

A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1984

by

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CHAPTER I

INTRODUCTION

The industry of agriculture in Kansas is vital to the economic and social well-being of the state. Each year a large number of Kansans are employed by the agriculture industry. Vocational agriculture/agribusiness programs 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 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 the 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 the 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 is done in this study, a state program as a whole. In 1985, the Kansas Vocational Agriculture Teacher's Association (hereafter referred to as KVATA) initiated a series of studies intended to provide follow-up data on a longitudinal basis of graduates of Kansas high school vocational agriculture/agribusiness programs. This is the fourth in the series of these follow-up studies. The

three studies completed previous to this one, "A Follow-up of Vocational Agriculture/Agribusiness Students Graduating From Kansas High Schools in 1981 by Koci", "A Follow-up of Vocational Agriculture/Agribusiness Students Graduating From Kansas High Schools in 1982 by Chestnut", and "A Follow-up of Vocational Agriculture/Agribusiness Students Graduating From Kansas High Schools in 1983 by Flowers", served as models for developing this investigation. The data gathered from these studies provide direction concerning changes which 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;
4. To compare the opinions of Kansas high school graduates for the years of 1981, 1982 ,1983, and 1984 who were in at least one year of vocational agriculture/agribusiness regarding their experiences in vocational agriculture/agribusiness program, program content, and their instructor(s).

Significance of the Study

Iverson and Brown (1979) state "...if vocational agriculture/agribusiness is to remain a viable service area, evidence of accomplishment is sorely needed." The continuation of vocational agriculture/agribusiness programs is dependent upon the 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 (The National FFA Organization) -- 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 at least one year during high school and graduated from a Kansas high school in 1984.
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 the information from the graduates.
7. Supervised Occupational Experience -- Consist of all the agriculture/agribusiness activities of educational value conducted by the student 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 this 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 1984 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. Fifty-nine of the graduates identified by the instructors did not receive the questionnaire due to insufficient or incorrect addresses.
5. Many of the responses to the questions concerning graduates opinions of their vocational agriculture/agribusiness experiences, program content, and instructor(s) were limited to selections provided on the questionnaire.

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 agricultural 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.

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 other 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 mathematics, 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 has impacted upon agricultural education.

States, along with local school districts, have increased the number of credits of mathematics 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 mathematics and science, for entry into the state colleges and universities.

The rapid scientific and technological changes occurring 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, et cetera. 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 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 agricultural 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 attached to a college degree, and educational reports criticizing 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". In 1988, the national FFA organization voted to change the name of the Future Farmers of America to the National FFA Organization. The FFA is an integral 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 surprise when one considers that according to Miller (1988), 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. One way to accomplish this is by conducting a 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 which serve a twofold 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 Amendments 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, sex, and race, 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 student's 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, and a stamped, self-addressed return envelope (Nieminen 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.

Analyzing 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 are 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, and et cetera.

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 widespread publication of stories revealing positive findings can be used to recruit students and maintain and improve the image of the program.

Summary

The information presented in this chapter is a review of literature regarding vocational agriculture/agribusiness programs as it relates to follow-up studies of program graduates. Several basic concepts suggested were:

1. Agricultural education programs are in a transitional period in which they must adapt to meet student and community needs.
2. Factors which are necessitating change include the increasing number of requirements to cover the "basics" for quality education, the technological advances in agriculture requiring fewer people involved in production, and the expectations of vocational agriculture/agribusiness programs to justify their worth.

3. Follow-up studies can serve as valuable tools to determine program effectiveness and provide direction for change.
4. Follow-up studies can benefit programs if utilized as a public relations tool.
5. Information gathered by follow-up studies should include (a) demographics, (b) educational and occupational status, and (c) the students' perceptions of their experiences in a program.

CHAPTER III

METHODOLOGY

With the agriculture industry in a period of transition, vocational agriculture/agribusiness programs must adapt to meet those changes. In order for such changes to effeciently meet the needs of the agriculture industry, careful evaluation of past and present practices is necessary to determine both strengths and weaknesses of the programs. Follow-up studies are a viable tool in measuring 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 the previous studies of Koci (1987), Chestnut (1988), and Flowers (1989). The topics addressed are: population, instrumentation, collection of data, and analysis of data.

Population

The population which this study is designed to examine are all students who graduated from a Kansas high school in 1984 and were enrolled in a vocational agriculture/agribusiness for at least one year during high school. A random sample of the population was selected, representative of all geographic areas in Kansas. In order to gain geographic representation, five schools from each of the seven FFA districts were randomly selected using random numbers generated on BASICA. The schools which were selected are listed in Appendix A. The vocational

agriculture/agribusiness instructor(s) from each of the 35 selected schools were then contacted and requested to supply a list of names and addresses of all 1984 graduates from their high school who were enrolled in vocational agriculture/agribusiness for at least one year. The names submitted by the instructors of the selected schools comprise the sample population.

Instrumentation

The survey instrument administered in this study was developed by Koci in 1986, revised by Chestnut in 1987, and revised again by the researcher for this study. After examining the recommendations of previous studies, the researcher revised the survey with respect to those recommendations. The primary revisions were: (1) to change the Likert scale from alphabetical symbols to numerical symbols in order to compute mean scores, (2) to separate program content from the perceptions of the instructor(s), (3) to place responses in an alphabetical order, and (4) to indicate only one current occupation which represents the primary status of the participant instead of "as many as apply." 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 graduates' experiences in vocational agriculture/agribusiness programs, program content, and their instructor(s).

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 number of years they attended Adult/Young Farmer classes in agriculture, the highest degree they earned in the FFA, the number of years they had a supervised occupational experience program, and their gross income for 1988.

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 were also requested pertaining to the specific, current educational and employment activities of the graduates. The participants were asked to check the number of hours currently involved in educational activities per week, and the highest level of education completed. A series of open-ended questions were asked which requested the graduates supply the name of the school, their major area or program of study, and the occupation which they intend to pursue following completion of their education. Graduates were to indicate their current occupation by checking the one occupation which represents their primary status 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' opinions of various aspects of their vocational agriculture/agribusiness experiences, program content, 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 instructors of the selected schools. In order to maximize the percentage of instructors returning names, the KVATA was directly involved in this stage of the gathering data process. On January 5, 1989, the researcher mailed Mr. Dennis Will, President of the KVATA, a letter requesting him to contact all the instructors in the selected schools notifying them of the purpose of the study and requesting their cooperation (Appendix B). For Mr. Will'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 January 9, 1989. On January 11, 1989 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 January 20, 1989 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 importance of the study. The district vice presidents were provided a sample letter (Appendix F) and the labels for the schools in their district. Between January 21 and 25, 1989, the vice presidents mailed copies of the sample letter to the selected instructors. February 8, 1989 the researcher sent another letter to Mr. Will asking him to send a letter to all the selected instructors who had not responded as of that date. A sample letter was provided (Appendix G). Mr. Will mailed copies of the sample letter to the non-respondents on February 10, 1989. The next step was for the researcher to call the KVATA district vice presidents and ask them to make a personal contact with the non-respondents in their district. Dr. Richard Welton, the researcher's major professor, sent another follow-up letter to those instructors who had failed to respond by February 22, 1989 (Appendix H). In a final attempt to achieve 100 percent participation, the researcher 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 the 1984 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

March 10, 1989, the researcher sent a personalized cover letter which made reference to the high school, a survey instrument, and a business reply envelope to each of the 335 graduates identified by the instructors (Appendix I). The cover letter acquainted the graduates with the study, explained its value, and the necessity of their response to the success of the study (Appendix J). Twenty-three of those letters were returned due to wrong addresses. Seven respondents indicated they were not 1984 graduates or were not in vocational agriculture/agribusiness. Therefore, they were excluded from this study. Those graduates who did not receive a questionnaire due to an incorrect address or were not eligible to participate in the study are designated in Appendix I with asterisk (*) to the left of their name. Since those graduates did not have the opportunity to respond to the survey, they were not included in the sample.

On March 23, 1989, the researcher sent a follow-up letter to all graduates (Appendix K). It served to remind graduates who had not responded to return the completed questionnaire, review the purpose of the study, and encouraged their participation.

A second follow-up letter including the survey instrument and business reply envelope was mailed April 12, 1989 to those graduates who still had not responded (Appendix L). This was a personalized letter which, along with the graduates name, made reference to the high school. May 1, 1989 was designated as the cut-off date for receiving questionnaires used in the study. This study had the second highest reponse percentage (42 percent) of the four studies. Previous reponse percentages were 36 percent (Koci), 51 percent (Chestnut), and 39 percent (Flowers). 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
305	128	42

Analysis of Data

The survey instrument contained multiple answer and open ended questions. All responses were tabulated using SPSS-X on the computer reporting frequency counts, mean scores, and percentages on the printout. The selection responses that were used on the Likert scale included 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

CHAPTER IV

ANALYSIS and INTERPRETATION OF DATA

Introduction

This chapter serves to reveal the results of the investigation. The questionnaire was completed and returned by 128 Kansas high school graduates from 1984 who had completed at least one year of vocational agriculture/agribusiness. This represents a response rate of 42 percent. The information was gathered concerning selected demographics, educational and occupational experiences since graduating from high school, and responses to statements regarding the graduates' opinion of their experiences in vocational agriculture/agribusiness program, program content, and their instructor(s).

Age of graduates -- Table 3 shows a majority (60 percent) of the participants were 23 years old. Thirty-four percent were 22 years of age.

Gender of graduates -- The majority (85 percent) of the respondents were males. These data are reported in Table 4. Data also reveals that 100 percent of the respondents were white.

