A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS GRADUATING FROM KANSAS HIGH SCHOOLS IN 1983

by

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CHAPTER I

INTRODUCTION

The agriculture industry in Kansas is a vital resource to the economic and social well-being of the state. Every year the agriculture industry employes a significant number of Kansans. Vocational agriculture/agribusiness programs exist across the state to provide instruction to those young people who desire to develop their knowledge and skills in the broad field of agriculture. The goals of vocational agriculture/ agribusiness programs are to:

1) Develop an understanding and appreciation of career opportunities in agriculture/agribusiness and to prepare individuals to progress in agriculture/ agribusiness careers.
2) Develop agriculture/agribusiness competencies for persons to maintain the required secondary and/or post-secondary 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. (Kansas State Department of Education, p. 1)

The degree to which these objectives are carried out determines the success of a vocational agriculture/ agribusiness program. Program evaluation is necessary to determine if these objectives are being met in the most effective manner. Program evaluation data can be collected from a variety of sources, it may be as simple as verbal feedback from graduates or as complex as a written evaluation procedure by an administrator.

It makes sense to assume the most reliable information concerning the value of a program would come from the product of the program -- the graduates. According to Walker (1973), 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. Follow-up studies can be tailored to examine individual programs or they can examine, as in this case, a state program as a whole. In 1985 the Kansas Vocational Agriculture Teachers' Association (hereafter refered to as KVATA) initiated a series of longitudinal studies intended to provide follow-up data on graduates of Kansas high school vocational agriculture/agribusiness programs. This is the third in the

series of these follow-up studies. The two studies completed previous to this one, A Follow-up of Vocational Agriculture/Agribusiness Students Graduating From Kansas High Schools in 1981 by Koci and A Follow-up of Vocational Agriculture/Agribusiness Students Graduating From Kansas High Schools in 1982 by Chestnut, served as models for developing this study. The data gathered from these studies provide direction concerning changes that need to be made in vocational agriculture/agribusiness programs in Kansas. Walker (1973) states that "...follow-up data should be used to revise the educational program to improve the on-the-job effectiveness of future graduates." Thus the benefits of a well conducted and interpreted follow-up study are shared by teachers, students, and employers.

Objectives

The primary objectives of this study were to:

1) Determine if vocational agriculture/agribusiness programs are meeting selected occupational needs of students.
2) Determine if teachers of vocational agriculture/agribusiness are providing opportunities that meet selected occupational needs of students and the community.
3) Determine the educational and occupational status of high school graduates previously enrolled in vocational agriculture/agribusiness.

Significance of the Study

Iverson and Brown (1979) state that "...if vocational agriculture/agribusiness is to remain a viable service area, evidence of accomplishment and impact is sorely needed." The continuation of vocational agriculture/agribusiness programs is dependent on support from the community and government. This support must be based on accountability of positive results. This study emphasizes the use of follow-up studies of graduates to provide written evidence of the success of a program and to provide direction for changes that may need to be made.

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.
2) FFA (Future Farmers of America)--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/agribusiness.
3) Graduates--Those individuals who were enrolled in vocational agriculture/agribusiness during high school and graduated from a Kansas high school in 1983.

4) Participants--Graduates who completed and returned the survey instrument.

5) Vocational Agriculture/Agribusiness Instructor--the individual who is certified to teach a vocational agriculture/agribusiness program at the secondary level.

6) Follow-up Survey--Instrument used in this study to collect information from the graduates.

7) Supervised Occupational Experience Program--Consist of all the agriculture/agribusiness activities of educational value conducted by the students outside the class for which systematic instruction and supervision are provided by a vocational agriculture/agribusiness instructor, parents, employers or other adults.

8) Adult/Young Farmer Classes--Classes offered to individuals at the post-secondary level who wish to improve their competencies in agriculture/agribusiness related courses.

9) KVATA--Professional organization for Kansas vocational agriculture/agribusiness teachers.

Limitations of the Study

The limitations of the study include:

1) The population for this study was randomly selected to include five schools from each of the seven FFA districts in Kansas.

2) The population was limited to 1983 graduates who completed at least one year of vocational agriculture/agribusiness in a public high school in the state offering such courses.

3) Instructors from two of the selected schools did not return a list of their graduates.

4) Twenty-one of the graduates identified by the instructors did not receive the questionnarie due to insufficient or incorrect address.

5) Many of the responses to the questions concerning graduates opinions of their vocational agriculture/ agribusiness experiences and instructor(s) were limited to selections on a Likert scale.

CHAPTER II

REVIEW OF THE LITERATURE

Agriculture, America's most creative, productive and basic industry, relies on vocational agriculture programs to prepare qualified young people to carry on its success (Evans, 1988). This fact places tremendous responsibility on agriculture educators to maintain and plan for high quality programs. This chapter will examine the literature that identifies the trends that are shaping the future of agricultural education at the secondary level and the literature which pertains to follow-up studies, a tool that allows educators to evaluate past practices.

Trends Shaping the Future of Vocational Agriculture

Educational reform has been a popular phrase in the educational arena since the report "A Nation At Risk" was published in 1983. This publication, along with an additional thirty to forty major reports on education written over the last five years have alerted the nation to a variety of concerns about education (Evans, 1988). One basic element this report tends to focus on is that the deterioration of student achievement is largely due to a lack of knowledge of the basic skills such as math, science, English, and foreign language (A Nation At Risk, 1983). This emphasis of the reports has been responsible for several changes in the educational system and have impacted upon agricultural education.

States, along with local school districts, have increased the number of credits of math and science required for high school graduation. This attempt at educational excellence has in turn simultaneously decreased the number of electives, the category of courses under which vocational agriculture is traditionally found, a student can take during his/her high school years. In an effort to turn around the recent pattern of a declining number of students enrolled in vocational agriculture, many vocational agriculture programs are revamping their course work to allow completers to receive science credit for an agriculture course (Miller, 1988). Miller notes that this action on the part of agricultural educators is allowing history to repeat itself since the first formal high school agriculture training was in the science of agriculture. He points out that vocational agriculture students of the late nineteenth century and early twentieth century studied such topics as agronomy, agricultural botany, chemistry, zoology, and physics. The push for applying credits earned in agriculture courses toward high school graduation requirements is reinforced by the fact that several states have set minimum requirements, including more math and science, for entry into the state colleges and universities.

The rapid scientific and technological changes occuring in the field of agriculture are also shaping the future of vocational agriculture (Miller, 1988). The advancement of

the agriculture industry has decreased the percentage of agriculture employees who are employed in traditional production to a mere 10 percent. The other 90 percent of the individuals involved in agriculture occupations are employed in research and development, marketing, extension, education, finance, etcetera. This profile of agriculture occupations shapes the curriculum for vocational agriculture programs. It brings forth the notion that if future vocational agriculture programs are going to meet the needs of society, educators will need to spend more time teaching about the "why" rather than the "how" of agriculture.

Drastic changes in the size of the scope of the market place are another factor that changes the role of vocational agriculture. In a recent article, Evans (1988) said "...contemporary global economic and social issues are not going to be kind to traditional agriculture education." In order to prepare young people for careers in agriculture, they must learn about the global economy and understand its implications for the American agriculture industry.

The image of vocational agriculture and the Future Farmers of America organization has suffered over the past decade. This has been caused by a combination of several factors such as the farm crisis of the 1980's, the prestige attatched to a college degree, and educational reports critizing all but the basic academic courses. As agricultural educators have seen their enrollment numbers

decrease they have taken measures to improve their image. A popular step has been to change the name of vocational agriculture to a name that reflects the basic academic content of the courses, for example, "agricultural science" instead of "vocational agriculture". Changing the name of the FFA is a controversial issue among supporters of the FFA. The FFA is an intergal part of the vocational agriculture program, but according to Boyd (1987), only 72 percent of all vocational agriculture students are members of the FFA. This figure is by far less than ideal, but it comes as no surprize when one considers that according to statistics, less than 10 percent of vocational agriculture students have aspirations to become a farmer.

The trends discussed above that are nudging agricultural educators to think differently and make changes are actually coming from outside the vocational agriculture parameter. Educators must also look within that parameter to provide direction for change, this occurs by means of thorough evaluation. In industry it is common practice to test and evaluate the product to determine the success of the production process. In a similar way of thinking, it seems logical to assume that former students, the product of vocational agriculture programs, should be consulted to evaluate the educational process (Zurbick, 1988).

Follow-up Studies

Purpose. Follow-up studies are a method of evaluation that serves a two fold purpose. The findings of follow-up studies serve to provide a solid foundation for accountability for vocational agriculture programs. Ricketts (1986) emphasized this point at a Southern Region Research Conference when he said "...if vocational agriculture differs from other educational programs, it is because they may be expected to be more accountable." The 1976 Vocational Education Ammendments and the 1984 Carl D. Perkins Act both specifically emphasize program accountability and the need for evaluative data concerning the effectiveness of programs in delivering educational services (Nieminen and Richardson, 1985).

The data collected in follow-up investigations also serves to provide insight into necessary changes and developments that a program might require. Instructors can use follow-up data to update and modify curricula (Nieminen and Richardson, 1985). The insight gained from follow-up studies helps instructors determine if the objectives of their program are being met and if the objectives are appropriate.

Type of Data Gathered. Demographic data, including information such as name, address, age, sex, race, etcetera, need to be collected in the investigation (McFadden and Richardson, 1975). Data should also be collected which

describes the former students' type of vocational training. Owens (1984) suggests that data be gathered that defines the type of vocational participation of each participant. According to this report, Campbell at the National Center for Research in Vocational Education developed four classifications of vocational education students; concentrators, limited concentrators, concentrator explorers and explorers. His profile of classifications were based on: (1) Intensity--the number of credits in a vocational specialty, (2) Diversity--the number of areas in which vocational credit was earned, (3) Continuity--the number of grades in which the specialty was pursued, (4) Supportive Diversity--number of non-specialty credits which were logically, career related to the specialty, and (5) Proximity--how close to graduation were the courses taken. By using this system to classify students the researcher can better understand the goals of the student, thus providing a better 'yard stick' for measuring success.

Since the traditional purpose of vocational education is to prepare people for gainful employment, the occupational status is often a major factor studied in follow-up investigations. The success of an individual's employment status can be assessed based on input from either or both the employer or the former student (Ohanneson, 1982). Data should be sought concerning the relationship

between jobs held and the degree to which the former students are satisfied with their jobs, working in a job related to their program of study, earning competitive wages and trained for their jobs (Nieminen and Richardson, 1985). Along with occupational data, information concerning post-high education must also be collected. The researcher should investigate the type and duration of post-high education.

