMINDER POST CARD SENT TO GRADUATES

To: Selected 1981 graduates in Vocational Agriculture

From: Julie L. Koci

Assistant to the Director of Resident Instruction

At the time this post card was mailed, I had not yet received your completed questionnaire, which was mailed to you. If you have already mailed your questionnaire, please disregard this note. If you have not returned your questionnaire, please do so immediately.

This study is being done to gather graduates responses, since you are the ones best able to tell us what you feel is needed from the vocational agriculture curriculum.

Your cooperation in completing this questionnaire is deeply appreciated.

APPENDIX I

**ADDITIONAL INFORMATION ON GRADUATES ATTENDING
POSTSECONDARY INSTITUTIONS**

School	Hours/Week Attending Classes	Major	Intended Occupations
Kansas State University	19 or more	Civil Engineering	Civil Engineer
Emporia State University	1 to 12	Not Specific	Farmer
Wichita State University	19 or more	Physician Assistant	Physician Assistant or Medical School
Kansas State University	13 to 18	Agricultural Economics	Agribusiness- Public Relations
Brown Mackie College	13 to 18	Business	Business Manager
Kansas State University	13 to 18	Food Science and Industry	Production Management
Kansas State University	19 or more	Nuclear/Electrical Engineering	Engineer
Fort Hays State University	1 to 12	Adapted Physical Education	Rehabilitation
Kansas State University	1 to 12	Agronomy	Teacher- Agriculture Education

APPENDIX J

JOB TITLES AND LENGTH OF
TIME POSITION HAS BEEN HELD

Present Job Title	Length of time position held	
	Years	Months
Full-time Farmer	NA	
Full-time Farmer	NA	
Full-time Farmer	6	3
Full-time Farmer	1	0
Full-time Farmer	NA	
Full-time Farmer	5	
Full-time Farmer	5	
Full-time Farmer	2	
Full-time Farmer	10	
Full-time Farmer	4	10
Full-time Farmer	4	11
Full-time Farmer	NA	
Full-time Farmer	1	5
Full-time Farmer	4	
Full-time Farmer	9	
Farmhand	10	
Farmhand		10
Farmhand	1	4
Swather Operator	1	
Horse Trainer	3	
Feed Mill Operator	4	7
Hay Hauling Service		7 Summers

Greenhouse Worker	2	
Farm Store Clerk	2	10
Checker/Stockler		11
McDonalds	2	
Heavy Equipment Operator	1	3
Heavy Equipment Operator	6	
Heavy Equipment Operator	5	9
Machine Operator		8
Dozer Service	3	
Case/IH Dealership Maintenance and Dealership		4
Testing Engineer		
Electronics Technician	2	11
Electrician	4	5
Body Technician	4	
Aircraft Mechanic		6
Auto Body and Mechanic	2	
Body Shop Manager	2	4
Midland Brake	2	4
Farm Mechanic		4
Mechanic	4	
Tank Systems Mechanic		7
Service Station Attendant	1	8
Truck Driver	1	
Truck Driver	2	7
Truck Driver	1	8
Truck Driver	1	
Forklift Driver		8

Welder/Farmer	2	3
Shop Foreman - Welder	5	
Welder	4	11
Bricklayer	3	
Painter/Refinisher	5	
Framing Carpenter	2	6
Construction Laborer		1
Roughneck	1	
Courier		3
United Parcel Service Worker		5
Home Interior and Gifts Displayer		1
Graduate Research Assistant	1	1
Graduate Assistant		9
Graduate Student		NA
Student		NA
Student		NA
Missions Intern/Pastoral Staff	1	
Staff for Campus Crusade for Christ	1	
Office Manager		9
Public Relations - Administrative Clerk III		6
Data Processor		3
Bank Liquidation Assistant for FDIC		6
Training Representative		2
Member Relations Specialist		5
Sampler for Kansas Grain Inspection	2	2
Livestock Representative		4

Assistant Editor and Production Editor	5
Activities Sales Agent	
Yellowstone National Park	1

APPENDIX K

DEMOGRAPHIC DATA PROFILE

Age - 23 years old	58 percent
Sex - Male	89 percent
Place of residency - On a farm	60 percent
Years of high school vocational agriculture - Four years	60 percent
Years of membership in FFA - Four years	57 percent
Highest FFA degree earned - Greenhand degree	33 percent
Years involved in a supervised occupational experience program - four years	37 percent
Years in adult/young farmers classes - less than one year	46 percent
Annual gross income of graduates in 1985 - \$10,000 - \$14,999	26 percent

APPENDIX L

SUGGESTED SCHEDULE FOR CONDUCTING
A FOLLOW-UP SURVEY

- January 1 - Mail letters and forms to vocational agriculture instructors requesting graduate's names and addresses.
- January 15 -
February 15 - Mail out cover letter, survey instrument and self-addressed, stamped return envelope to the graduates identified.
- February 15 - Last day to accept forms indicating names and addresses of the graduates to be contacted.
- March 6 - Send out reminder post cards to graduates not responding with a completed questionnaire.
- April 1 - Last day to accept completed questionnaires from graduates.
- April 2 - Mail completed questionnaires to Kansas State University, Adult and Occupational Department.
- April 2 -
August 1 - Statistical Analysis will be done and the findings reported at the Vocational Agriculture Teachers Conference.

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A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1981

by

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B.S., Kansas State University, 1985

AN ABSTRACT OF A MASTERS'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

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Vocational agriculture programs prepare students for careers and occupations in agriculture. The purpose of this study was to conduct a follow-up study of 1981 high school graduates who were enrolled in vocational agriculture during high school.

Vocational agriculture teachers were contacted to provide the names and addresses of the 1981 graduates who were enrolled in their vocational agriculture program. Thirty-five schools were contacted with 23 that responding (66 percent). Two-hundred and twenty-seven graduates were contacted. The graduates received a questionnaire asking for information about demographic data, educational and employment activities during the past five years, and about their vocational agriculture - FFA experiences and their instructor. Thirty-six percent of the graduates responded with completed questionnaires.

Graduates showed a commitment to the vocational agriculture - FFA program by having the majority of graduates involved three to four years. Their commitment lowered when they earned their FFA degrees and years of participation in supervised occupational experience programs and adult/young farmers classes. Over one-half of the graduates revealed they are earning between \$10,000 and \$25,000 on an annual basis. Educational activity findings disclosed 56 percent of the graduates continued their education the first year after high school. Employment activities major findings included 73 percent employed at the present time with 43 percent employed at the present time with 43 percent of them being involved in production agriculture. Responses concerning the graduates feelings about their vocational agriculture - FFA experiences revealed that most graduates felt they were prepared for an agricultural career and would enroll in vocational agriculture - FFA again if they

were given the chance to do so. The graduates felt that their instructor should keep the activities of FFA, supervised occupational experience programs, laboratory instruction, and adult/young farmer classes in the program. They also indicated that the teacher should be hired year round.