Table 3

Age of graduates

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Age	Number	Percent
21	2	2
22	44	34
23	77	60
24	4	3
No response	1	1
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Total	128	100

Table 4

Gender of graduates

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Gender	Number	Percent
Male	109	85
Female	19	15
=====		
Total	128	100

Years in vocational agriculture/agribusiness -- The data in Table 5 reveals 60 percent of the survey respondents were enrolled in vocational agriculture/agribusiness for four years. Twelve percent of the respondents indicated they had been enrolled in vocational agriculture for one year. The latter finding differs from the Koci (1986), Chestnut (1987), and Flowers (1988) studies which reported eight, seven, and six percent respectively. This finding seems to indicate that more participants have taken only one year of vocational agriculture/agribusiness before discontinuing enrollment in the program. If this is indeed the case, the experiences in the program would be limited, especially with regard to FFA activities and supervised occupational experience.

Table 5

Years in vocational agriculture/agribusiness

Years	Number	Percent
Less than one year	0	0
One year	15	12
Two years	18	14
Three years	17	13
Four years	77	60
Other	1	1
Total	128	100

Years of FFA membership -- The data summarized in Table 6 indicates 54 percent of the respondents were FFA members for four years. Ninety-four percent were members for at least one year. A comparison of Table 5 and 6 indicates that the number of years graduates were enrolled in vocational agriculture/agribusiness corresponds closely with the number of years of FFA membership. Koci (1986), Chestnut (1986), and Flowers (1988) found similar results in their studies. These data may indicate most students are FFA members for each year they are enrolled in vocational agriculture/agribusiness. It may also cause one to question the 12 percent enrolled in vocational agriculture/agribusiness for one year and why six percent were never in the FFA.

Table 6

Years of FFA membership

Years	Number	Percent
Less than one year	7	6
One year	7	6
Two years	18	14
Three years	20	16
Four years	69	54
Other	6	5
No response	1	1
Total	128	100

Years in adult/young farmer classes -- Seventy-nine percent of the respondents participated in less than one year of adult/young farmer classes. This finding is shown in Table 7.

Table 7

Years in adult/young farmer classes

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Years	Number	Percent
Less than one year	101	79
One year	9	7
Two years	6	5
Three years	2	2
Four years	7	6
Other	1	1
No response	2	2
=====		
Total	128	100

Highest FFA degree earned -- Table 8 reports information about the highest FFA degree earned by participants. The Chapter Farmer degree was the highest FFA degree earned by 34 percent of the graduates. The Greenhand degree was next with 27 percent of the graduates earning it as their highest FFA degree. A total of 20 percent received either the State Farmer degree (18 percent) or the American Farmer degree (2 percent).

Table 8

Highest FFA degree earned

Degree	Number	Percent
None	24	19
Greenhand	34	27
Chapter Farmer	44	34
State Farmer	23	18
American Farmer	2	2
No response	1	1
Total	128	100

Years involved in supervised occupational experience --

Table 9 presents data pertaining to the number of years graduates were involved in a supervised occupational experience in vocational agriculture/agribusiness. Forty-one percent of the respondents were involved in the supervised occupational experience for less than one year. Twenty-three percent of the respondents had participated in the supervised occupational experience for at least four years. In a comparison of Table 5 and 9, one can see the 60 percent of respondents who were enrolled in vocational agriculture/agribusiness for four years is much greater than the 23 percent of the respondents involved in the supervised occupational experience. Previous studies by Koci (1986),

Chestnut (1987), and Flowers (1988) found similar results. Perhaps a trend of decreased emphasis or use of the supervised occupational experience as an instructional tool is indicated by the declining percentage of students who were involved in the supervised occupational experience for four years as revealed by Koci (37 percent), Chestnut (43 percent), Flowers (27 percent) and this study (23 percent).

Table 9

Years involved in the supervised occupational experience

Years	Number	Percent
Less than one year	53	41
One year	14	11
Two years	14	11
Three years	6	5
Four years	30	23
Other	3	2
No response	8	6
Total	128	100

Annual gross income in 1988 -- The figures contained in Table 10 display the 1988 gross income of graduates. Forty-five percent of the graduates had a gross income between \$5,000 and \$15,000. Sixteen percent of the participants reported less than \$5,000 gross income in 1988. Nine percent earned over \$25,000 gross income. Similar earnings were reported by Koci (1986), Chestnut (1987), and Flowers (1988).

Table 10

Annual gross income in 1988

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Income Category	Number	Percent
Less than \$5,000	21	16
\$5,000 to \$9,999	28	22
\$10,000 to \$14,999	29	23
\$15,000 to \$19,999	24	19
\$20,000 to \$24,999	11	9
\$25,000 to \$29,999	5	4
\$30,000 to \$34,999	4	3
Over \$35,000	2	2
No response	4	3
=====		
Total	128	100

Educational activity one, two, and five years after graduation --Information presented in Table 11 shows the educational activity of participants one, two, and five years after high school graduation. Sixty-four percent of the graduates attended a post-secondary institution the first year after graduation. The most frequently reported educational activities the first year following graduation were the college or university (30 percent) and community colleges (24 percent). The first year following graduation, 68 percent of the respondents were involved in an educational activity. The next year, 61 percent indicated their involvement in educational activities. Five years after graduation, the percentage involved in education had declined to 42 percent. Findings reported by Koci (1986) and Chestnut (1987) disclose the percentage of participants involved in educational activities five years after graduation has increased from 16 percent, and 27 percent in the graduates of 1981 and 1982 to 42 percent in the graduates of 1984. The percentage of students involved at the college or university level had remained relatively constant from the first (30 percent) to the fifth (28 percent) year following graduation. This could mean students are taking longer to complete their degree or students may be going to colleges or universities after attending a community college or technical school.

Table 11

Educational activity one, two, and five years following graduation

Educational activity	<u>One year</u>		<u>Two years</u>		<u>Five years</u>	
	no.	%	no.	%	no.	%
Apprenticeship	2	2	3	2	4	3
College or University	38	30	40	31	36	28
Community College	31	24	28	22	7	6
Vocational School	13	10	4	3	2	2
Other education	3	2	4	3	4	3
No response	41	32	49	38	75	59
Total	128	100	128	100	128	100

Employment activity one, two, and five years after graduation

-- From the information recorded in Table 12, it is apparent the percentage of participants who were paid employees increased steadily from the first year following graduation (40 percent) to the fifth year (69 percent). Many graduates did not respond to the employment activity the first (54 percent) and second year (45 percent) following graduation from high school. This lack of response may be due to graduates pursuing post-secondary education. Five years following graduation, three percent of the respondents reported they were unemployed. The

previous studies of Koci (1986), Chestnut (1987), and Flowers (1988) report similar results of unemployment percentages (two percent, two percent, and four percent respectively).

Table 12

Employment activity one, two, and five years after graduation

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=====
Employment activity      One year      Two years      Five years
                        no.   %         no.   %         no.   %
-----
Homemaker                1    1          3    2          3    2
Military                 4    3          4    3          5    4
Paid employment         51   40         60   47         88   69
Unemployment            3    2          2    2          4    3
Other                    -    -          1    1          2    2
No response              69   54         58   45         26   20
=====
Total                    128  100        128  100        128  100

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Hours currently attending educational activity per week --

Table 13 reveals 43 percent of the graduates are attending at least one hour of an educational activity per week. Twenty-six percent of the graduates are attending 12 or more hours per week. These data seem to indicate 26 percent of the respondents would be classified as full time students.

Table 13

Hours currently attending educational activities per week

=====

Hours per week	Number	Percent
None	72	56
One to 12	22	17
13 to 18	18	14
19 or more	15	12
No response	1	1
=====		
Total	128	100

Highest level of education completed -- Inspection of Table 14 reveals over one-fourth (27 percent) of the high school graduates have completed a Bachelor's degree. Over one-half (52 percent) of the 1984 graduates have attained degrees higher than a high school diploma. Data reporting the schools the participants were attending in the 1988-89 school year are shown in Appendix N.

Table 14

Highest level of education completed

Degree	Number	Percent
High school diploma	61	48
Associate degree	22	17
Bachelor's degree	34	27
Master's degree	-	-
Other	11	9
Total	128	100

Current occupational status -- The data summarized in Table 15 disclose 37 percent of the participants are currently involved in an agricultural occupation. The previous studies of Koci (1986), Chestnut (1987), and Flowers (1988) reported higher percentages of graduates engaged in an agricultural occupation (77, 81, and 64 percent respectively). These data cannot accurately be compared since the questionnaire was revised, as recommended, to limit the current occupational status response to the one indicating the primary status instead of "as many as apply." However, the current occupational status data may indicate a decrease in the percent of graduates involved in agricultural occupations. Data of non-agricultural occupations may reveal supporting results. The non-

agricultural occupations from the series of studies of Koc1, Chestnut, Flowers and this study were 36, 37, 53, and 43 percent respectively.

Table 15

Current occupational status

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Occupational Status	Number	Percent
Agribusiness employee	16	13
Agribusiness self-employed	2	2
Farm or ranch employee	14	11
Full time farmer or rancher self-employed	14	11
Homemaker	2	2
Military service	3	2
Non-agriculture occupation employee	52	41
Non-agriculture occupation self-employed	2	2
Unemployed	19	15
No response	4	3
=====		
Total	128	100

Graduates' opinions of experiences in vocational

agriculture/agribusiness -- Table 16 presents data

concerning graduates' opinions of their experiences in

vocational agriculture/agribusiness - FFA program. These

data are reported as a mean score for the current (1984) and

previous follow-up studies of vocational agriculture graduates in Kansas for the years 1981, 1982, and 1983. The opinions of the graduates experiences show strong support for the program as students reported the program "taught skills useful in production agriculture", "helped develop leadership skills", "was good for me", and "would enroll again" as indicated by the respective mean scores of 3.18, 3.24, 3.44, and 3.50. Inspection of Table 16 discloses the opinions of participants are reasonably consistent from year to year. One concern is a slight decline of mean scores in regards to "choosing an occupation" and "entering and advancing in agricultural occupations." This concern, coupled with the results of Table 15 indicating the decline in the percentage of graduates involved in an agricultural occupation, suggests more attention may be needed in the area of occupations.