A third area which can be included in a follow-up study which provides valuable information is one in which former students' perceptions of their experiences in the program are identified (Thompson, 1986). When former students are asked to reveal their opinions of various aspects of the vocational program and instructors, insight can be gained concerning the success of past practices and philosophies. This section of a follow-up study has the potential to bring out factors which are not revealed in other sections of the survey.

Methodology. Several methods can be used to gather information for follow-up studies -- personal interviews, telephone interviews, mailed questionnaires, or a combination of all three. However, due to convenience for both the researcher and participants, the single most common technique used is mailed questionnaires. The most effective approach has been to send each former student a package

which contains a cover letter explaining the study, directions for completing the questionnaire, the questionnaire itself, and a stamped, self addressed return envelop (Nieminem and Richardson, 1985). In order to increase participation, many researchers have the teachers of each program sign the cover letters. Experience has shown that people are much more likely to respond if the request is personalized.

Analysing and Summarizing Information. Data summaries are usually prepared using one of two processes, a computerized summary or a manual summary. The results are usually kept basically simple, the presentation of sophisticated statistics tend to distract from the point of the summary (Nieminen and Richardson, 1985). The computerized approach does have a major advantage in that multiple data comparisons of data is possible.

Using the Follow-up Data. In order for it to be most effective, follow-up data should be organized into a simple, usable format. The report should include information in the following topics; (1) introduction -- a brief overview of the objectives and purposes of the study, (2) methodology -- a detailed account of the procedures, (3) summary and analysis -- a presentation of the summary of the data gathered from the investigation, and (4) conclusion and recommendations -- the heart of the report. If a follow-up study has been of any value, it will include a list of

proposed changes to improve the program being studied. An appendix should also be included which contains copies of all pertinent information such as the questionnaire, the cover letter, list of participants, etcetera.

After the report has been prepared its potential as a public relations tool must be utilized. The data collected could be used for making formal presentations to the local school board and community members to generate program support. The wide spread publication of stories revealing positive findings can be used to recruit students and maintain and improve the image of the program.

Summary

1. There are forces outside of the relm of agricultural education programs that are mandating that changes be made in vocational agriculture programs. These forces include an increase in the credits of basic academic courses required for high school graduation, the type of preparation required for agriculture related jobs, and the scope of the market place.
2. The driving force inside agriculture education programs that gives direction for needed changes is program evaluation.
3. Follow-up studies are a method of evaluation that serves a two-fold purpose; accountability and direction for change.

4. Follow-up studies gather a variety of data from members a selected population. This data could include demographic data, type of vocational participation, occupational status, and educational status.

CHAPTER III

METHODOLOGY

As the agriculture industry in America experiences fast-paced advancement, the vocational agriculture/ agribusiness program must also change. In order for these changes to be effective, careful evaluation of past and current practices is a necessity. Follow-up studies have the potential of examining the effectiveness of a program. This chapter describes the methods used to conduct this follow-up study. The methods employed in this study are patterned after two previous studies conducted by Koci (1986) and Chestnut (1987). The topics addressed are: population, instrumentation, collection of data, follow-up of non-respondents, and analysis of data.

Population

The population for which this study sets out to examine are all the students who graduated from a Kansas high school in 1983 and were enrolled in vocational agriculture/ agribusiness at least one year during high school. A sample population was randomly selected which was representative of all geographic areas of Kansas. In order to gain geographic representation, five schools from each of the seven FFA districts in Kansas were randomly selected using a random table of numbers, the schools which were selected are listed in Appendix A. The vocational agriculture/ agribusiness instructor(s) from each of the 35 selected

schools were contacted and requested to supply names and addresses of all 1983 graduates from their high school who were enrolled in vocational agriculture/agribusiness at least one year. The names sent in by the instructors in the selected programs comprised the sample population.

Instrumentation

The survey instrument administered in this study was developed by Koci in 1986 and later revised by Chestnut in 1987. This survey instrument was designed to collect information concerning: (1) demographics; (2) educational and employment activities over the past five years; and (3) responses to statements about vocational agriculture/ agribusiness programs and instructors.

In the first section of the instrument, participants were asked to indicate the number of years they were enrolled in vocational agriculture/agribusiness, the number of years they were a member of the FFA, the highest degree they earned in the FFA, the number of years they had a supervised occupational experience program, the number of years they attended Adult/Young Farmer classes in agriculture, and their gross income for 1987.

The second section of the survey instrument requested information concerning the educational and employment activities the participants were involved in one, two and five years after graduating from high school. Data was also requested pertaining to the specific, current educational

and employment activities of the graduates. A series of open-ended questions were asked that requested graduates to supply the number of hours per week they attend school, the name of the school, their major area or program of study and the occupation they intend to pursue following completion of education. Graduates were asked to indicate their current occupation(s) by checking off all occupations they are currently pursuing from a list of occupations. Open-ended questions followed requesting their present job title and the length of time, expressed in years and months, they have been at their present job.

The final section of the survey instrument gathered information concerning the graduates' opinion of various aspects of their vocational agriculture/agribusiness experiences and their instructor(s). Graduates were asked to express their reaction to a series of statements on a four point Likert scale.

Collection of Data

The first major effort involved in collecting the data for this study was to acquire the names of graduates who would comprise the sample population from the selected instructors in the selected schools. In order to maximize the percentage of instructors returning names, the KVATA was directly involved in this stage of the data gathering process. On November 11, 1987 the researcher mailed Mr. Gary Jantz, President of the KVATA, a letter requesting him

to contact all instructors in the selected schools notifying them of the purpose of the study and requesting their cooperation (Appendix B). For Mr. Jantz's convenience, a sample letter that he could use for this purpose was also sent to him (Appendix C). He sent copies of the sample letter to instructors on November 15, 1987. On November 19, 1987 the researcher sent each selected instructor a cover letter and a form which provided space for the names and addresses of the graduates from their school (Appendix D). On November 17, 1987 the researcher mailed a letter to the KVATA Vice President in each of the seven FFA districts (Appendix E). In this correspondence the researcher requested each district vice president to send a letter to the instructors in the five selected schools in their district to encourage their participation and remind them of the importance of the study. The district vice presidents were provided with a sample letter (Appendix F). Between November 22 and 25, 1987 the district vice presidents mailed copies of the sample letter to the selected instructors. December 8, 1987 the researcher sent another letter to Mr. Jantz asking him to send a letter to all selected instructors who had not responded as of that date, a sample letter was provided (Appendix G). Mr. Jantz mailed copies of the sample letter to the non-respondents on December 13, 1987. Dr. Richard Welton, the researcher's major professor, sent another follow-up letter to those instructors who had

still failed to respond by January 20, 1988 (Appendix H). In a final attempt to achieve 100 percent participation, Mr. Jantz made telephone contacts to the instructors who had not responded. Table 1 reports the number of instructors that provided a list of names and addresses of 1983 graduates from their high schools who had at least one year of vocational agriculture/agribusiness.

Table 1

PERCENTAGE OF SCHOOLS RESPONDING

Number of Schools Selected to Participate	Number of Schools Returning Names and Addresses of Graduates	Percent Responding
35	33	94

February 12, 1988, the researcher sent a personalized cover letter, a survey instrument and a self-addressed, stamped envelop to each of the 306 graduates identified by the instructors (Appendix J). The cover letter acquainted the graduates with the study, explained its value and the necessity of their response to the success of the study. Twenty-one of those letters were returned due to wrong addresses. Those graduates who did not receive a questionnaire due to an incorrect address are designated in Appendix I with (*) to the left of their name. Since those

graduates never had the opportunity to respond they were not included in the sample.

On March 1, 1988 the researcher sent a follow-up letter (Appendix K) to all graduates who had not responded by that date. This letter served to remind graduates to return their completed questionnaires, review the purpose of the study and encouraged their participation.

A second follow-up letter was mailed on March 23, 1988 to those graduates who still had not responded (Appendix L). This was a personalized letter which, along with the graduates' name, made reference to their high school and the current instructor at their high school. May 12, 1988 was designated as the cut-off date for receiving questionnaires used in the 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 Questionnaires	Percent Responding
285	112	39

Follow-up of Non-respondents

The researcher randomly selected 10 of the non-respondents to participate in a non-respondent

follow-up. These 10 graduates were contacted by telephone and asked to respond to several of the Likert scale items used in the original survey instrument. The questions used in the follow-up of non-respondents are identified in Appendix J with (**). There were no differences shown between the responses of the respondents and the non-respondents.

Analysis of Data

The survey instrument contained multiple answer and open-ended questions. All responses were tallied by hand with frequency counts and percentages recorded by the researcher. The selection of responses that were used on the Likert scale included SD=strongly disagree, D=disagree, A=agree, and SA=strongly agree.

CHAPTER IV

ANALYSIS and INTERPRETATION OF DATA

Introduction

The results of the investigation will appear in this chapter. The survey instrument was completed and returned by 112 Kansas high school 1983 graduates who had completed at least one year of vocational agriculture/ agribusiness. The survey instrument gathered data concerning selected demographics, educational and occupational experiences since graduation, and responses to questions dealing with the graduates' opinion of their vocational agriculture/agribusiness program and instructor(s).

Demographic Data

Age of Graduates--As seen in Table 3, the majority (61 percent) of the respondents were 23 years old. Thirty-seven percent were 22 years old.

Sex of Graduates--The vast majority (86 percent) of the responding graduates were male. These data are reported in Table 4.

Table 3

Age of Graduates

Age	Number	Percent
22	41	37
23	68	61
24	2	2
No Response	1	1
Total	112	101

Table 4

Sex of Graduates

Sex	Number	Percent
Male	96	86
Female	15	13
No Response	1	1
Total	112	100

Ethnic Background of Graduates--Ninety-nine percent of the participants were white. These data are revealed in Table 5.

Table 5

Ethnic Background of Graduates

Ethnic Background	Number	Percent
White	111	99
Black	0	0
Spanish	1	1
Other	0	0
Total	112	100

Years of Vocational Agriculture/Agribusiness--Table 6 indicates the number of years graduates were enrolled in vocational agriculture/agribusiness. Sixty-one percent of the participants indicated they were enrolled in vocational agriculture/agribusiness four years. Ninety-four percent of the survey respondents were enrolled in vocational agriculture/agribusiness for more than one year.

Table 6

Years of High School Vocational Agriculture/Agribusiness

Years	Number	Percent
Less than one year	0	0
One year	7	6
Two years	15	13
Three years	22	20
Four years	68	61
Other	0	0
Total	112	100

Years of FFA Membership--Table 7 reveals that sixty-five percent of the graduates were members of the FFA atleast four years. Ninety-six percent of the graduates were FFA members for at least one year. A comparison of Tables 6 and 7 indicates that the number of years graduates were enrolled in vocational agriculture/agribusiness corresponds very closely with the number of years of FFA membership. Koci (1986) and Chestnut (1987) found similar results in their studies. These data support the notion that most students are FFA members during the years they are enrolled in vocational agriculture/agribusiness.

Table 7

Years of Membership in the FFA

Years	Number	Percent
Less than one year	4	4
One year	9	8
Two years	11	10
Three years	15	13
Four years	68	61
Other[a]	5	4
Total	112	100

[a]The other response indicated was six years.

Highest FFA Degree Earned--The Greenhand award was the highest FFA degree earned by 36 percent of the graduates. The Chapter Farmer degree was close behind with 32 percent of the graduates earning it as their highest FFA degree. A total of 14 percent of the graduates earned either the State Farmer (13 percent) or the American Farmer (1 percent) degree. These data are disclosed in Table 8.

Table 8

Highest FFA Degree Earned

Degree	Number	Percent
None	18	16
Greenhand	40	36
Chapter Farmer	36	32
State Farmer	15	13
American Farmer	1	1
No Response	2	2
Total	112	100

Years Involved in a Supervised Occupational Experience Program

Most of the graduates (38 percent) indicated they were involved in a supervised experience program less than one year. Twenty-nine percent of the participants had supervised occupational experience programs for at least four years. These data are revealed in Table 9. By comparing the figures in Table 7 and Table 9 one can see that the number of years graduates were in vocational agriculture/agribusiness is significantly higher than the number of years they were involved in a supervised occupational experience program. Less than one-half of the

participants who completed four years of vocational agriculture/agribusiness had a supervised occupational experience program during all of those four years. The previous studies by Koci (1986) and Chestnut (1987) indicated similar findings in this area.

Table 9

Years Graduates Were Involved in A Supervised Occupational Experience Program

Years	Number	Percent
Less than one year	43	38
One year	10	9
Two years	14	13
Three years	10	9
Four years	30	27
Other[a]	2	2
No Response	3	3
Total	112	101

[a]Other included five and eight years.

Years in Adult/Young Farmer Classes--Table 10 presents data pertaining to the number of years graduates participated in Adult/Young Farmer classes in Agriculture. Eighty-six percent of the survey respondents had participated in less than one year of Adult/Young Farmer classes.

Table 10

Years in Adult/Young Farmer Classes in Agriculture

Years	Number	Percent
Less than one year	96	86
One year	2	2
Two years	5	4
Three years	2	2
Four years	6	5
Other	0	0
No Response	1	1
Total	112	100

1987 Gross Income of Graduates--Table 11 displays data concerning the gross income of the graduates for 1987. Forty-one percent of the graduates reported a 1987, gross income of less than $10,000. One-half (50 percent) indicated their gross income in 1987 was between $10,000 and $25,000. Seven percent reported an annual, gross income of over $25,000 for 1987. Koci (1986) and Chestnut (1987) found similar results concerning income of graduates in previous studies.

Table 11

Annual Gross Income of Graduates in 1987

Income Category	Number	Percent
Less than $5,000	27	24
$5,000 - 9,999	19	17
$10,000 - 14,999	24	21
$15,000 - 19,999	20	18
$20,000 - 24,999	12	11
$25,000 - 29,999	3	3
$30,000 - 34,999	2	2
Over $35,000	2	2
No Response	3	3
Total	112	101

Educational and Occupational Experience

Educational Data--Table 12 reveals data concerning the various educational activities pursued by graduates one, two and five years after high school graduation. Over one-half (63 percent) of the graduates were involved in some form of education their first year following graduation. Graduates reported the two most common post-high educational settings the first year after high school were the community college (26 percent) and the university (22 percent). The second

year following graduation, slightly over one-half (53 percent) of the graduates were involved in an educational activity. Five years after graduation the percentage of graduates involved in an educational activity had declined to 42 percent. The results of previous studies conducted by Koci (1986) and Chestnut (1987) indicate the percentage of graduates involved in an educational activity five years after graduating from high school has steadily increased. Koci (1986) reported 16 percent of the 1981 graduates who participated in her study were involved in an educational activity five years after high school, and Chestnut (1987) reported 27 percent of the 1982 graduates who participated in his study were involved in an educational activity five years after high school. These data clearly indicate that the average age of students involved in an educational activity is rising.

Table 12

Educational Activity One, Two and Five Years After High School Graduation

Educational Activity	One Year		Two Years		Five Years	
	no.	%[a]	no.	%	no.	%
Vocational training	12	11	4	4	4	4
Community college	29	26	17	15	7	6
University	25	22	35	31	32	29
Apprenticeship	3	3	3	3	2	2
Other education[b]	1	1	0	0	1	1
No Response	44	39	54	48	66	59
Total	114	102	113	101	112	101

[a]Percentage totals may be more than 100 because graduates could check more than one activity in each time period.
[b]Other educational activity identified was military training and Bible school.

Table 13 reveals the number of hours graduates were attending class at the time the data was gathered. Thirty-nine percent of the graduates are attending at least one hour of class per week. This number is higher than the numbers reported by both Koci (1986), (72 percent), and Chestnut (1987), (26 percent). Twenty-five percent of the graduates were attending 13 or more hours of class per week, these graduates would be classified as full-time students.

Table 13

Hours Per Week Graduates Were Attending Classes

Number of Hours	Number	Percent
None	68	61
1 - 12	16	14
13 - 18	18	16
19 or more	10	9
Total	112	100

The schools which graduates are presently attending can be reviewed in Table 14. Eight (7 percent) of the graduates were enrolled at Kansas State University.

Table 14

Schools Graduates Were Presently Attending

School	Number	Percent
Barton County Community College	2	2
Butler County Community College	1	1
Cowley County Community College	1	1
Dodge City Community College	1	1
Emporia State University	2	2
Fort Hays State University	4	4
Highland Community College	2	2
International School of Modeling	1	1
Kansas Child Care Training Opportunity	1	1
Kansas State University	8	7
Kansas University	3	3
Kearney State University	1	1
Manhattan Area Vo-Tech School	1	1
McPherson College	1	1
Moody Bible College	1	1
Neosho County Community College	1	1
Pitsburg State University	4	4
Tidewater Community College	1	1
Topeka Technical School	1	1
Washburn University	1	1
Washington State University	1	1

Table 14 Continued

Schools Graduates were Presently Attending		
University of Tulsa	2	2
No Response	70	63
Total	112	104

Employment Activity--Eighty percent of the graduates reported being involved in paid employment five years after graduation. Four percent of the graduates were unemployed five years after graduation. Forty-one percent of the graduates did not indicate they were involved in any employment activities the first year following graduation, and 40 percent did not indicate an employment activity two years after graduation. Table 15 discloses these data.

Current Occupational Status--The current occupational status of the study participants is contained in Table 16. Sixty-four percent of the graduates indicated that they were currently involved in an agricultural occupation. Both Koci (1986) and Chestnut (1987) reported higher percentages of graduates engaged in an agricultural occupation (77 and 81 percent, respectively). Sixty percent were involved in a non-agriculture occupation. Nine percent of the graduates reported they were unemployed at the time of the study. The reader should realize that many graduates were involved in more than one occupation, therefore the percentage figures in Table 16 total more than 100 percent.

Table 15

Employment Activity One, Two and Five Years After High School Graduation

Employment Activity	One Year		Two Years		Five Years	
	no.	%[a]	no.	%	no.	%
Paid employment	61	54	61	54	90	80
Homemaker	2	2	6	5	7	6
Military	1	1	2	2	3	3
Unemployed	2	2	1	1	4	4
Other activity[b]	1	1	0	0	2	2
No Response	46	41	45	40	12	11
Total	113	101	115	102	118	106

[a]Percentage totals may be more than 100 because graduates could check more than one activity in each time period.
[b]Other activities included vacation, drug/alcohol abuse treatment and part-time military.

Table 16

Current Occupational Status

Occupation Catagory	Number	Percent[a]
Full-time farmer or rancher, self-employed	11	10
Part-time farmer or rancher, self-employed	22	20
Farm or ranch employee	16	14
Agribusiness, self-employed	5	4
Agribusiness employee	18	16
Non-agriculture occupation, self-employed	6	5
Non-agriculture occupation employee	54	48
Homemaker	5	4
Military service	3	3
Unemployed	10	9
Total	150	133

[a]Percentage totals more than 100 because graduates could check more than one occupation.

Responses to Statements Concerning Graduates Opinions of Their Experiences in Vocational Agriculture/ Agribusiness and the FFA

The vast majority (83, 92, 85, 86 and 89 percent respectively) of the respondents agreed or strongly agreed that their experiences in vocational agriculture/ agribusiness helped them learn to work, taught them skills useful in a non-agriculture career, helped them learn how to get along with other people, helped them develop leadership skills and helped them learn how to participate in meetings. This data coincided very closely with the findings of previous studies by Koci (1986) and Chestnut (1987). Ninety-six percent of the graduates indicated that their vocational agriculture/ agribusiness and FFA experiences were good for them. Ninety-two percent reported that if they had it to do over again, they would enroll in vocational agriculture/ agribusiness again. Graduates were split on their opinions as to whether their vocational agriculture/agribusiness experiences helped them chose an occupation; 46 percent thought it did not help, while 53 percent thought that it did help. These data are found in Table 17.

Table 17

Responses to Statements Concerning Graduates' Opinions of Their Experiences in the Vocational Agriculture/ Agribusiness - FFA Program

Statement	Percent Responding[a]			
	SD[b]	D	A	SA
Helped me learn how to work.	1	16	63	20
Taught me skills useful in an agricultural career.	1	4	54	38
Taught me skills useful in a non-agriculture career.	0	15	59	26
Helped me chose an occupation.	4	42	39	14
Helped me enter and advance in an agricultural occupation.	8	42	37	11
Helped me enter and advance in a non-agriculture occupation.	14	38	48	8
Helped me learn how to get along with other people.	1	13	57	29
Helped me to develop leadership skills.	2	12	48	38
Helped me learn how to participate in meetings.	2	10	53	36
Helped me stay in school.	18	33	34	14
Encouraged me to go to college.	8	44	30	18

Table 17 Continued

Responses to Statements Concerning Graduates' Opinion of Their Experiences in the Vocational Agriculture/ Agribusiness - FFA Program				
Were good for me.	2	3	47	49
Were of no benefit to me.	67	28	4	2
Were such that if I had it to do over I would enroll in vocational agriculture/ agribusiness - FFA again.	0	7	26	66

[a]Percentages may not total 100 due to non-respondents.
[b]SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree.