Table 16

Responses to statements concerning graduates' opinions of their experiences in vocational agriculture/agribusiness-FFA

Statement	Mean Scores ^a			
	1981 ^b	1982	1983	1984
Helped me learn how to work	2.86	3.07	3.02	3.10
Taught me skills useful in production agriculture	=	=	=	3.18
Taught me skills useful in an agricultural career	3.21	3.40	3.23	=
Taught me skills useful in agribusiness	=	=	=	3.09
Helped me choose an occupation	2.58	2.70	2.61	2.55
Helped me enter and advance in agricultural occupation	2.69	2.63	2.47	2.60
Helped me learn to get along with people	3.10	3.13	3.14	3.13
Helped me develop leadership skills	3.01	3.28	3.22	3.24
Helped me stay in school	2.33	2.50	2.42	2.47
Were good for me	3.24	3.44	3.45	3.44
Were of no benefit to me	1.2	1.35	1.43	1.37
Were such that if I had to do over I would re-enroll in vocational agriculture/agribusiness FFA	3.41	3.59	3.56	3.50

^a Mean scores were computed (1982, 1983, and 1984) from a Likert scale in which Strongly Disagree= 1, Disagree= 2, Agree=3, and Strongly Agree= 4.

^b The 1981 mean scores were computed from a Likert scale in which Strongly Disagree= 1, Disagree= 2, Undecided= 2.5, Agree= 3, and Strongly Agree= 4.

= Data were not collected for this item.

Graduates' opinions of instructional content of vocational agriculture/agribusiness program -- The data which were compiled in Table 17 indicate students' opinions of the instructional content for the vocational agriculture/agribusiness program. The data reveal a strong believe in FFA activities, supervised occupational experience, lab instruction, and adult instruction being a part of a complete instructional program. The range of mean scores regarding supervised occupational experience (3.17 to 3.42) indicate strong support for its inclusion in the instructional content of vocational agriculture/agribusiness programs. This would appear to be an unexpected finding in that a decreasing number of students are involved in a supervised occupational experience (Table 9, p. 28).

Table 17

Responses to statements concerning the graduates' opinions of the content of vocational agriculture/agribusiness-FFA

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My teacher(s) in vocational agriculture/agribusiness should include, along with other instruction:

Statement	Mean Score ^a			
	1981 ^b	1982	1983	1984
FFA activities	3.20	3.34	3.29	3.33
Supervised occupational experience in agriculture	3.17	3.42	3.25	3.32
Lab instruction (shop, greenhouse research plots, etc.)	2.85	3.42	3.40	3.34
Agriculture/agribusiness instruction for adults	2.85	3.15	3.19	3.22

=====

^a Mean scores were computed (1982, 1983, and 1984) from a Likert scale in which Strongly Disagree= 1, Disagree= 2, Agree= 3, and Strongly Agree=4.

^b The 1981 mean scores were computed from a Likert scale in which Strongly Disagree= 1, Disagree= 2, Undecided= 2.5, Agree= 3, and Strongly Agree= 4.

Graduates' opinions of their vocational agriculture/agribusiness FFA instructor -- Table 18 presents data concerning the graduates' opinions of their vocational agriculture/agribusiness instructor. The data show support for the vocational agriculture/agribusiness instructor to be available year round (including the summers) with a mean score ranging from a 2.94 to 3.2. The mean score of 3.1 indicates instructors seem to encourage graduates to attend college. This data was collected for the first time in this study. The data regarding the instructor(s) encouraging graduates to enter an occupation in agriculture (2.87 to 2.63) and/or to major in agriculture in college (2.59 to 2.41) disclose a slight decline from previous studies in the respective mean scores.

Table 18

Responses to statements concerning graduates' opinion of their vocational agriculture/agribusiness-FFA instructor

Statement	Mean Score ^a			
	1981 ^b	1982	1983	1984
Encouraged me to enter an occupation in agriculture	2.67	2.87	2.69	2.63
Encouraged me to attend college	=	=	=	3.11
Encouraged me to major in agriculture in college	2.30	2.59	2.41	2.41
Was/were helpful to farmers in the community	2.88	3.11	3.15	3.15
Was/were helpful to agribusiness people in the community	3.01	3.12	3.17	3.14
Should be available year round (including the summer) to assist farmers and other agricultural employees, vocational agriculture agribusiness students, and FFA members with problems associated with agriculture	2.94	3.19	3.20	3.17

^a Mean scores were computed (1982, 1983, and 1984) using a Likert scale in which Strongly Disagree= 1, Disagree= 2, Agree= 3, Strongly Disagree= 4.

^b The 1981 mean scores were computed from a Likert scale in which Strongly Disagree= 1, Disagree= 2, Undecided= 2.5, Agree= 3, and Strongly Agree= 4.

^c Data was not collected on this item.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter is a summary of the study. A review of the purpose, objectives, and procedures will be included in this chapter. After considering the findings and conclusions of the study, a list of recommendations will be given.

Purpose

The primary purpose of this study was to conduct a follow-up study of 1984 Kansas high school graduates who had completed at least one year of vocational agriculture/agribusiness. The follow-up survey was developed to gather data in three areas; (1) demographics, (2) educational and employment activities of the participants for the last five years, and (3) responses to statements about vocational agriculture/agribusiness experiences, content, and instructor(s).

Objectives

The four primary objectives were stated to give direction in this study. These objectives were as follows:

1. Determine if vocational agriculture/agribusiness programs are meeting the selected occupational needs of students;

2. Determine if teachers of vocational agriculture/agribusiness programs are providing opportunities which meet 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;
4. To compare the opinions of Kansas vocational agriculture/agribusiness program graduates for the years of 1981, 1982, 1983, and 1984 regarding their experiences in agricultural education, program content, and the instructor(s).

Methodology

A survey was conducted of a random sample of 1984 Kansas high school graduates who had completed at least one year of vocational agriculture/agribusiness. In order to insure geographic representation, five schools from each of the seven Kansas FFA districts were randomly selected to participate in the study. Thirty-three of the 35 instructors at the selected schools returned names and addresses of graduates. A survey was mailed to 335 graduates to gather information in the areas of: selected demographics, educational and occupational activities, and responses from graduates about their high school vocational agriculture/agribusiness program content, experiences, and instructor. After excluding the graduates who had

insufficient addresses or were ineligible to participate in the study, the usable sample contained 305 former Kansas vocational agriculture/agribusiness students. Forty-two percent (128) of the questionnaires were returned to the researcher for tabulation. A computer program (SPSS-X) was utilized to reveal frequency counts, mean scores, and percentages on questionnaire items.

MAJOR FINDINGS

Analysis of demographic data

Age -- The majority (60 percent) of the graduates were 23 years old. The remainder of the respondents were 21, 22, or 24 years of age.

Gender -- Eighty-five percent of the participants were male.

Years of vocational agriculture/agribusiness courses -- Sixty percent of the graduates were enrolled in four years of vocational agriculture/agribusiness courses.

Years of FFA membership -- The number of years in FFA corresponds closely with the number of years enrolled in vocational agriculture/agribusiness. Ninety-five percent of the participants were FFA members for at least one year, with 54 percent being members for four years.

Years in adult/young farmer classes -- Twenty-one percent of the respondents indicated they had participated at least one or more years in adult/young farmer classes.

Highest FFA degree earned -- The highest FFA degree earned by the participants in the study was the Chapter Farmer degree (34 percent) and the Greenhand degree (27 percent). These data reveal 81 percent of the participants had received the Greenhand degree.

Years involved in supervised occupational experience -- Fifty-two percent of the participants had been involved in the supervised occupational experience for at least one year. The data suggest supervised occupational experience programs are not utilized to the extent they have been in previous follow-up studies of Kansas vocational agriculture graduates. The trend appears to be supported by the data as the percentage involved in supervised occupational experience for at least one year had declined from 79 percent (1981), 75 percent (1982), 60 percent (1983) to 52 percent (1984).

The percentages of students involved in supervised occupational experience for four years also seem to reveal a move away from supervised occupational experiences as the percentages have moved from 37 percent (1981), 43 percent (1982), 27 percent (1983), to 23 percent (1984).

Annual gross income for 1988 -- Forty-five percent of the participants reported their 1988 gross income was between \$5,000 and \$15,000. An annual gross income over \$15,000 was reported by 37 percent of the graduates.

Student profile -- A student profile is provided in Appendix M.

Analysis of Education and Employment Activity Data

Educational activity -- Sixty-four percent of the graduates attended a post-secondary institution the first year following their high school graduation. Data revealed in the previous studies of Koci (16 percent), Chestnut (27 percent), and in this study (42 percent) indicate an increase in the percentage of graduates involved in educational activities five years following their high school graduation. This may indicate the changing need for post-secondary training to secure job placement.

Employment activity -- The percentage of respondents who were paid employees increased consistently from 40 percent the first year following graduation, to 47 percent the second year, to 69 percent the fifth year. Only three percent of the graduates indicated they were unemployed five years following their high school graduation.

Highest level of education completed -- Fifty-two percent of the 1984 graduates have completed a higher level of education than their high school diploma. Of the graduates, 27 percent have completed a Bachelor's degree.

Current occupational status -- The percentage of participants currently involved in an agricultural

occupation was 37 percent. These data cannot be accurately compared to previous studies due to a revision in the survey which limited current occupation responses to the one primary occupation instead of as many as apply.