Responses to Statements Concerning Graduates' Opinion of Their Vocational Agriculture/Agribusiness - FFA Instructor

Table 18 displays data concerning the graduates opinions of their vocational agriculture/agribusiness - FFA instructor(s). The vast majority (88 and 92 percent respectively) of the respondents reported that their vocational agriculture/agribusiness instructor(s) was helpful to farmers and agribusiness people in the community. In her investigation of 1981 graduates, Koci (1986) reported that 68 percent of the graduates thought their instructor was helpful to farmers and agribusiness people in the community. Chestnut (1987) found similar (88 and 91 percent, respectively) results in his study of 1982 graduates. Ninety-five percent of the graduates thought

that the vocational agriculture/agribusiness program should include FFA activities, 96 percent felt that the program should include supervised occupational experience programs and laboratory instruction. Ninety-three percent indicated that the program should include agriculture/ agribusiness instruction for adults with career interest in agriculture. Ninety percent of the graduates agreed that the agriculture/agribusiness instructor should be available year-round. The results of Koci's (1986) and Chestnut's (1987) studies indicated similar responses when graduates were asked if the vocational agricultrue/agribusiness instructor should be available year-round.

Table 18

Responses to Statements Concerning Graduates' Opinion of Their Vocational Agriculture/Agribusiness - FFA Instructor

Statement	Percent Responding[a] SD[b]	D	A	SA
Encouraged me to enter an occupation in agriculture.	3	35	52	10
Encouraged me to major in agriculture in college.	5	53	34	7
Was helpful to farmers in the community.	2	9	57	31
Was helpful to agribusiness persons in the community.	1	6	64	28
Should include, along with other instruction, in his/her program:				
FFA activities.	0	4	59	36
Supervised occupational experience in agriculture (work experience) for students.	0	4	67	29
Laboratory instruction (shop, greenhouse, forestry plots).	0	4	52	44
Agriculture/agribusiness instruction for adults with career interests in agriculture.	0	6	65	28
Should be available year-round (including the summer) to assist farmers and other agriculture employees, vocational agriculture/ agribusiness students, and FFA members with problems associated with agriculture.	0	9	58	32

[a]Percentages may not total 100 due to non-respondents.
[b]SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter presents a summary of the study. A brief review of the purpose, objectives and procedures will be included in this chapter. Following the findings and conclusions of the study, a list of recommendations will be brought forth.

Purpose

The purpose of the study was to conduct a follow-up survey of 1983 Kansas high school graduates who had completed at least one year of vocational agriculture/ agribusiness. The follow-up survey instrument gathered data in three basic areas; 1) demographics, 2) educational and employment activities over the past five years, and 3) responses to statements about the graduates' perceptions of their vocational agriculture/agribusiness program and instructor(s).

Objectives

As noted in Chapter 1, this study set out to meet three main objectives. These objectives were as follows:

1) Determine if vocational agriculture/agribusiness programs are meeting selected occupational needs of the students they serve.
2) Determine if teachers of vocational agriculture/ agribusiness are providing opportunities that meet the selected occupational needs of the

students and the community.

3) Determine the educational and occupational status of high school graduates previously enrolled in vocational agriculture/agribusiness.

Methodology

A survey was conducted of a sample of 1983 Kansas high school graduates who completed at least one year of vocational agriculture/agribusiness. In order to geographically represent the state of Kansas in the sample, five schools from each of the seven FFA districts were randomly selected to provide names of graduates. Thirty-three of the 35 instructors at the selected schools returned names of graduates. After excluding those graduates who could not be contacted due to insufficient and wrong addresses, the usable sample consisted of 285 former, Kansas vocational agriculture/agribusiness students.

A survey instrument was mailed to each graduate in the sample to gather data concerning selected demographics, educational and employment activities, and graduates perceptions of their vocational agriculture/agribusiness experiences. Thirty-nine percent of the surveys were returned to the researcher for tabulation. All data was hand tabulated to reveal frequency counts and percentages on all questionnaire items.

Major Findings

Analysis of Demographic Data

Age The majority (61 percent) of the graduates were 23 years old. The remainder of the participants were 22 and 24 years old.

Sex Eighty-six percent of the respondents were male.

Ethnic Background Ninety-nine percent of the graduates were white.

Years of Vocational Agriculture/Agribusiness Courses Ninety-four percent of the graduates were enrolled in vocational agriculture/agribusiness courses for more than one year. Sixty-four percent of the respondents took four years of vocational agriculture/agribusiness courses.

Years of FFA Membership The number of years in vocational agriculture/agribusiness corresponded very closely with the number of years of FFA membership. Eighty-eight percent of the graduates were an FFA member for more than one year, 61 percent were FFA members for all four years of high school.

Highest FFA Degree Earned The number of participants receiving the Greenhand and Chapter Farmer degrees as their highest FFA degree earned were nearly equally represented (36 and 32 percent respectively). One percent of the graduates received an American Farmer degree.

Years Involved in a Supervised Occupational Experience Program Thirty-eight percent of the graduates had a

supervised occupational experience program for less than one year. Twenty-nine percent of the graduates had a supervised occupational education program for at least four years.

Years in Adult/Young Farmer Classes A small percentage (13 percent) of the participants had been involved in adult/young farmer classes for at least a year.

1987 Gross Income. Twenty-four percent of the graduates earned a gross income of less than $5,000 in 1987. Seventeen percent received a gross income of between $5,000 and $9,999 during 1987. Forty percent of the graduates indicated their 1987 gross income was between $10,000 and $25,000.

Analysis of Educational and Employment Activity Data

Educational Activity Sixty-three percent of the graduates were involved in some type of education their first year following high school graduation. At the time the survey was conducted, 25 percent of the graduates were attending class on a full-time basis. Five years after high school graduation, 35 percent of the participants were enrolled in courses at a university or community college.

Employment Activity The majority (80 percent) of the graduates were involved in paid employment five years after completing high school. Only four percent of the graduates considered themselves unemployed five years after graduation.

Current Occupational Status Sixty-four percent of the graduates reported being employed, either full or part time, in an agriculture occupation. Ten percent of the graduates indicated that they were involved in production agriculture on a full-time basis. Fifty-three percent of the participants were involved, either full-time or part-time, in a non-agriculture occupation.

Analysis of Graduates' Perceptions of Their Vocational Agriculture/Agribusiness Program and Instructor(s).

Vocational Agriculture/Agribusiness - FFA Experiences Ninety-six percent of the graduates indicated they looked back on their experiences in vocational agriculture/agribusiness - FFA as being good for them. The vast majority of the graduates thought their experiences in vocational agriculture/agribusiness - FFA taught them skills useful in a career in agriculture (92 percent) and in a career outside of agriculture (85 percent). Ninety-two percent of the graduates said that if they had it to do over again, they would enroll in vocational agriculture/agribusiness - FFA.

Vocational Agriculture/Agribusiness - FFA Instructor(s). The majority of the graduates (88 percent) indicated their vocational agriculture/agribusiness instructor(s) was helpful to farmers in the community. The vast majority (95, 96, 96, and 93 percent respectively) of the respondents said their instructor should provide

instruction for FFA activities, supervised occupational experience programs, laboratory activities and adult programs. Ninety percent of the graduates thought the instructor should be available year-round.

Recommendations

Based on the findings of the investigation, the following recommendations are made:

1) Statewide follow-up studies should continue to be conducted on a bi-yearly basis. If feasable, a control group in which none of the members have been vocational agriculture/agribusiness students should also be studied in order to get a better understanding of the unique benefits of vocational agriculture/agribusiness. The data concerning employment activity and occupational status would probably be more effective if the students were to be followed-up six or seven years after high school graduation since 25 percent of the 1983 graduates were still attending class full-time.

2) Future follow-up studies should investigate the reasons why females and non-whites do not chose to enroll in vocational agriculture/agribusiness. The findings of such studies should provide direction for changes that would ultimately increase the percentage of females and non-whites enrolled in vocational agriculture/agribusiness.

3) Efforts should be made to increase the number of students having supervised occupational experience programs. In order to accomplish this, instructors, parents, and

students should be surveyed to study the underlying reasons why large percentages of students do not have supervised occupational experience programs. This type of study would determine if this element of the vocational agriculture/ agribusiness program is indeed important, and if so, provide direction for changes that need to be made that would give more students the opportunity to be involved in a supervised occupational experience program.

4) If Adult/Young Farmer classes are to remain a part of the vocational agriculture/agribusiness program, they should be revamped in such a way that more adults will be involved in them. A study that investigates the reasons for such low involvement would be appropriate.

5) More career education activities should be incorporated into the vocational agriculture/agribusiness program. Instructors need to emphasize that the knowledge, attitudes and skills developed in vocational agriculture/ agribusiness are useful in both agriculture and non-agriculture careers.

6) The vocational agriculture/agribusiness program should continue to include FFA activities and laboratory instruction.

7) The findings of this study should be made available for state and local advisory councils to use as a reference.

8) Data from this study should be publicized in journals, local newspapers, and other media.

9) A state-wide system should be developed for use by vocational agriculture instructors to record students' names and addresses for at least five years after they graduate from high school.

10) Priority should be given to the amount of time that is given to helping students meet the requirements for FFA degrees.

Suggestions for Improving this Study in the Future

The following suggestions are made to enhance the quality of future follow-up studies of vocational agriculture/agribusiness students.

1) This study should be conducted as a master's thesis rather than a report. This would allow for more statistical tests in the analysis of the data.

2) A section should be added that indicates the graduates' type of involvement in vocational courses. As mentioned in Chapter II of this report, that would help the research to get some idea of the graduates' goals, thus making it more possible to measure their success.

3) Questions should be added that seek to explain why graduates were not involved in certain activities, such as FFA, supervised occupational experience program, and adult/young farmer classes.

4) Graduates should be limited to checking only their one, main type of employment in the current occupational status section.

5) Graduates should have the opportunity on the questionnaire to make general comments about their vocational agriculture/agribusiness experiences.

6) A question should be added to the questionnaire which identifies the type of environment where the graduate lived while attending high school (large city, small town, in the country/not on a farm, a farm, etc.).

7) In an attempt to raise the response rate, the selected instructors should be more involved in the collection of data. The researcher should provide them with sample letters to send to the graduates from their school.

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APPENDICES

APPENDIX A

SELECTED SCHOOLS

Kansas High Schools Selected to Participate in the Study.

School FFA District	Address	Instructor(s)
Abilene High School North Central	Abilene, KS 67410	J. M. Frey
Beloit High School North Central	Beloit, KS 67420	Eddie DeVore
Cimarron High School Southwest	Cimarron, KS 67853	Gail LaMunyon
Claflin High School South Central	Claflin, KS 67525	Jim Ryan
Clay Center Community High School North Central	Clay Center, KS 67432	Jay Bohnenblust
Erie High School Southeast	Erie, KS 66733	Wilbur Buntin
Eureka High School	Eureka, KS 67045	Robert Martin
Frankfort High School Northeast	Frankfort, KS 66427	Craig Lister
Garden City High School Southwest	Garden City, KS 67846	Tod Whitmore
Garnett High School East Central	Garnett, KS 66032	Mark Rickabaugh
Goessel High School South Central	Goessel, KS 67053	Richard Drake
Goodland High School Northwest	Goodland, KS 67735	Russel Bell
Holcomb High School Southwest	Holcomb, KS 67851	Alva Burch
Mankato High School North Central	Mankato, KS 66956	Kevin Harris

Marias Des Cynes Valley High School East Central	Melvern, KS 66510	Steve R. Joonas
Marion High School South Central	Marion, KS 66861	Mark Worchester
Natoma High School Northwest	Natoma, KS 67651	Rodney Rohn
Northern Valley High School Northwest	Almena, KS 67627	Darin Nelson
Onaga High School Northeast	Onaga, KS 66521	Tim Roggenkamp
Quinter High School Northwest	Quinter, KS 67752	Keith Bray
Riley County High School North Central	Riley, KS 66531	Bill Johnson
Royal Valley High School Northeast	Hoyt, KS 66440	Edward Ryan
Stafford High School South Central	Stafford, KS 67578	Merlyn Spare
St. Marys High School Northeast	St. Marys, KS 66536	Randy Snider
St. Paul High School Southeast	St. Paul, KS 66771	Gary VanLeewen
Tonganoxie High School East Central	Tonganoxie, KS 66086	Lisa Armstrong
Ulysses High School Southwest	Ulysses, KS 67880	Randy Mitchell
Uniontown High School Southeast	Uniontown, KS 66779	Kevin Gleason

Valley Heights High School Northeast	Blue Rapids, KS 66411	Dan Palmeteer
Wabaunsee High School East Central	Alma, KS 66401	Larry Hoobler
West Elk High School Southeast	Howard, KS 67349	John Griesel Lawrence Harmon
West Smith High School Northwest	Kensington, KS 66951	Alan Weiser
Wichita County High School Southwest	Leoti, KS 67861	Hubert Mai
Williamsburg High School East Central	Williamsburg, KS 66605	Lee Weis
Winfield High School South Central	Winfield, KS 67156	Jeff Bryant Stan Newby

APPENDIX B

LETTER TO KVATA PRESIDENT

November 10, 1987

Mr. Gary Jantz
Vocational Agriculture Instructor
Inman High School
Inman, KS 67546

Dear Gary:

I am looking forward to working with you and the rest of the Kansas Vocational Agriculture Teacher's Association on this year's follow-up study of 1983 graduates. I have a sincere interest in keeping vocational agriculture 'alive and well' in Kansas, so this study is very important to me.

When this study has been conducted in past years there has been better success in getting the selected instructors to respond when the KVATA is directly involved in and supportive of the study. To continue this approach I would like you to send a letter to each of the thirty-five selected instructors to express the importance of the study and KVATA's involvement.

A few days after the selected instructors receive your letter they will receive a letter from me with a form asking them to fill in names and addresses of graduates. I plan to have each KVATA Vice President send the selected instructors in their district a letter thanking them for participating and reminding them to get the information to me.

If you can get your letter out within the next week, I will be able to follow it up with my letter so the instructors will have a chance to complete their task before the busy holiday season arrives.

I realize you are very busy and this is one more thing for you to add to your list of things to do so I am enclosing a sample letter that you can use as a starting point. Feel free to use this letter, add to it, change it or throw it out and start over.

Please let me know when you send your letter so I can time my letter to follow yours by two or three days. Our number is (913) 532-5904. I would also appreciate it if you would send me a copy of your letter for my records.

If you have any questions, advice, ideas or comments please feel free to share them with me.

Thank you very much for your assitance.

Sincerely,

Becca Flowers

APPENDIX C

KVATA PRESIDENT'S LETTER TO SELECTED INSTRUCTORS

To: Selected Agriculture Instructors

Your school is one of five that has been randomly selected from your district to participate in a follow-up study of students graduating from Kansas high schools in 1983. A major purpose of this study is to identify changes needed in vocational agriculture programs that will enable us to better meet the needs of the students. This study willl ask students who were enrolled in vocational agriculture during at least one of their high school years to complete a questionnaire that identifies their perceptions of their experperiences in vocational agriculture.

We need your help in identifying students who have completed at least one year of vocational agriculture and graduated from your high school in 1983. You will soon be hearing from Becca Flowers, a graduate student in Agriculture Education at Kansas State University who is conducting the research for us. She will send you a form asking you to identify those students and their addresses.

Since your vocational agriculture program is one of five representing your district your support is essential. Please understand that this survey is in no way an attempt to evaluate any individual programs. All individual information gathered will remain confidential and the results will be reported only in grouped data.

Your cooperation is greatly appreciated.

Sincerely,

Gary Jantz
KVATA President

APPENDIX D

COVER LETTER AND QUESTIONNAIRE MAILED TO SELECTED INSTRUCTORS

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education
College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

November 18, 1987

Dear Mark:

The holidays are quickly slipping up on us which means busy schedules at school and home. Before you get too tied up in the activities of this busy time of year I need your help in conducting a follow-up study of vocational agriculture students graduating from Kansas high schools in 1983.

Gary Jantz, president of the KVATA has informed me that he sent you a letter explaining the format and importance of the study. We would like you to use the form which I have enclosed to compile a list of the names and addresses of students who completed at least one year of vocational agriculture and graduated from Williamsburg High School in 1983.

In order for this study to provide meaningful results, a 100 percent reponse rate is needed from selected instructors. Please keep in mind that you were randomly selected as one of five schools in your distict to participate. As I looked through the list of selected instructors I noticed that some were not at their present school in 1983. If this is your situation please look through departmental and school records to identify these graduates.

I must also remind you that this study is in no way an attempt to evaluate your program. Individual results will remain confidential and reported only in grouped data.

As I mentioned earlier I realize this is a busy time of year for you, this makes your assistance and cooperation all the more appreciated. Please complete and return your list of graduates by December 4, 1987. Thank you for your help Mark.

Sincerely,

Becca Flowers
Graduate Teaching Assistant

FOLLOW-UP STUDY OF FORMER
VOCATIONAL AGRICULTURE/AGRIBUSINESS STUDENTS

Teacher Questionnaire

Instructions--Please list all 1983 graduates and their current addresses who completed one or more years of vocational agriculture in your program. If more room is needed, please continue on the back of this page. Please add any comments or reactions which might be helpful.

(Please Print)

Name Current Address

APPENDIX E

LETTER TO KVATA VICE PRESIDENTS

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

November 20, 1987

Dear Jerry:

Your help is needed in conducting a follow-up study of vocational agriculture students graduating from Kansas High Schools in 1983. Five schools from your district were randomly selected to participate in the study. I have ask the instuctor(s) at each of the selected schools to identify the graduates from their school.

In order to increase the value of the study, a 100% reponse rate is needed from the instructors. In order to encourage this, I would like you to send a letter to the instructors at the selected schools in your district encouraging them to participate. A letter sent hy you will underscore the importance of the study and remind them to return the list of graduates.

Realizing that your time is important, I have enclosed a sample letter that you can use or modify as you see fit. Printed labels for the selected schools in your district are also enclosed.

The selected instructors have received a letter from Gary Jantz explaining the importance of the study. They have also received a letter and response form from me. If your letter is mailed in three or four days that would allow the instructors to have a few days to start on their task before getting your encouragement and reminder.

Thank you very much for your assistance. This study is important to me as well as the vocational agriculture programs across the state, because I believe in the value of Vocational Agriculture.

Sincerely,

Becca Flowers
Graduate Teaching Assistant

APPENDIX F

KVATA VICE PRESIDENTS' LETTER TO SELECTED INSTRUCTORS

To: Selected Agriculture Instructors

From: Jerry Olsen

Re: KVATA Follow-up Study of Vo Ag Graduates

Thank you for participating in the study conducted by Becca Flowers in cooperation with the Kansas Vocational Agriculture Teachers Association. This follow-up study is very important to the teachers in our district as well as the entire state.

I am sure that you already know you were randomly selected to represent our district in this study. Becca has assured me that individual results will be kept confidential and reported only in grouped data. We appreciate your cooperation by returning the names and addresses of graduates from your vocational agriculture department as soon as possible.

APPENDIX G

KVATA PRESIDENT'S NON-RESPONDENT FOLLOW-UP LETTER
TO SELECTED INSTRUCTORS

TO: Vo-Ag Instructors Selected to Participate in Follow-up Study

FROM: Gary Jantz

SUBJECT: 1983 Graduate List

DATE: December 7, 1987

As you know, the KVATA is sponsoring a follow-up study of 1983 high school graduates who had atleast one year of vocational agriculture. Becca Flowers, a graduate student at K-State, is working on this project and she needs the list of graduates from your school as soon as possible.

In order to keep strong vocational agriculture programs in Kansas we must constantly be looking for ways to improve them. We can do just that by studying the perceptions that our past students have of their experiences in vo-ag.

Thank you very much for your help and cooperation.

APPENDIX H

MAJOR PROFESSOR'S NON-RESPONDENT FOLLOW-UP LETTER TO INSTRUCTORS

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

January 20, 1988

Dear Todd:

Recently you were notified by Becca Flowers, Graduate Teaching Assistant in Agricultural Education, that your vocational agriculture department was selected to participate in a follow-up study of 1983 graduates. Thirty-five vocational agriculture departments from across Kansas were selected at random to participate. Becca has received responses from 27 of the schools. To provide for a truely meaningful study, Becca is striving for a response rate of 100 percent.

If you have not yet returned the requested information, will you please take a few minutes to identify the 1983 vocational agriculture graduates from Garden City High School. If you are unable to identify these graduates yourself, perhaps your guidance counselor might be able to assist you.

Thank you for participating in this study. With your help the information brought forth from this study can he very useful in telling the story to the puhlic ahout the benefits and value of vocational agriculture. Best wishes for the new year!