Analysis of Responses About Vocational
Agriculture/Agribusiness -FFA Experiences, Content and
Instructor(s)

Opinions of vocational agriculture/agribusiness-FFA
experiences -- The opinions of study participants (1981, 1982, 1983, and 1984) concerning their experiences are reasonably consistent. Participants perceive their experiences in vocational agriculture/agribusiness as being good for them with mean scores ranging from 3.24 to 3.44. Their strong support for the program is indicated by mean scores of 3.41 to 3.59 in response to the statement "...that if I had to do it all over, I would re-enroll in vocational agriculture/agribusiness -FFA."

One concern is a slight decline in mean scores for the statements "helped me choose an occupation" (2.70 to 2.55) and "helped me enter and advance in agricultural occupations" (2.69 to 2.60). These scores may indicate a need to place more emphasis on occupational opportunities.

Opinions of the content of vocational
agriculture/agribusiness -FFA programs -- The study

participants (1981, 1982, 1983, and 1984) indicated FFA activities, supervised occupational experience, laboratory instruction, and instruction for adults should be included in the instructional content of a program. The mean scores ranged from 3.20 to 3.34, 3.17 to 3.42, 2.85 to 3.42, and 2.85 to 3.22 respectively.

Opinions of vocational agriculture/agribusiness-FFA instructor(s) -- The study participants (1981, 1982, 1983, and 1984) reported vocational agriculture/agribusiness instructor(s) were helpful to farmers and agribusiness people in the community with respective mean scores ranging from 2.88 to 3.15 and 3.01 to 3.17. Participants also indicate instructors should be available year round (including the summer) with mean scores of ranging from 2.94 to 3.20.

A slight decline of mean scores is evident in the statements about the instructor(s) encouraging students to enter an agricultural occupation (from 2.87 to 2.63) and/or to major in agriculture in college (from 2.59 to 2.41). These data may indicate a decline in the number of individuals prepared for and entering agricultural occupations.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. The KVATA should publish the results of this study in newspapers, journals, and other media acknowledging areas of concern and emphasizing the strengths of vocational agriculture/agribusiness programs which this study reveals: (a) that graduates show a high degree of satisfaction with their experiences, program content, and their instructor(s), (b) the increasing percentage of the students continuing their education, (c) the high percentage of employment, and (d) the development of personal skills such as leadership, learning how to work, and getting along with people.
2. Efforts should be made to involve more students in the supervised occupational experience. Instructors may need to develop new and innovative ideas to create supervised occupational experiences for students if vocational agriculture/agribusiness is going to offer the "hands on training" for which it is noted. Otherwise vocational agriculture/agribusiness has merely become a general classroom situation where information is passed out, but learning by doing is not experienced.

3. Career education should be more strongly emphasized to help students become more aware of opportunities in agriculture. Agriculture is no longer just "plows, sows, and cows" as it encompasses a whole new spectrum in modern technologies and business management.
4. Vocational agriculture/agribusiness instructors must continue to work at meeting the needs of the ever-changing population. Instructors should provide instruction from which a non-traditional agriculture student can benefit.
5. Vocational agriculture/agribusiness instruction should continue to include FFA activities, supervised occupational experience, and laboratory instruction.
6. Follow-up studies should continue to be supported by the KVATA biennially. Once the study is completed, the KVATA should use the results for public relations and to provide direction for change in vocational agriculture/agribusiness programs. The results of follow-up studies should be examined by school boards, administration, and advisory councils to gain valuable feedback at the local level. In order to provide a more specific view of the benefits of vocational agriculture/agribusiness programs, a control group of graduates from the selected high schools who had not participated in vocational education could be surveyed to establish a norm from which to base a comparison.

7. Kansas vocational agriculture/agribusiness instructors should inform graduating seniors about the study and the importance of their participation if the school is selected. Instructors should also keep a record of the addresses of graduates.

8. Females and non-whites should continue to be encouraged to enroll in vocational agriculture/agribusiness programs.

SUGGESTIONS FOR IMPROVING THIS STUDY IN THE FUTURE

The following suggestions are made for future vocational agriculture/agribusiness follow-up studies.

1. The researcher should conduct the study as part of a master's thesis rather than a report. A more in-depth statistical analysis could be done reasonably easy with the use of a computer program.
2. On the survey instrument, all demographic questions should include a "None" response and possibly eliminate the "Less than one year" response.
3. The education and employment section of the survey instrument should be revised in an attempt to increase the number of responses. One suggestion is to indicate only the primary activity for each year after leaving high school column. In the employment section, it would be beneficial to include a "Paid employment (part time)" option. The circling of the major activity must be changed in order to obtain responses.

4. The open ended questions should be removed. The information from these questions cannot be tabulated or used for comparison because the categorizing of answers by the researcher is subjective.
5. Communication between the researcher, his/her major advisor, and the KVATA personnel should be established prior to the study and continuously check to determine its direction.
6. The survey instrument should continue to be revised to insure its validity in measuring the effectiveness of vocational agriculture/agribusiness.

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APPENDICES

APPENDIX A
SELECTED SCHOOLS

Kansas High School Vocational Agriculture/Agribusiness
 Instructors Contacted for Names and Addresses of 1984
 Graduates

High School	Address	Instructor (1988-89)
* Beloit	Beloit, KS 67420	Eddie DeVore
* Burlington	Burlington, KS 66839	Michael Thorne
* Centralia	Centralia, KS 664155	Maurice Waite
* Cherryvale	Cherryvale, KS 67335	Chuck Smith
* Cheylin	Bird City, KS 67731	Max Keltz
* Cimarron	Cimarron, KS 67835	Gail LaMunyon
* Clay Center	Clay Center, KS 67432	Jay Bohnenblust
* Elkhart	Elkhart, KS 67950	Glen Cole
* Eureka	Eureka, KS 67045	Melvin Casey
* Fort Scott	Fort Scott, KS 66701	Kyle Parks
Garden City	Garden City, KS 67846	Todd Whitmore
* Garnett	Garnett, KS 66032	Mark Rickabaugh
* Haven	Haven, KS 67543	Greg Krenke
* Hiawatha	Hiawatha, KS 66434	Ron Wenger
* Hillcrest	Cuba, KS 66940	Merle Hadachek
* Inman	Inman, KS 67546	Gary Jantz
* Jackson Heights	Holton, KS 66436	Lynn Rundle
* Jefferson West	Meriden, KS 66512	John Welborn
* Louisburg	Louisburg, KS 66053	Jim Morgan
* McPherson	McPherson, KS 67460	David Gerkin
* Miltonvale	Miltonvale, KS 67466	John Forshee
* Northern Valley	Almena, KS 67622	Darin Nelson

* Oakley	Oakley, KS 67748	Glen Good
* Onaga	Onaga, KS 66521	Tim Roggenkamp
* Paola	Paola, KS 66071	Clark Harris
* Quinter	Quinter, KS 67752	Keith Bray
* Scott City	Scott City, KS 67871	Kevin Davis
Sedan	Sedan, KS 67361	Jim Dill
* Solomon	Solomon, KS 67480	Scott Johnson
* St. Francis	St. Francis, KS 67756	Lynn Wiley
* St. Paul	St. Paul, KS 66771	Gary VanLeewen
* Stafford	Stafford, KS 67578	Merlyn Spare
* Wabaunsee	Eskridge, KS 66423	Larry Hoobler
* Wichita County	Leoti, KS 67861	Mark Worcester
* Winfield	Winfield, KS 67156	Stan Newby

An asterisk (*) indicates instructors who returned a list of names and addresses of 1984 vocational agriculture/agribusiness graduates.

APPENDIX B
LETTER TO KVATA PRESIDENT

January 5, 1989

Mr. Dennis Will
KVATA President
Chapman High School
Chapman, KS 67431

Dear Dennis:

I am looking forward to working with you and the Kansas Vocational Agriculture Teacher's Association on the follow-up study of 1984 graduates. I have a sincere interest in the future of agriculture education, so this study is important to me as well.

When this study has been conducted in the past years, there has been a higher response from the selected instructors when the KVATA is directly involved 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 to agriculture education and the KVATA's involvement.

A few days after the selected instructors receive your letter, they will receive a letter from me and a form asking for the names, addresses and telephone numbers of 1984 graduates. Following this letter, I plan to have each KVATA Vice President send a letter to the selected instructors in their district thanking them for their participation and reminding them to get the information to me.

If you could send your letter within the next week, I will be able to follow it with my letter, hopefully before the new semester is overwhelmed with activities.

I realize you have a busy schedule as well and that this is one more thing to do, so I am enclosing a sample letter which you can use as a starting point. Feel free to use this letter, add to it, change it or toss it in the trash and start anew.

Please let me know when you send your letter, so I can time my letter to follow yours by a couple days. My office phone number is (913)532-5904 or my home phone is 539-3583. 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.

We are getting a little later start on the study than normal, but hopefully if things move right along we will be alright.

Thank you for your assistance!

Sincerely,

David Holliday

APPENDIX C

KVATA PRESIDENT'S LETTER TO SELECTED INSTRUCTORS

January 8, 1989

TO: Selected Agriculture Instructors

Your school has been randomly selected as one of five from your district to participate in A Follow-up Study of Students Graduating From Kansas High Schools In 1984. The purpose of this study is to examine our agriculture programs to determine (1) if they are meeting student's needs, and (2) if not to identify some possible changes which could be made to better meet those needs.

The best way to evaluate our programs under the terms of meeting students' needs is to identify their perceptions of agriculture education by completing a questionnaire. In order to do this, we need your help!

We need your assistance in identifying students who have completed at least one year of agriculture education and graduated from high school in 1984. You will soon be receiving a letter from David Holliday, a graduate student in Agricultural Education at Kansas State University who is conducting the research for us. He will enclose a form asking for students' names and addresses.

Since your program is one of five representing your district, your participation is essential. This study is in no way an attempt to evaluate individual programs. All information will be kept confidential and the results will only be reported in grouped data.