Sincerely,

Richard F. Welton
Professor
Agricultural Education

APPENDIX I

LIST OF GRADUATES

1983 GRADUATES

NAME	ADDRESS	CITY, ST, ZIP
Cory Apple	1423 Fairchild Ave. #1	Manhattan, KS 66502
Tracey Anderson	506 N. Center	Mankato, KS 66956
Gary Ard	Rt. 1	Stark, KS 66775
Bob Area	1545 Northview Dr. F-4	Anchorage, AK 99504
Bruce Akin	5232 W. 10th Apt. 5	Topeka, KS 66604
Julie Amthurn	Rt. 1 Box 49	Maple Hill, KS 66507
Todd Askins	Rt. 5 Box 160 A	Winfield, KS 67156
Tim Ball	821 N. Mulberry	Eureka, KS 67045
Gerald Baker		Marienthal, KS 67863
Brad Bangerter	Rt. 1	Leoti, KS 67861
Shane Bangerter	1916 S. 140th E. Ave.	Tulsa, OK 74108
Scott Barlow	Rt. 2	Holcomb, KS 67851
Bart Bath	Diamond Connection Town Center Mall	Manhattan, KS 66502
Kirby Barrett	Rt. 1	Riley, KS 66531
D. J. Bausch	1689 S. Battin	Wichita, KS 67218
Joe Beck	Rt. 5	Clay Center, KS 67432
Terry Becker	123 1/2 E. Broadway	Newton, KS 67114
David Bergh	c/o Bob Bergh	Garden Plain, KS 67050
Kevin Berning	c/o Edmund Berning	Marienthal, KS 67863
*Ted Berning	936 Cooludge	Wichita, KS 67218
Cheryl Biddle	Rt. 1 Box 195	Winfield, KS 67156
Lawton Biddle	Rt. 1 Box 195	Winfield, KS 67156
David Bisnett	Rt. 1	Meriden, KS 66512

Tyrill Berry		Natoma, KS 67651
Mary Beth Biddle	Rt. 2 Box 160 A	Winfield, KS 67156
Lee Bieberle	1706 Volga Dr. #A	Hays, KS 67601
Mike Birzer	Rt. 1	Ellinwood, KS 67526
Eric Bitler	Rt. 3	Eureka, KS 67045
Mick Blaufuss	Rt. 1	Westphalia, KS 66093
Mike Blazic		Hoyt, KS 66440
Larry Boden	Rt. 1	Beloit, KS 67420
Alan Bohnenblust	Rt. 1	Leonardville, KS 66449
Laurali Boswell	Rt. 1	Onaga, KS 66521
Timberly Bowers	1607 N. Kuney	Abilene, KS 67410
Doug Bradshaw	RFD 1	St. Paul, KS 66771
John Brewer	323 S. 3rd	Marion, KS 66861
Mike Brown	RFD 1	Erie, KS 66733
Don Brunin	Rt. 1	St. Mary's, KS 66536
David Bunger	111 E. 23rd	Hays, KS 67601
Dexter Burch		Marienthal, KS 67863
Teddi Burger	Rt. 5	Clay Center, KS 67432
Marvin Burget	Rt. 1	Paxico, KS 66526
*Brian Butlers	321 Almond	Great Bend, KS 67530
Jody Buzzard	Rt. 1	Richmond, KS 66080
Mike Camac	Rt. 1	Bronson, KS 66716
*Barry Cates	3178 Hawk Drive	Memphis, TN 38118
Roger Catron	Box 173E Rt. 2	Mayetta, KS 66509
Dennis Charbonneau	2015 1/2 McArthur	Hays, KS 67601
Jay Christensen	214 S. Roosevelt	Marion, KS 66861

Jeff Church		St. Paul, KS 66771
*Larry Clemons		Clay Center, KS 67432
Clifford Conklin	Rt. 1	Williamsburg, KS 66095
Rodney Cook	1936 Lincoln	Manhattan, KS 66502
Craig Cooley	2226 S. 99th E. Av.#46G	Tulsa, OK 74129
Mike Copple	Rt. 2 Box 46	Winfield, KS 67156
Steve Cornett		Severy, KS 67137
Jerry Crawford, E4	A Battery 2112 EA Box 112	Apo, NY 09352
Travis Crouch	1207 Colo. Drive	Dodge City, KS 67801
Mark Crowly	11A Stimson Hall, WSU	Pullman, WA 99163
Charles Cumberland		Longford, KS 67447
Daniel Deepe	Rt. 1 Box 65	Rock, KS 67131
John DeLeye	603 Linn	St. Marys, KS 66536
Roger Derksen	Rt. 2 Box 76	Newton, KS 67114
*Randy Dick		Agra, KS 67621
Jeff Dieker	Rt. 1	Westphalia, KS 66093
Paul Diepenbrock	Rt. 1 Box 15	Alma, KS 66401
Doug Disque	1410 Harding	Great Bend, KS 67530
Calvin Doane		Severy, KS 67137
Steve Donahue	Rt. 1	Hoyt, KS 66440
Mike Doyle	Rt. 1	Udall, KS 67146
Chris Elliot		Howard, KS 67349
Brend Ellis	202 E. 6th	Florence, KS 66851
Scott Emig	Rt. 4	Abilene, KS 67410
Dennis Erhart	Rt. 1	Garnett, KS 66032

Duane Erikson	Rt. 2 Box 62	Alma, KS 66401
Bruce Everhart	Rt. 1	Hoyt, KS 66440
Terry Fairchild	Rm. 227 Goodnow Hall	Manhattan, KS 66506
Scott Farrant		Frankfort, KS 66427
Charles Farrell	Rt. 1	Devon, KS 66730
*David Feyh	617 Kansas	Alma, KS 66401
David Ferris	516 E. 12th No. 8	Emporia, KS 66801
Matt Figger	Wooster Place Apt.C-6	Hays, KS 67601
Alan Fischer	Rt. 1	Wheaton, KS 66551
*Denise Fleming	1331 S. 21st	Parsons, KS 67357
Mark Fleming	Rt. 1	Formosa, KS 66942
David Flerlage	Rt. 1	St. Marys, KS 66536
Stanley Foreman	Rt. 1	Garden City, KS 67846
Jerry Fowler	Rt. 3	Marion, KS 66861
Leon Fox		Frankfort, KS 66427
Steve Gantz	313 S. Boston	Stafford, KS 67601
Ron Garrison	RR	Longford, KS 67447
Bruce Garten	Rt. 4	Abilene, KS 67410
Randy Gates	Rt. 3	Fort Scott, KS 66701
Ray Geer	Rt. 1	Clay Center, KS 67432
Paula George	Rt. 1	Redfield, KS 66769
Darin Glick	Rt. 1	Quinter, KS 67752
Bob Godfrey	Kearny State College Case Hall, Rm. 204	Kearny, NE 68847
John Gonser	515 Lane	Clay Center, KS 67432
Kelly Gonser	1302 Lincoln	Clay Center, KS 67432

Kevin Graf	Rt. 1	Onaga, KS 66521
Travis Gratton	Box 567	Tonganoxie, KS 66086
Romeo Guerra	P.O. Box 9	Leoti, KS 67861
*Todd Gumm		Superior, NE 68978
Derrin Hafliger	Rt. 2	Holcomb, KS 67851
Jeff Hamilton	911 Eighth Ave.	Dodge City, KS 67801
Tom Hansen	Rt. 2 Box 81	Alma, KS 66401
Robin Hanson	Rt. 1 Box 180	Solomon, KS 67480
George Harris, Jr.	Box 133	Williamsburg, KS 66095
John Harris	Rt. 3 Box 27	Winfield, KS 67156
Larry Harris	431 E. Morrell	Stafford, KS 67578
Shane Hartner	Rt. 5	Clay Center, KS 67432
Cathy Haskin	926 Bluemont Apt. 10	Manhattan, KS 66502
Mike Hatchett	Rt. 2	Newton, KS 67114
Doug Hazelbaker	Rt. 1	Redfield, KS 66769
*Larry Hawks	Rt. 1	Almena, KS 67622
Kathy Hays	Rt. 1 Box 20	Florence, KS 66851
Jimmy L. Heck		Howard, KS 67349
Cindy Heerey	325 N. Roosevelt	Marion, KS 66861
Amy Hett	146 S. Lincoln	Marion, KS 66861
Mark Hewitt	2135 Buckingham	Manhattan, KS 66502
Pat Hewitt	RR	Maple Hill, KS 66507
Doug Hickel	104 7th	Claflin, KS 67525
Jim Hickel	Rt. 1	Claflin, KS 67525
James Hill	Rt. 2	Holcomb, KS 67851
Craig Hills		Mankato, KS 66956

Mike Hipp	Rt. 1 Box 65	Claflin, KS 67525
Craig Hoffman	2304 Casade	Wichita, KS 67217
Ron Honig	Rt. 1	Onaga, KS 66521
Rod Huff	Rt. 1	Riley, KS 66531
Duayne Hug	Rt. 2	Mayetta, KS 66509
Patrick Hund	Rt. 1	Paxico, KS 66526
Derek James	Rt. 5	Clay Center, KS 67432
Terry Jarboe	Rt. 1	Walnut, KS 66780
Alan Johnson		Severy, KS 67137
Mike Kadel	931 Ratone	Manhattan, KS 66502
David Kaise	Rt. 1	Claflin, KS 67525
Stan Kennedy		St. Paul, KS 66771
Allan Keys	208 W. Williamson	Claflin, KS 67525
Rusty Kincaid	812 N. 6th	St. Marys, KS 66536
Marvin Kirmer	Rt. 1	Claflin, KS 67525
* Doug Kjellin	Rt. 3 Box 117	Marion, KS 66861
Richard Klassen	1203 Thurston	Manhattan, KS 66502
Deana Knowles		Piedmont, KS 67122
W. Tom Kocher	210 S. Grafield Ave.	Lyons, KS 67554
Carla Kohn	RR	Mankato, KS 66956
David Kohler	721 N. Washington	Beloit, KS 67420
Connie Kolterman	Rt. 1	Onaga, KS 66521
Mark Kolterman	Rt. 1	Onaga, KS 66521
Kevin Konecny	911 Virginia	Dodge City, KS 67801
John Koslowsky	100 Washington	Marion, KS 66861
Curtis Kreutzer	c/o Robert Kreutzer	Leoti, KS 67861