Your cooperation is greatly appreciated.

Sincerely,

Dennis Will
KVATA President

APPENDIX D

COVER LETTER AND QUESTIONNAIRE MAILED TO
SELECTED INSTRUCTORS



**Department of Adult
and Occupational Education**

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

January 11, 1989

Dear Lynn:

The new year has quickly begun and seems to be picking up the pace where it left off last year. Before you become too involved in the busy activities of the new year, I need your help in conducting a follow-up study of agriculture education students graduating from Kansas schools in 1984.

Dennis Will, president of the KVATA has informed me that he has already sent a letter explaining the format and the importance of this study. We would like you to use the enclosed form to compile a list of names, addresses and phone numbers of students who completed at least one year of agriculture education and graduated from Jackson Heights High School in 1984.

In order for this study to obtain meaningful results, a 100 percent response rate is essential from selected instructors. Please keep in mind your school was randomly selected as one of five schools to represent your district. Looking through the list, there are some instructors who were not at their present school in 1984. If this is your case, please look through departmental and school records to identify those graduates.

I would also like to remind you that this study is not an attempt to evaluate your individual program. Individual results will remain confidential and be reported only in the grouped data.

As mentioned earlier, I fully realize the busy time of the year this is for you which makes your cooperation and assistance all the more appreciated. Please take some time to complete and return your list of graduates by Jan 31, 1989. Thank you for your help, Lynn!

Sincerely,

David Holliday
Graduate Teaching Assistant

APPENDIX E
LETTER TO KVATA VICE PRESIDENTS



**Department of Adult
and Occupational Education**

College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-6535

January 20, 1989

Mr. Alan Boltinghouse
Southeast KVATA Vice President
Girard High School
105 Williams
Girard, KS 66743

Dear Alan:

Your help is needed to conduct a follow-up study of agriculture education students who graduated from high schools in Kansas in 1984. Five schools from your district were randomly selected to participate in the study. I have asked the instructor(s) at each of the selected schools to identify the graduates from their schools.

In order for the study to be of much value, a 100% response rate is needed from the instructors. In order to encourage this, I would like you to send a letter to the instructor(s) at the selected schools in your district to underscore the importance of the study and serve as a reminder for them to return their list of graduates.

I realize that your time is valuable so I have enclosed a sample letter which you can use or modify as you wish. Also enclosed are the printed labels for the selected schools in your district.

The selected instructors have received a letter from Dennis Will explaining the importance of the study. They have also received a letter and response form from me. If your letter is mailed within the next two or three days, it should give the instructors ample time before the preferred deadline of January 31 to respond to the survey.

Thank you, Alan, for your assistance. This study is important to agriculture education programs all across the state as we fight an ongoing battle in program evaluation.

Sincerely,

David Holliday
Graduate Teaching Assistant.

APPENDIX F

KVATA VICE PRESIDENTS' LETTER TO SELECTED INSTRUCTORS

To: Selected Agriculture Instructors

From: Mr. Alan Boltinghouse

Re: KVATA Follow-up Study of Ag Ed Graduates

Thank you for your participation in the study for the Kansas Vocational Agriculture Teachers Association conducted by David Holliday. This follow-up study is important to the teachers in our district as well as the entire state. Especially, while agriculture programs are continually evaluated by others, we need to be able to document our own strengths.

I am sure that you have been informed you were randomly selected to represent the Southeast District in this study. David has assured me that individual results will be kept confidential and reported only in grouped data. We appreciate your cooperation by returning names and addresses of graduates from your agriculture education department as soon as possible.

APPENDIX G

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

February 10, 1989

To: Ag Ed Instructors Selected to Participate in
KVATA Follow-up Study

From: Dennis Will, KVATA President

Re: 1984 Graduate List

We need your assistance in completing this study! Please take the needed time to complete and return the list of 1984 graduates who were in your agricultural education program for at least one year. It is imperative that we receive your list of these graduates before the research process can continue.

Time is moving swiftly by, so it is important that we move along in this study process. David Holliday, the graduate student at KSU conducting the survey, has informed me that he has not yet received your list of 1984 graduates. If you have not yet sent this list to David, I urge you to do so today.

Please check with your school counsellor, if you are having trouble finding records of graduates who were in the program.

This study is conducted by the KVATA to serve Agricultural Education programs throughout the state of Kansas. We need your support.

Thank you for your help.

APPENDIX H

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



Department of Adult
and Occupational Education

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

February 22, 1989

Dear Glen:

Recently you were notified by David Holliday, Graduate Teaching Assistant in Agricultural Education, that your vocational agriculture department was selected to participate in a follow-up study of 1984 graduates. Thirty-five vocational agriculture departments from across Kansas were selected at random to participate. David has received responses from 28 of the schools. To provide for a truly meaningful study, David is striving for a response rate of 100 percent.

If you have not returned the requested information, will you please take the necessary time to identify the 1984 vocational agriculture graduates from Elkhart High School before our final deadline of March 1st. 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 be very useful in telling the story to the public about the benefits and value of vocational agriculture.

Sincerely,

Richard F. Welton
Professor
Agriculture Education

APPENDIX I
LIST OF GRADUATES AND ADDRESSES

Names and Addresses of 1984 Graduates From Selected Schools

<u>Name</u>	<u>Address</u>	<u>City, State, and Zip</u>
* Aaron Adams	719 N Campbell	Beloit, KS 67420
** Darren Adams	Rt 2	Wakefield, KS 67487
Derrick Alkins	RR 3	Parsons, KS 67357
* Riley Allaman		Leoti, KS 67861
* Matt Anderson	RR 1	Alma, KS 66401
Mike Anderson	603 Missouri	Alma, KS 66401
Shawn Arfsten		Marienthal, KS 67863
Joe Armstrong		Centralia, KS 66415
Donna Arnold	410 College	Paola, KS 66071
* Elizabeth Arthurs	532 W 3rd	Cherryvale, KS 67335
* Kayle Atwater	RR 1 Box 208	Winfield, KS 67156
** Anthony Bach	234 Morse Dr	Phillipsburg, KS 67661
Bart Bahret	RR	Havensville, KS 66432
* Kelly Baity	RR 2 Box 42	Burrton, KS 67020
* Thad Baldock	303 Kansas Ave	Alma, KS 66401
* Donald Barnhart	Rt 1	St Francis, KS 67756
** Bob Basel	1207 SE Terrace	Topeka, KS 66609
* Lawrence Baxa		Cuba, KS 66940
** Wade Beal	407 West 6th	Haven, KS 67543
* Ken Beckgren	HC 39	Hays, KS 67601
* Tim Belden	1011 Humboldt	Manhattan, KS 66502
* Vince Bengston	Rt 1	Windom, KS 67491
Chuck Bennett	5 N Hospital Dr	Paola, KS 66071

** Tammy Bennett	Rt 3	Paola, KS 66701
* Tom Benyshek	RR	Cuba, KS 66940
* Roger Bergman		Centralia, KS 66415
Keith Berning		Marienthal, KS 67863
Dean Bickmore	239 SW 1st St	Elkhart, KS 67950
Lance Biddle	RR 1	Winfield, KS 67156
Tom Blackwell		Quinter, KS 67752
** Theresa Blaes	RR 4 Box 214-C	Independence, KS 67301
* Vic Blaufuss	Rt 1	Westphalia, KS 66093
* Shari Boatman	2800 E 12th	Winfield, KS 67156
Steve Bodnar	524 S Main	Hugoton, KS 67951
Roger Booton		Louisburg, KS 66053
Steve Bowman		Clyde, KS 66938
Kurt Braun	426 Baker	Salina, KS 67401
Cyrus Bray		Cherryvale, KS 67335
* David Brewer	520 N Carrie	McPherson, KS 67460
** Paul Brock		Bird City, KS 67731
* Wally Brockoff	RR 4	Hiawatha, KS 66434
Chad Brown	1106 Cathedral Ave A	Victoria, KS 67671
Gary Brown	500 Cherry Lot T3	Dodge City, KS 67801
Steve Brumbeck	102 S. Barber	Fort Scott, KS 66701
Todd Brungardt	419 Birch	Solomon, KS 67480
* Dave Bruton	555 Schwart Rd	Lawrence, KS 66044
* Rick Bryan	RR 2	Hiawatha, KS 66434
Randy Buckmaster	RR 3 Box 182	Winfield, KS 67156

Scott Burger	Rt 5	Clay Center, KS 67432
Bryan Burn	RR 1	Louisburg, KS 66053
Christopher Carson	823 S Maple	McPherson, KS 67460
Travis Carson	RR 5	Winfield, KS 67156
Francis Chaplin	Rt 1	Riedmont, KS 67122
Robert Chrismer	206 W 7th	Winfield, KS 67156
* Traci Christenson	RR 1 Box 187	Winfield, KS 67156
Junior Clair	5002 Starbridge Dr	Temple, TX 76502
* Ken Clary	RR	Robinson, KS 66532
Mark Clasen	RR 2	Erie, KS 66733
Troy Claycamp	820 Washington St	Clay Center, KS 67432
Warren Colbert	508 Normandy Rd	McPherson, KS 67460
Kris Cooley	1815 Winfield St	Winfield, KS 67156
Jeff Coon	RR 2	Burrton, KS 67020
Greg Cooper	Box 624	St Francis, KS 67756
* Robert Copple	RR 2 Box 46	Winfield, KS 67156
Tim Crannell	504 N Highland	Beloit, KS 67420
** Mike Criddle	203 W Ottawa	Paola, KS 66701
Billy Crittenden	2010 W 14th	Winfield, KS 67156
Andy Curran	Rt 1	Osawatomie, KS 66064
* Jeff Davis	Lincoln St	Wamego, KS 66547
* Tim Day	RR 1	Bucyrus, KS 66013
* Lois DeMint	RR	Narka, KS 66960
** Loren Deters	RR 1 Box 28	Centralia, KS 66415
* Neil Deters	RR 1	Baileyville, KS 66404

* Tina Diaz	603 W Miami	Paola, KS 66701
** Ward Dodge	100 Idalia Court 200	Aurora, CO 80011
Darren Doherty		St Paul, KS 66771
Mari Doman	409 N Iron	Paola, KS 66701
Dennis Duck	514 N Poplar	Solomon, KS 67480
Larry Dunnaway	Rt 3 Box 140	Paola, KS 66701
* Ann Eastman Grammon	1703 E 7th	Winfield, KS 67156
Troy Eddings	Rt 1	Greeley, KS 66033
Brian Ediger	Rt 4 Box 155	Inman, KS 67546
* Russell Ediger	Rt 1	Inman, KS 67546
** Tod Emerson	1464 N Maple	McPherson, KS 67460
Stewart Ensign	5841 SW Candletree #9	Topeka, KS 66614
** Todd Ensz	Box 283	Inman, KS 67546
Darren Evans	RR 5 Box 70	Winfield, KS 67156
* Jeff Fanning	Rt 2 Box 531-A	Garfield, Arkansas 72732
Brandon Farr	208 North Boston	Stafford, KS 67578
* Eric Featherston	RR 1	Holton, KS 66436
* Richard Feyh	RR 2	Alma, Ks 66401
Jeffrey Fields	RR 2	McPherson, KS 67460
* Abe Fisher	1836 College Heights	Manhattan, KS 66502
* Tony Fobes	1826 Anderson Ave Apt 3	Manhattan, KS 66502
Troy Fox	415 E 12th	Emporia, KS 66801
Jo Frigon	Rt 1	Longford, KS 67458
* David Fuhrman		Garnett, KS 66032
Loren Funk	504 N Walnut	Paola, KS 66701

Jill Gatlin	101 E Chippewa	Paola, KS 66701
Gregory Geiman	1136 Fairview Rd	McPherson, KS 67460
Jon Gibson	Rt 1	Wellsville, KS 66902
Eugene Gilliland		Bird City, KS 67731
Phil Gooch	P.O. Box 1426	Hays, KS 67601
Steven Graham	RR4 Box 178M	Winfield, KS 67156
Carl Guilfoyle	Rt1	Greeley, KS 66033
Jeffrey Gurnee	1101 E 6th	Winfield, KS 67156
James Hale	1533 N Walnut	McPherson, KS 67460
Michael Hall	RR 1 Box 27	McPherson, KS 67460
Matt Hanson	1313 Northcourt	McPherson, KS 67460
Rick Hanson	519 N Adams	Eureka, KS 67045
* Steve Hanzlik		Centralia, KS 66415
** Chuck Harris	310 E WEA	Paola, KS 66701
* Holly Hartner	1404 7th	Clay Center, KS 67432
Wayne Haulsman	715 Parkview Ave.	Oakley, KS 67748
** Jeffrey Hawkinson	430 South Hartup	McPherson, KS 67460
Georgia Hayes	Rt 1	Elkhart, KS 67950
Dennis Heideman		Corning, KS 66417
** Brad Heidrick		Beloit, KS 67420
Jeff Heiman	Steeplechase Apt J107	Aikens, SD 29801
Duane Heimerich	Rt 3	Clay Center, KS 67432
Troy Heinen	Rt 1	Meriden, KS 66512
Chad Henning	PO Box 437	Winfield, KS 67156
* Betty Hershberger	508 N Myrtle	Eureka, KS 67045

* Robert Heyen	1830 College Heights	Manhattan, KS 66502
* Wayne Hiegert	Washburn Rural H.S.	Topeka, KS 66605
* Scott Hilt	Box 378	St Francis, KS 67756
Troy Hoffman	Rt 3	Garnett, KS 66032
* David Holliday	915 Denison Apt 8	Manhattan, KS 66502
Marty Holloran	Rt 2	Garnett, KS 66032
Steve Honeycutt	RR 32	Haven, KS 67543
* Mark Howe	Box 31	Rolla, KS 67954
Scott Howell		St Paul, KS 66771
Dallas Huber	1228 E Hulse	McPherson, KS 67460
* Lance Huck	1722 E. Laramie	Manhattan, KS 66502
Tom Hudson		Leoti, KS 67861
Bart Hunt		Leoti, KS 67861
Scott Hunt		Meriden, KS 66512
James Hutchinson	1508 N Grimes	McPherson, KS 67460
* Allen Jackson	912 Sycamore Place	McPherson, KS 67460
* Larry Jacobs	11572 Comm.Center Dr	Northglen, CO 80223
* Troy Jacques	RR 2	Hutchinson, KS 67501
* Randall Jamison	7405 Chambersburg Rd	Huber Heights, OH 45424
* Jeff Jenkins	1726 S Manhattan Apt 2	Manhattan, KS 66502
* Mark Jensen	Box 234	Miltonvale, KS 67466
Stacy Jobe	Rt 4	Paola, KS 66701
** Duane Johnson	RR 2	Hutchinson, KS 67501
* Allen Jones	3771 CO Rd 4	Hale, CO 80730
Clint Jones	3rd BN 8th Mar	Mike Camp Le Jeune, NC 28542

Lainey Jones	RR 1 Box 135	McPherson, KS 67460
Matt Jones	15611 Outlook	Stanley, KS 66223
* John Kabus	1854 Claflin Apt 11	Manhattan, KS 66502
* Helen Kane	Rt 1	Paola, KS 66701
Mike Karleskint	Rt 3	Fort Scott, KS 66701
Keith Kaufman	403 E Kaskaskia	Paola, KS 66701
* Gary Keehn	7260 Stony Lake Rd	Jackson, MI 49201
Fred Kibler		Spring Hill, KS 66083
Shelly Kilet	Rt 1	Garnett, KS 66032
** Robert King	Rt 2 Box 99	Guymon, OK 73942
Mike Kirkpatrick	1016 E Balview Ave #B	Northfolk, VA 23503-2006
* Doug Kleopher	RR	Morill, KS 66515
Aaron Koch	Rt 1	Morganville, KS 67468
Dave Koch	RR 1	Centralia, KS 66415
Scott Koehn	609 Manchester Ct	McPherson, KS 67460
* Curtis Kohl		Marienthal, KS 67863
Kelly Kopfer	2140 E. Crawford	Salina, KS 67401
* Jerry Krase	419 N Broadway Ave	Beloit, KS 67420
Brad Krebs	1408 Court	Scott City, KS 67871
William Krebs	Rt 2	Fort Scott, KS 66701
Ken Kuhlman	505 Price	Oakley, KS 67748
Gene Kurtz		Onaga, KS 66521
** Albert Lanæ	205 W Chippewa	Paola, KS 66701
** Bert Lanum	Rt 1	Meriden, KS 66512
Erick Larson	904 Cottonwood	McPherson, KS 67460

Joe LeBlanc	113 Lake Street	Bellingham, Mass 02019
Brian Lickteig	Rt 1	Greeley, KS 66033
* Paul Lierz	1941 Pillsbury	Manhattan, KS 66502
Gene Lindsey		Lebo, KS 66856
Cathleen Linnebur	RR 1 Box 149	Winfield, KS 67156
* Jeff Locke	201 W Broadway	Stafford, KS 67578
* Violet Longmire	802 W WEA	Paola, KS 66701
Greg Mader	RR	Quinter, KS 67752
* Tom Madison	Rt 3 Box 293	Fort Scott, KS 66701
* John Martin	6685 Provincial Drive	Fountain, CO 80817
Monica Maynard	702 E Peoria	Paola, KS 66701
Rudy McCoy	316 E 1st	Eureka, KS 67045
Bryan McCune	Box 216	Goodwell, OK 73939
Mark McLaughlin	RR 1	Centralia, KS 66415
** Kelly McLean	RR 1 Box 17-A	Partridge, KS 67566
Steven McNutt	RR 4 Box 118	Winfield, KS 67156
Marshall McVicker	P O Box 117	McPherson, KS 67460
* Tim Mecklenburg	1120 Lucy Dr	Elkhart, KS 67950
* Melody Medlin	Rt 4	Paola, KS 66701
Bryan Megee	415 E Marlin	McPherson, KS 67460
** Ed Meyer	RR 1	Corning, KS 66417
Aaron Miller	436 E 9th	Alma, KS 66401
* Jay Miller	Rt 1	Circleville, KS 66416
* John Miller	Rt 1	Greeley, KS 66033
Jerald Mitchell	Rt 5	Fort Scott, KS 66701

	Kevin Moege	RR 1	Paxico, KS 66526
*	Todd Mohler	1408 Cambridge Pl. #18	Manhattan, KS 66502
*	Doug Moore	626 Bertrand	Manhattan, KS 66502
	John Morris	RR 1 Box 8A	Oxford, KS 67119
*	Craig Moss	535 N Kansas	Lindsborg, KS 67456
*	Dan Mowry	2103 W Beeson Rd	Dodge City, KS 67801
	Judy Munson	220 E 7th	Winfield, KS 67156
*	Jeffrey Myers	RR 3	Arkansas City, KS 67005
	Robert Nelson	105 N Chestnut	Solomon, KS 67480
*	Spencer Nelson	1101 N Walnut	McPherson, KS 67460
*	Darren Newberry		St Paul, KS 66771
	Randy Nichols	RR	Clyde, KS 66938
	Stan Nickelson	HCR 1 Box 25	Oakley, KS 67748
*	Tim Nollette		Monument, KS 67747
	Dave Norby	A-94-FA-Ferris Barricks	ATO, New York 09066
**	Joey O'Brien	RR 2	Walnut, KS 66780
	Darrin Obenland	1524 McCain Apt 1	Manhattan, KS 66502
*	Susan Ohlde		Green, KS 67447
	Jay Oltjen	RR	Robinson, KS 66532
	Kevin Parks	Rt 1	Welda, KS 66091
*	Richard Parks	Rt 1	Welda, KS 66091
	Patricia Pearce	309 W Kaskaskia	Paola, KS 66701
*	Craig Pederson	Rt 3 Box 107	Scott City, KS 67871
	Dan Pennington	1637 N Walnut	McPherson, KS 67460
	Barry Percival	912 Cottonwood	McPherson, KS 67460