Martin Kroupa	Rt. 3	Marion, KS 66861
Steve Lacey	RR	Melvern, KS 66510
David Lamatsch	710 Coolidge	Great Bend, KS 67530
Ron Larve	Rt. 4	Chanute, KS 66720
Steve Legleiter	Rt. 1	St. Marys, KS 66536
John Leinweber	Walnut Gr. Pk. # 167	St. George, KS 66535
Wayne Lenhart	Rt. 2	Clifton, KS 66937
Lesa Lewis	Rt. 1 Box 191	Winfield, KS 67156
David Linek	1437 E. 3rd	Winfield, KS 67156
Brian Love	Rt. 1	Udall, KS 67146
Pat Luthi	Rt. 11 NE 94th	Topeka, KS 66617
David Lybarger	225 Cleveland St.	Garnett, KS 66032
John Lynch	RFD 3	Parsons, KS 67357
Clark Mahaffey	Rt. 4	Manhattan, KS 66502
Scott Mahaffey	Rt. 4	Manhattan, KS 66502
Joe Makovec	212 S. Coble	Marion, KS 66861
Bradley Mantz	Rt. 3 Box 88	Winfield, KS 67156
Bill Matthews		Riley, KS 66531
Tom Markley	700 S. Cedar	Abilene, KS 67410
Marcos Martinez	220 W. Sante Fe	Marion, KS 66861
* Tato McCary	553 Walnut	Florence, KS 66851
Dianna McClung	Rt. 5 Box 102	Winfield, KS 67156
Jenny McGuire	Rt. 1	Florence, KS 66851
* Merrie-Pat McIntire	Rt. 3 Box 145	Winfield, KS 67156
Eric McLean		Piedmont, KS 67122
Robert McManus		Hoyt, KS 66440

Kenneth McNutt	2504 St. James Ct.	Winfield, KS 67156
Patty Medina	302 West 3rd	Florence, KS 66851
Dan Meier	Rt. 1	Williamsburg, KS 66095
Randy Meseke	Rt. 1 Box 59	Alma, KS 66401
Steve Middleton	Rt. 1	Uniontown, KS 66779
Jeff Milholland	808 N. Mill	Beloit, KS 67420
Brock Miller	5400 E. 21st # 108	Wichita, KS 67200
Shaun Miller	Rt. 2	Holcomb, KS 67851
*Tim Miller	Fort Hays St. Univ.	Hays, KS 67601
*Mike Mitchell		Howard, KS 67349
Kim Moege	Rt. 1 Box 92	Alma, KS 66401
Craig Musick		Hoyt, KS 66440
John Ney	Fourth Street	Claflin, KS 67525
Jeff Noakes	429 N. Lincoln	Erie, KS 66733
Michael O'Brien		St. Paul, KS 66771
Clinton Odle		Howard, KS 67349
Jeff Oelschlaegs	Rt. 3	Tonganoxie, KS 66086
Jon Olomen	N. Hwy 83 Rt. 2	Garden City, KS 67846
Terry Olsen	Rt. 1 Box 234	Marion, KS 66861
Butch Patterson	710 Park	Quinter, KS 67752
Jere Patterson	Rt. 2	Garnett, KS 66032
Randy Patterson	710 Park	Quinter, KS 67752
Kenny Paulie	Haymaker Hall, KSU	Manhattan, KS 66502
* Tracy Perkins		Howard, KS 67349
Joe Perry		Frankfort, KS 66427
Mike Pfeifer	Rt. 2	Holcomb, KS 67851

Bennie Phillips	Rt. 1	Leavenworth, KS 66048
John Polsen	Rt. 1	Uliets, KS 66545
Jeff Powell	Rt. 1	Riley, KS 66531
* Matt Powell	311 N. 8th	Garden City, KS 67846
Nancy Powell		Mankato, KS 66956
Travis Pruitt	619 Walnut	Eureka, KS 67045
Damon Putnam	USS America CU66SPO	New York, NY 095312790
Mark Raderberg	Rt. 1	Claflin, KS 67525
Tony Randel	1625 W. 37th Terr. #406	Topeka, KS 66609
Brian Richardson	Rt. 2 Box 22	Cimarron, KS 67835
Randy Richmeier	Rt. 2	Deerfield, KS 67838
Robert Richmeier	1611 Angus Lane	Garden City, KS 67846
Tim Richmond	1414 E. Denver	Marion, KS 66861
B. S. Richter	RR 1	Leoti, KS 67861
Randy Rickel		Hoyt, KS 66440
* Cory Riggles		Mayetta, KS 66509
Charles Riggs	Rt. 1	Erie, KS 66733
Steven Robbins		Mankato, KS 66956
Todd Robbins	West View Tr. Ct. Dekota Street	Holton, KS 66436
Donnie Robert		Severy, KS 67137
Brad Roberts	Rt. 1 Box 75	Paxico, KS 66526
Kevin Robinson	905 Marion St.	Florence, KS 66851
Bonnie Rockers	Rt. 1	Greeley, KS 66033
Jim Roddenbaugh	9th Egn. Spt. Bn. B. F. Company 3rd FSSG 1st plt. F.P.O.	SanFrancisco, CA 96604

Marvin Roebuck		Modine, KS 67353
Rhonda Roebuck		Iola, KS 66749
Dwane Roth	Rt. 2	Deerfield, KS 67838
Stanton Ruggles	1503 E. 14th	Winfield, KS 67156
Cynthia Sandahl	Rt. 3	Leavenworth, KS 66048
David Saueressig	Rt. 2	Pamona, KS 66076
John Schafter		Hoyt, KS 66440
Gerald Scheckel	Rt. 1	Richmond, KS 66080
Eric Schindler	10824 W. 59th Street	Shawnee, KS 66203
Greg Schmidt	Rt. 2	Newton, KS 67114
Troy Schmidt	411 S. Freeborn	Marion, KS 66861
Kirk Schneweis	Rt. 1	Claflin, KS 67525
David Schoemann	Rt. 1	Belvue, KS 66407
Brent Schroeder	1326 Fremont	Manhattan, KS 66502
Ed Schroeder	Rt. 2	Hillsboro, KS 67063
Phil Schurle	RR	Green, KS 67447
Larry Schwalm	108 E. 8th	Alma, KS 66401
Julian Seaman	715 Hudson	Marion, KS 66861
David Shaffer	914 Steward	Winfield, KS 67156
Keith Sharp	Rt. 1	Leonardville, KS 66449
*Donald Shearer	2404 Howell	Dodge City, KS 67801
Mike Shearer	Wayside Trlr. Ct.	Norton, KS 67654
Sandy Shipman	407 West 6th	Florence, KS 66851
Carl Shultz	1401 E. 3rd	Winfield, KS 67156
Wayne Simons	209 W. 4th	Hays, KS 67601
Stanley Sisson	Rt. 1	Mapleton, KS 66754

Steve Sleichter	Rt. 1	Quenemo, KS 66528
Chris Sluder	Goodnow Hall Kansas St. Univ.	Manhattan, KS 66506
Allen Smith		Severy, KS 67137
Robert Snider	809 W. 3rd	Eureka, KS 67045
Todd Sponsel	Box 14, RR 1	Edson, KS 67733
Kevin Stauffer	Rt. 1	Holton, KS 66436
Alan Stephens	Rt. 1	Garnett, KS 66032
Brad Stevenson	505 N. Tyler Rd. #902	Wichita, KS 67212
Dale Stich	Rt. 4	Chanute, KS 66720
Tom Stirewalt		Chanute, KS 66720
Darrin Stithem		Hoyt, KS 66440
Alan Stoetzl	3679 W. 13th Apt. F8	Wichita, KS
Darren Stroede	313 N. 5th	Osborne, KS 67473
Jerry Strunk	210 S. 10th St.	Manhattan, KS 66502
Fred Stuber	316 S. Oak	Eureka, KS 67045
Darrin Sundgren	Rt. 1	Leonardville, KS 66449
David Sweat	RR 1 Box 24	Cedar, KS 67628
Mark Sylvester	Rt. 1	Leonardville, KS 66449
David Tankersley		Leoti, KS 67861
Doug Taylor	1113 N. Olive	Abilene, KS 67410
Ronnie Thomas	1400 W. 1st St.	Abilene, KS 67410
Karon Toon	Rt. 2	Burden, KS 67091
Cale Tredway	Rt. 1	Erie, KS 66733
Renae Triboulet		Howard, KS 67349
*Ben Truin	6635 N.W.	Topeka, KS 66617

Kevin Tuck		Elk Falls, KS 67345
Randall Turner	Rt. 1	Quinter, KS 67752
Christy Tyler		Howard, KS 67349
Tony Valburg		Onaga, KS 66521
Andreas Vandever	P. O. Box 416	N. Newton, KS 67114
Dan VanLeevwen	Rt. 1	St. Paul, KS 66771
Brenda VanNess	779 S. Keeler #516	Olatha, KS 66061
Jerry Todd Venn	1001 Harris Rd.	Winfield, KS 67156
Jake Vessler	511 S. 10th	Leoti, KS 67861
Tim Voelker	418 N. 10th	Manhattan, KS 66502
Charles Vopata	Rt. 1	Marysville, KS 66508
Nelson Voth	Rt. 2	Newton, KS 67114
David Wade	Rt. 1	Redfield, KS 66769
Mark Wallingford	1710 S. Walnut	Pittsburg, KS 66762
Mark Walters	Rt. 1	Manhattan, KS 66502
DeeAnn Warne		Mankato, KS 66956
Marla Wasson	Rt. 1	Holcomb, KS 67851
Mark Weakley	500 Strattford Dr.	Emporia, KS 66801
Richard Webb	Rt. 1	Riley, KS 66531
Kent Wege	Rt. 1	Soldier, KS 66540
John Welch	922 Sylvn Terra #12	Emporia, KS 66801
Patrick Wells	1826 E. 8th Box 305	Winfield, KS 67156
Tim Werth	RT. 1	Quinter, KS 67752
Ed Westhoff	Box 123	Williamsburg, KS 66095
Darren Wheeler	Rt. Box	Quenemo, KS 66528
* Ted White	Rt. Box	Quenemo, KS 66528

Chris Whitehair	Rt. 5	Abilene, KS 67410
Leon Wildeman	508 Ash, Apt. A	Hays, KS 67601
Howard Williams	617 E. 4th	Garnett, KS 66032
Brenda Willis	109 E. 4th	Tonganoxie, KS 66086
Mike Wilson		St. Paul, KS 66771
Mark Winter	Rt. 1	Mayetta, KS 66509
Sydney Winter	c/o Joe Winter	Marienthal, KS 67863
Paul Wisinger		Kensington, KS 66951
Kevin Wohler	Rt. 1	Leonardville, KS 66449
Carl Worick	1002 N. Mill	Beloit, KS 67420
Fred Wynn	530 N. Walnut	Marion, KS 66861
David Yoder	Rt. 3	Garnett, KS 66032
Tracy Zeigler		Natoma, KS 67651
Geoffery Zeller	Box 72	Paxico, KS 66526
John Zeller	Box 142	Paxico, KS 66526
Kirk Zerr	218 Lincoln	Quinter, KS 67752

* Graduates who did not receive a questionnaire due to incorrect address.