Jeff Perry		Leoti, KS 67861
Sandra Petersen	501 E Ave A	McPherson, KS 67460
* Darin Phelps	Haymaker Hall	Manhattan, KS 66506
Jason Pitts	212 E 5th	Haven, KS 67543
Robert Porter		Leoti, KS 67861
* Charles Racy	7815 Nantucket	Wichita, KS 67212
* Dan Rapp	Tenn Apts 15	Silver Lake, KS 66539
Randy Ratliff	Rt 1	Garnett, KS 66032
* Randy Read	Rt 1	Richmond, KS 66080
** Robert Reazin	300 S Maple	McPherson, KS 67460
* Steve Reed	507 S. 5th	Louisburg, KS 66053
* Bart Regier	RR 2	McPherson, KS 67460
* Charlene Rein	408 Maple Place	Manhattan, KS 66502
* Jake Reisinger	4460 Tuttle Crk Blvd 39	Manhattan, KS 66502
* Monty Rhine	RR	Cuba, KS 66940
Rex Rice	RR 1	Havensville, KS 66432
Tim Rice	203 College	Paola, KS 66701
* Tim Richard	1109 S Eaton Cir. # 2c	Castle Rock, CO 80104
* Ray Ricklefs	1726 Northcrest Lot 2	Manhattan, KS 66502
** Dennis Riley	Rt 1	Westphalia, KS 66093
* William Ritter		Cherryvale, KS 67335
* Kim Robbins	617 Praire Box 41	Maple Hill, KS 66507
* Kevin Roberts	RR 1	New Cambria, KS 67470
* Jim Rockers	Rt 1	Greeley, KS 66033
* Mike Roggenkamp	RR 1 Box 80	Onaga, KS 66521

Troy Rosebrough	211 N Park	McPherson, KS 67460
Tracy Ross	106 Doyle	Udall, KS 67146
* Pat Rossillon	RR 1 Box 156	Gridley, KS 66852
** Thomas Ryan	RR 1	New Cambria, KS 67470
Tina Ryser Lawson	RR 1	Burden, KS 67109
Michael Saverino	101 Lake Rd	McPherson, KS 67460
Scott Sayles	1221 Ratone Apt 8	Manhattan, KS 66502
* Curtis Scheffe		Marienthal, KS 67863
* Butch Schettler	RR 2	Walnut, KS 66780
Wesley Schmidt	1221 E Moore	Wichita, KS 67207
* Jack Schmitt	704 Madison	Scott City, KS 67871
Ben Schmitz	RR 1	Centralia, KS 66415
* Frank Schrag	Rt 1 Box 74	McPherson, KS 67460
* Todd Schumacher		Marienthal, KS 67863
* Ed Scott	405 N Pearl	Paola, KS 66701
Robert Sheldon	1483 N Maple	McPherson, KS 67460
James Short	RR 2	Dexter, KS 67038
* Mary Showalter	RR 1 Box 237	Hutchinson, KS 67501
* Bradley Shugart	1209 Glendale Rd	McPherson, KS 67460
* Gary Silvers	RR 4	Clay Center, KS 67432
Larry Simons	Rt 1	Fort Scott, KS 66701
Stacey Skeens	Rt 3	Paola, KS 66701
* Doug Skivers	19133 Lowell	Stillwell, KS 66085
Chad Smith	323 W 3rd	Cherryvale, KS 67335
Craig Smith	Rt 3 Box 17	Scott City, KS 67871

** William Smith	1115 S Chestnut	McPherson, KS 67460
* Melody Snively Waite	RR 5	Winfield, KS 67156
* Mary Sobba	Rt 1	Garnett, KS 66032
* Donald Soule	612 N Myrtle	Eureka, KS 67045
Mike Spaich	919 N Maple	McPherson, KS 67460
Robert Spiker		Leoti, KS 67861
Kent Spillman	1240 Brockway	Olathe, KS 66061
* Curtis Steenbock	Rt 1	Manchester, KS 67463
* Doug Stegman		Marienthal, KS 67863
* Larry Stelter	RR	Blaine, KS 66549
* Todd Stevenson	Rt 1	Oakley, KS 67748
David Stewart	410 Ponderosa Ct	McPherson, KS 67460
* Rodney Stiggins	USS Comte DeGrasseDD974	FPO New York,NY095661212
Jerry Stover	1508 Manning	Winfield, KS 67156
* Scott Stover	10405 W 77th Apt 208	Shawnee, KS 66214
Scott Strathman	RR 1	Corning, KS 66417
Tim Strella	803 S Maple	McPherson, KS 67460
Robert Sunderland	1830 College Heights	Manhattan, KS 66502
David Swanner	700 N Cherry	McPherson, KS 67460
Randy Swaut	Rt 1	Oakley, KS 67748
* Tony Tanking	4125 NW 79th Terrace	Kansas City, MO 64151
Wendy Tatro	RR 2	Hutchinson, KS 67501
* Julie Thompson	RR 2	Hutchinson, KS 67501
Melody Thorn	RR 2	Miltonvale, KS 67466
** Mary Timkins	310 W 4th	Solomon, KS 67480

	Jeff Tucker	Rt 2	Fort Scott, KS 66701
	Shawn Turney	209 N Brayman	Paola, KS 66701
*	Wade Uhrich	1105 E 15	Hays, KS 67601
*	Dennis Vandike	Rt 4 Box 349	St Francis, KS 67756
	Denise Vanous	RR	Cuba, KS 66940
	Kevin Vencel	Rt 3	Garnett, KS 66032
*	Dan Vitt	RR 1	St Paul, KS 66771
	Alan Voorhies		McDonald, KS 67731
	Gail Waisner	Rt 2	Paola, KS 66701
	Tony Walden		Bird City, KS 67731
**	Darla Walker	407 1/2 E 5th	Concordia, KS 66901
	Ryan Walter	RR	Garnett, KS 66032
	Jim Warburton	Rt 3	Beloit, KS 67420
	Bill Weber	N Hersey	Beloit, KS 67420
	Darwin Weber	2100 W 100th Ave	Denver, CO 80221
	Richard Weber	RR	Onaga, KS 66521
	Chris Wehling	433 Lincoln Apt 4	Kingman, KS 67068
**	Kathy Weimer	507 Baptiste 48	Paola, KS 66701
*	Tim Weingartner	1468 Reece Rd	Goddard, KS 67052
*	Dave Wellman	110 Shawnee	Hiawatha, KS 66434
	Dan Wells		Centralia, KS 66415
	Joe Westhoff	RR 1	St Paul, KS 66771
	Jerome Weve	Box 235	Mount Hope, KS 67108
	Lyle Whitmore	524 E 2nd	St Francis, KS 67756
*	Daniel Williams	1461 Briarwood Lane	McPherson, KS 67460

* Randy Williams	Rt 1	Meriden, KS66512
* Kevin Winter		St Paul, KS 66771
** Bruce Wittman	1946 Vista	Boise, ID 83705
Brad Wohler	Rt 2	Clifton, KS 66937
Ted Wolt	RR	Quinter, KS 67752
* Warren Wood	RR 1	Cherryvale, KS 67335
* Rick Wright	103 Myrtle	Scott City, KS 67871
* Daryl Yarrow	3015 NE 57th Ave Apt D	Vancouver, WA 98661
Terry Zerr	803 Park	Quinter, KS 67752
Roger Zumbrum	434 N Olivette	McPherson, KS 67460
* Harlan Zwegardt	Rt 1 Box 392	St Francis, KS 67756

A single asterisk (*) indicates graduates who returned the survey instrument.

Two asterisks (**) indicates those graduates who did not receive a survey instrument or did not meet the criteria of the population to be surveyed.

APPENDIX J
COVER LETTER AND SURVEY INSTRUMENT



**Department of Adult
and Occupational Education**

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

March 9, 1989

Dear Gary:

It seems hard to believe that it has been five years since we graduated from high school! Many classes are planning reunions to ponder over high school memories. As you look back, what are some of the things you liked? What are some things you would have changed? I too am a 1984 high school graduate and I am interested in the future of Vocational Agriculture in Kansas.

This is the fourth year for a follow-up study of students who completed at least one year of Vocational Agriculture. The study is 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.

Jackson Heights High School was one of the 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 1984 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 business reply 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 group data only.

Please give a few minutes of your time to the future of Vocational Agriculture in Kansas. Your cooperation is appreciated, Gary!

Sincerely,

David Holliday
Graduate Teaching Assistant

VOCATIONAL AGRICULTURE STUDENTS
GRADUATING FROM KANSAS SCHOOLS IN 1984

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.

I. GENERAL INFORMATION

Name _____
(Last) (First) (Middle)

Permanent Address _____ Age _____
_____ Sex: M F

A. Ethnic background

- Black
 Spanish
 White
 Other, please specify _____

B. Years of high school courses in Vocational Agriculture

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

C. 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 _____

D. 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 _____

E. Highest FFA degree earned

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

(Continue on page 2)

- F. 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 _____

- G. Annual gross income in 1988 - before taxes

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

II. RECENT HISTORY

For each TIME PERIOD column in the YEARS AFTER LEAVING HIGH SCHOOL, check () the activities which you were/are involved. Check at least one activity for each TIME PERIOD column. Note, you may respond to both the employment and education sections.

ACTIVITY	YEARS AFTER LEAVING HIGH SCHOOL		
	1 year after	2 years after	Present time
A. <u>Education</u> (check all that apply):			
Apprenticeship	()	()	()
College or University	()	()	()
Community College	()	()	()
Vocational School	()	()	()
Other Education	()	()	()
Specify _____			
B. <u>Employment</u> (check all that apply):			
Homemaker (full or part-time)	()	()	()
Military (full-time)	()	()	()
Paid Employment	()	()	()
Unemployment (looking for work)	()	()	()
Other Activity (ill, vacation)	()	()	()
Specify _____			

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

- C. Hours per week currently attending educational activities

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

(Continue on page 3)

- D. Highest level of education completed
- High school diploma
 - Associate degree
 - Bachelor's degree
 - Master's degree
 - Other, please specify _____
- E. School presently attending: _____
- F. Major area or program of study (i.e., auto mechanic, agricultural education):

- G. Intended occupation after completing education (i.e., farmer, teacher, undecided): _____
- H. Current occupational status (check the one which represents your primary status)
- Agribusiness employee
 - Agribusiness - self-employed
 - Farm or ranch employee
 - Full-time farmer or rancher - self-employed
 - Homemaker
 - Military service
 - Non-agriculture occupation employee
 - Non-agriculture occupation self-employed
 - Currently unemployed (reason: _____)
- I. What is your present job "title"? _____
- J. How long have you been at your present job? ____ Years ____ Months

(Continue on page 4)

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

DIRECTIONS: Please indicate your agreement/disagreement with each of the following statements by circling your response.

- | | 1 - SD
(Strongly Disagree) | 2 - D
(Disagree) | 3 - A
(Agree) | 4 - SA
(Strongly Agree) |
|--|-------------------------------|---------------------|------------------|----------------------------|
| A. My experiences in Vocational Agriculture/
Agribusiness - FFA: | | | | |
| | SD | D | A | SA |
| | (circle your response) | | | |
| 1. Helped me learn how to work..... | 1 | 2 | 3 | 4 |
| 2. Taught me skills useful in production agriculture..... | 1 | 2 | 3 | 4 |
| 3. Taught me skills useful in agribusiness..... | 1 | 2 | 3 | 4 |
| 4. Helped me choose an occupation..... | 1 | 2 | 3 | 4 |
| 5. Helped me enter and advance in agricultural occupations.. | 1 | 2 | 3 | 4 |
| 6. Helped me learn to get along with people..... | 1 | 2 | 3 | 4 |
| 7. Helped me develop leadership skills..... | 1 | 2 | 3 | 4 |
| 8. Helped me stay in school..... | 1 | 2 | 3 | 4 |
| 9. Were good for me..... | 1 | 2 | 3 | 4 |
| 10. Were of no benefit to me..... | 1 | 2 | 3 | 4 |
| 11. Were such that if I had to do it all over again, I would
re-enroll in Vocational Agriculture/Agribusiness..... | 1 | 2 | 3 | 4 |
| B. My teacher(s) in Vocational Agriculture/Agribusiness should
include, along with other instruction in his/her program: | | | | |
| 1. FFA Activities..... | 1 | 2 | 3 | 4 |
| 2. Supervised occupational experience in agriculture..... | 1 | 2 | 3 | 4 |
| 3. Lab instruction (shop, greenhouse, research plots, etc).. | 1 | 2 | 3 | 4 |
| 4. Agriculture/agribusiness instruction for adults..... | 1 | 2 | 3 | 4 |
| C. My teacher(s) in Vocational Agriculture/Agribusiness - FFA: | | | | |
| 1. Encouraged me to enter an occupation in agriculture..... | 1 | 2 | 3 | 4 |
| 2. Encouraged me to attend college..... | 1 | 2 | 3 | 4 |
| 3. Encouraged me to major in agriculture in college..... | 1 | 2 | 3 | 4 |
| 4. Was/were helpful to farmers in the community..... | 1 | 2 | 3 | 4 |
| 5. Was/were helpful to agribusiness people in the community. | 1 | 2 | 3 | 4 |
| 6. Should be available year-round (including the summer) to
assist farmers and other agricultural employees,
vocational agriculture/agribusiness students, and FFA
members with problems associated with agriculture..... | 1 | 2 | 3 | 4 |

After you have completed this questionnaire, please fold and place in the enclosed envelope, and drop it in the mail.

THANK YOU FOR YOUR COOPERATION!

APPENDIX K
FIRST FOLLOW-UP LETTER TO GRADUATES



**Department of Adult
and Occupational Education**

College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-6535

March 23, 1989

Dear High School Vo-Ag Graduate of 1984:

I am pleased to have received a number of questionnaires returned to K-State! If you are one of the graduates who has returned your questionnaire, I thank you for your prompt participation and wish you well in the future.

Some of you still need to return your completed questionnaire to assure the validity of this study and its significance to the future of Vocational Agriculture in Kansas. Please take 5-10 minutes to 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,

David Holliday
Graduate Teaching Assistant
Agricultural Education

APPENDIX L
SECOND FOLLOW-UP LETTER TO GRADUATES



**Department of Adult
and Occupational Education**

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

April 12, 1989

Darren Adams
Clay Center High School

Dear Darren:

Your help is crucial to the future of Vocational Agriculture in Kansas!

I hope you will fill out the enclosed questionnaire today.

As you know, Clay Center High School has been randomly selected to participate in a study to evaluate Vocational Agriculture programs in Kansas. As a 1984 graduate of Clay Center High School, we really need you to respond to the questionnaire concerning your Vocational Agriculture experiences.

As of today, about 25% of the initial surveys have been returned. In order for the study to carry much validity, we need approximately 80 more responses by April 29th. For your convenience, I have enclosed a second questionnaire and a business reply envelope.

Please return your questionnaire today!

Thank you for your participation.

Sincerely,

David Holliday
Graduate Teaching Assistant

APPENDIX M
PROFILE OF GRADUATES

GRADUATE PROFILE

	Percent
<u>Age</u>	
Twenty-three years old	60
<u>Gender</u>	
Male	85
<u>Years of high school vocational agriculture/agribusiness</u>	
Four years	60
<u>Years of FFA membership</u>	
Four years	54
<u>Years in adult/young farmer classes</u>	
One year or more	21
<u>Highest FFA degree earned</u>	
Greenhand	27
Chapter Farmer	34
<u>Years involved in supervised occupational experience</u>	
Less than one year	41
Four years	23
<u>Highest level of education completed</u>	
High school diploma	48
Bachelor's degree	27
<u>Gross income in 1988</u>	
Less than \$5,000	16
\$ 5,000 to \$ 9,999	22
\$10,000 to \$14,999	23
\$15,000 to \$19,999	19

APPENDIX N
INSTITUTIONS PRESENTLY ATTENDED BY PARTICIPANTS

INSTITUTIONS PRESENTLY ATTENDED BY PARTICIPANTS

<u>Schools</u>	<u>Number</u>	<u>Percent</u>
Allen County Community College	1	1
Amarillo College	1	1
Bethany College	1	1
Coffeerville Community College	1	1
Colorado University	1	1
Dale Carnegie Institute	1	1
Emporia State University	2	2
Fort Hays State Universtiy	3	2
Fort Morgan Community College	1	1
Garden City Community College	1	1
Goodland Vocational Technical School	1	1
Highland Community College	1	1
Hutchinson Community College	3	2
Johnson County Community College	1	1
Kansas State University	22	17
Leadership Development Institute	1	1
N.W.K.A.V.T.S.	1	1
Plumbers Training Center	1	1
Saint Marys of the Plains	1	1
Southwestern	1	1
The Wichita State University	2	2
University of Kansas	1	1
University of Missouri	1	1
None/no response	78	61

A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1984

by

DAVID LEONARD HOLLIDAY

B.S., Kansas State University, 1988

M.S., Kansas State University, 1989

AN ABSTRACT OF A REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1989

Vocational agriculture/agribusiness programs prepare students for careers and occupations in agriculture. This study is a follow-up study of Kansas high school students who were enrolled in at least one year of vocational agriculture/agribusiness and graduated in 1984.

Names and addresses of the 1984 vocational agriculture/agribusiness graduates were provided from a randomly selected group of schools. Thirty-five schools were contacted. Thirty-three (95 percent) of the selected instructors responded with a list of their graduates. Three hundred five graduates received questionnaires asking for information about demographic data, education and employment data during the past five years, and about their opinions of their vocational agriculture experiences, program content, and instructor. Forty-two percent of the graduates returned completed questionnaires.

Sixty percent of the respondents had enrolled in four years of vocational agriculture/agribusiness and 54 percent had been FFA members for four years. Twenty-three percent of the participants were involved in supervised occupational experience for four years. Sixty-four percent of the graduates attended a post-secondary institution the first year following their high school graduation. Twenty-seven percent had completed a Bachelor's degree five years following graduation. Thirty-seven percent of the graduates indicated working in agricultural occupations. Forty-three percent reported working in a non-agricultural occupation.

Only three percent of the participants were unemployed five years after graduation.

Graduates seem to be pleased with their experience in vocational agriculture/agribusiness-FFA. The mean scores in comparing this study with previous studies of Koci (1986), Chestnut (1987), and Flowers (1988) are reasonably consistent. The participants indicate through the mean scores that vocational agriculture/agribusiness experiences "were good for them" (range 3.24 to 3.45) and they would re-enroll if they had to do it over again (range 3.41 to 3.59). Participants reported FFA activities, supervised occupational experience, laboratory instruction, and adult instruction should be a part of the program content. Graduates indicated instructors should be available all year to help community members and students.