APPENDIX J

COVER LETTER AND SURVEY INSTRUMENT

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education
College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

February 12, 1988

Dear Christy:

It must seeem hard to believe that it has been five years since you graduated from high school! Many classes are planning reunions to ponder over high school memories and catch up on new events in each others lives.

This is the third year for a follow-up survey of students who completed atleast one year of Vocational Agriculture. The study is being conducted in cooperation with the Kansas Vocational Agriculture Teachers Association. We are interested in how well your experiences in vocational agriculture met your needs in preparing you for the future. With the results of this study we hope to improve Vocational Agriculture in Kansas.

West Elk High School was one of 35 schools randomly selected from across the state to participate in this year's study. Your Vocational Agriculture Instructor sent me the names and addresses of 1983 graduates who had completed at least one year of Vocational Agriculture. You have the opportunity to evaluate Vocational Agriculture in Kansas, by sending the completed questionnaire to me in the enclosed self-addressed, stamped envelope. We would appreciate it if you would do this today or as soon as possible.

A summary of the results will be sent to your instructor; however, your individual responses will be kept confidential. These results will be reported in grouped data only.

Please give a few minutes of your time (approximately six minutes) to the future of Vocational Agriculture in Kansas. Your cooperation is appreciated.

Sincerely,

Becca Flowers
Graduate Teaching Assistant

VOCATIONAL AGRICULTURE STUDENTS
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1983

DIRECTIONS: Please read each of the following statements and respond accordingly. Check only one item under each heading unless otherwise instructed. Your individual answers will be kept strictly confidential.

A. General Information

Name_____
(Last) (First) (Middle)

Permanent Address_____ Age_____

_____ Sex: M___ F___

Ethnic Background
( ) Black
( ) White
( ) Spanish
( ) Other, please specify _____

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 _____

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 _____

Highest FFA Degree Earned
( ) None
( ) Greenhand degree
( ) Chapter Farmer degree
( ) State Farmer degree
( ) American Farmer degree

Years You Were in the Supervised Occupational Experience Program in Vocational Agriculture (also called placement in agri-business, part-time work in agriculture, supervised farming program, etc.)

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

Annual Gross Income in 1987 - before taxes

( ) less than $5,000	( ) $20,000 - $24,999
( ) $5,000 - $9,999	( ) $25,000 - $29,999
( ) $10,000 - $14,999	( ) $30,000 - $35,000
( ) $15,000 - $19,999	( ) over $35,000

B. 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 PERIOD AFTER LEAVING HIGH SCHOOL One year after	Two years after	Present time
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)	( )	( )	( )
Unemployment (looking for work)	( )	( )	( )
Other Activity (ill, vacation, etc.) Specify_____	( )	( )	( )

PLEASE CIRCLE THE ACTIVITY IN THE "PRESENT TIME" COLUMN ABOVE THAT YOU CONSIDER TO BE YOUR MAJOR ACTIVITY AT THIS TIME.

Hours per week currently attending educational activities
( ) None
( ) 1 to 12
( ) 13 to 18
( ) 19 or more

School presently attending:_____

Major Area or Program of study (For example: Auto mechanic, elementary teaching):_____

Intended Occupation after completing education (For example: data processor, 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
( ) Non-agriculture occupation - self employed
( ) Non-agriculture occupation employee
( ) Homemaker
( ) Military service
( ) Currently unemployed (reason: _____)

What is your present job "title"?_____

How long have you been at your present job? _____Years _____Months

OPINIONS OF YOUR VOCATIONAL AGRICULTURE/AG BUSINESS EXPERIENCE IN HIGH SCHOOL

Instructions: Please give your opinion about each of the following statements. If you strongly disagree, circle "SD"; if you disagree, circle "D"; if you agree, circle "A"; if you strongly agree, circle "SA".

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. My experience in Vocational Agriculture/Agribusiness - FFA:				
1. Helped me learn how to work.....	SD	D	A	SA
2. Taught me skills usefull in an agriculture career.....	SD	D	A	SA
3. Taught me skills usefull in a non-agriculture occupation.....	SD	D	A	SA
4. Helped me choose an occupation.....	SD	D	A	SA

5. Helped me enter and advance in an agriculture occupation..... SD D A SA

6. Helped me enter and advance in a non-agriculture occupation..... SD D A SA

7. Helped me learn how to get along with other people..... SD D A SA

8. Helped me to develop leadership skills..... SD D A SA

9. Helped me learn how to participate in meetings..... SD D A SA

10. Helped me stay in school..... SD D A SA

11. Encouraged me to go to college..... SD D A SA

** 12. Were good for me..... SD D A SA

13. Were of no benefit to me..... SD D A SA

** 14. Were such that if I had to do it over again I would enroll in Vocational Agriculture/Agribusiness - FFA again..... SD D A SA

B. My Teacher(s) in Vocational Agriculture/Agribusiness - FFA:

1. Encouraged me to enter an occupation in agriculture..... SD D A SA

2. Encouraged me to major in agriculture in college..... SD D A SA

** 3. Was helpful to farmers in the community..... SD D A SA

4. Was helpful to agribusiness persons in the community.... SD D A SA

5. Should include, along with other instruction, in his/her program:

a. FFA activities..... SD D A SA

b. Supervised occupational experience in agriculture... SD D A SA

c. Laboratory instruction (shop, greenhouse, forestry plots, etc.)..... SD D A SA

d. Agriculture/ agribusiness instruction for adults with career interests in agriculture..... SD D A SA

** 6. Should be available year-round (including the summer) to assist farmers and other agriculture employees, vocational agriculture/agribusiness students, and FFA members with problems associated with agriculture..... SD D A SA

**Indicates questions which non-respondents were asked by phone contacts.

END OF QUESTIONNAIRE
THANK YOU FOR YOUR COOPERATION!

APPENDIX K

FIRST NON-RESPONDENT FOLLOW-UP LETTER TO GRADUATES

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education
College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

March 1, 1988

Dear High School Vo-Ag Graduate of 1983:

I am very pleased about the number of questionnaires that have been returned to me! As of today, about one third of the participants have mailed in questionnaires.

If you are among the many graduates who have already mailed yours in, I thank you for your participation and wish you well in the future.

Some of you still need to return your completed questionnaire to assure the significance of this study to the future of Vocational Agriculture in Kansas. Please do this today.

If you have any questions concerning the questionnaire or the study itself, please feel free to call me at (913)532-5904.

Sincerely,

Becca L. Flowers
Graduate Teaching Assistant
Agriculture Education

APPENDIX L

SECOND NON-RESPONDENT FOLLOW-UP LETTER TO GRADUATES

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education
College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

Matt Figger
Wooster Place Apt. C-6
Hays, KS 67601

Dear Matt:

Five minutes of your time could influence the Stafford High School Vocational Agriculture program a great deal.

Stafford High School has been selected to participate in a study to improve Vocational Agriculture programs across the state of Kansas. Since you are a 1983 graduate of Stafford High School, we really need you to respond to a few questions concerning your Vocational Agriculture experience.

In order for this study to be meaningful as a statewide study we need your response. Several weeks ago I sent you a questionnaire along with a self addressed, stamped envelope. Please fill out the questionnaire and mail it today.

Mr. Merlyn Spare, the instructor at Stafford will receive a copy of the report, but your individual answers will be kept confidential.

Sincerely,

Becca Flowers
Graduate Teaching Assistant
Agriculture Education

APPENDIX M

PROFILE OF GRADUATES

GRADUATE PROFILE

	Percent
Age	
Twenty-three years old	61
Sex	
Male	86
Ethnic background	
White	99
Years of high school vocational agriculture/ agribusiness	
Four years	61
Years of FFA membership	
Four years	61
Highest FFA degree earned	
Greenhand	36
Chapter Farmer	32
Years involved in a supervised occupational experience program	
Less than one year	38
Four years	27
Years in Adult/Young Farmer classes	
Less than one year	86
Gross income in 1987	
Less than $5,000	24
$10,000-14,999	21
$15,000-19,999	18
$5,000-9,999	17

A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS GRADUATING FROM KANSAS HIGH SCHOOLS IN 1983

by

BECCA L. FLOWERS

B.S., Kansas State University, 1983
M.S., Kansas State University, 1988

AN ABSTRACT OF A REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Adult and Occupational Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1988

Vocational agriculture/agribusiness programs exist at the secondary level to prepare individuals for careers and occupations in the broad field of agriculture. This study is a follow-up study of Kansas high school students who graduated in 1983 and who were enrolled in atleast one year of vocational agriculture/agribusines during their high school years.

Thirty-five schools, five from each of the seven FFA districts, were randomly selected to provide names and addresses of graduates. Thirty-three (94 percent) of the selected instructors provided a list of names and addresses. Two-hundred and eighty-five graduates received mailed questionnaires asking for information concerning demographic data, education and employment data during the past five years, and their perceptions of their vocational agriculture/agribusiness experiences and instructor(s). Thirty-nine percent of the graduates returned a completed questionnaire.

Sixty-one percent of the graduates had taken four years of vocational agriculture/agribusiness and had been a member of the FFA for four years. The Greenhand degree was the highest FFA degree earned by 36 percent of the graduates. Thirty-two percent of the graduates received the Chapter Farmer degree as their highest FFA degree. The first year after graduation sixty-one percent of the graduates were involved in some form of post-high education, the second

year this number lowered to fifty-two percent. Five years after graduation forty-one percent of the respondents were still involved in post-high education. Eighty percent of the graduates reported being involved in paid employment five years after graduation. Sixty-four percent of the graduates were involved in an agricultural occupation at the time the survey was conducted.

The responses to statements regarding the graduates' perceptions of their experiences in vocational agriuculture/ agribusiness-FFA indicate that they were pleased with the program they were involved in. Ninety-six percent of the graduates indicated they felt their vocational agriculture/ agribusiness experiences were good for them. Ninety-two percent reported that if they had it to do over again, they would enroll in vocational agriculture/agribusiness. Over three-fourths (95, 96, 96, and 93 percent respectively) of the graduates said that the vocational agriculture/ agribusiness instructors should provide instruction for FFA activities, supervised occupational experience programs, laboratory activities and adult programs. The majority (90 percent) of the graduates thought the vocational agriculture/agribusiness instructor should be available on a year-round basis.