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A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS  
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1982

by

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CHAPTER I  
INTRODUCTION

Kansas agriculture generates billions of dollars each year and employees approximately one-third of the state's labor force. People involved in agriculture/agribusiness work in production (farming and ranching) agriculture, supplies, services, processing and other supportive agriculture/agribusiness occupations. Vocational agriculture/agribusiness prepares students for occupations in the industry of agriculture. The goals of vocational agriculture/agribusiness education are:

1. To develop an understanding and appreciation of career opportunities in agriculture/agribusiness and of the preparation needed to progress in agriculture/agribusiness careers.
2. To develop agriculture/agribusiness competencies for persons to maintain the required secondary and/or post-secondary placement rate and to advance in agriculture/agribusiness occupations through a program of continuing education.
3. To 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. To develop the ability needed to exercise and follow effective leadership through participation in activities of specific student and adult organizations. (Future Farmers of America, local post-secondary agriculture student organizations, Kansas Young Farmers and Young Farm Wives Educational Association.) (Kansas State Department of Education, p. 1)

Objectives like these serve as the basis for evaluation which is an integral part of education. Educators must ask themselves if they are meeting these objectives. It is important to know if student needs are being met and if students are graduating from the program with knowledge needed to progress in society, whether it be for job entry skills, further education, or fulfillment of life itself.

Another question that remains is -- how should the evaluation be done and who should do this evaluation? According to Walker (1973), a follow-up of former students serves to help the school assess performance and progress of students in their chosen career regardless of who collects the data. Follow-up studies can focus on individual programs or in this case address an entire state. The Kansas Vocational Agriculture Teachers Association (hereafter referred to as KVATA) has taken the initiative in providing

an evaluation process for Kansas high school graduates. This is the second year the KVATA funded research to gather data to help evaluate and improve future programs to better meet student needs. The previous study, A Follow-up of Vocational Agriculture Students Graduating from Kansas High Schools in 1981 by Julie Koci (1986) served as a model for this study. These two studies provide data which could be used in future longitudinal studies that determine if improvements have been made.

Walker (1973) states... "follow-up data should be used to revise the educational program to improve the on-the-job-effectiveness of future graduates." As follow-up studies help graduates become more effective, one could assume that the employer would also benefit from follow-up studies.

### 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 the students and the community.



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

### Significance of the Study

One goal of a professional association is to preserve the future of the profession. As vocational agriculture/agribusiness professionals look to the future, they are faced with many challenges and concerns. These challenges include the agricultural economy that affects student numbers and budget allocations. In the present economic situation, it is important to provide positive program information for justification purposes.

Arthur White, president of the KVATA, wrote a January 1987 letter to Kansas vocational agriculture instructors, "We plan to use the information from this study to counteract the newspaper article about FFA students taking so much time out of school. Let us be positive and on the offense with our program."

The KVATA's intent in supporting a follow-up study of Kansas high school vocational agriculture/agribusiness graduates is not necessarily representative of the researcher's attitude; rather this statement was added to this report to convey the immediacy of the study to agriculture/agribusiness instructors of Kansas.

## 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. Agribusiness - The profit-motivated enterprises that involve providing supplies and/or services needed by those engaged in agricultural production, and/or the processing, marketing, transportation, and distribution of agricultural materials and consumer products.
3. FFA - a student 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.
4. Graduates - those individuals who graduated from a Kansas High School in 1982 and completed at least one year of vocational agriculture/agribusiness.

5. Vocational Agriculture/Agribusiness Instructor - the individual certified to teach vocational agriculture/agribusiness at the secondary level.
6. Follow-up Survey - instrument used in this study to collect information from the graduates.
7. Supervised Occupational Experience Program - consists of all the agriculture activities of educational value conducted by the student outside the class for which systematic instruction and supervision are provided by a vocational agriculture instructor, parents and employers or other adults.
8. Adult/Young Farmer Classes - Classes offered to individuals at post secondary level who wish to improve their competencies in agriculture related courses.
9. KVATA - professional organization for Kansas vocational agriculture teachers.

### Limitations of the Study

The limitations to the study include:

1. The population for this study was randomly selected from five schools from each of the seven FFA districts in Kansas.
2. The population was limited to 1982 Kansas High School Graduates who completed at least one year of vocational agriculture/agribusiness.
3. Instructors in some of the selected schools did not return a list of their graduates.
4. Many graduates identified by instructors did not receive the questionnaire due to insufficient or incorrect addresses.
5. Responses were limited to the questions on the survey instrument. Open ended questions were not a part of the instrument.

## CHAPTER. II

### REVIEW OF THE LITERATURE

This chapter presents a review of literature in two major areas. The first area deals with vocational agriculture/agribusiness programs and the current relationship of these programs to public education. The second section deals with follow-up studies.

#### Vocational Agriculture/Agribusiness Programs

Vocational agriculture/agribusiness in secondary education prepares students for careers in agriculture. The program helps students explore career opportunities in agriculture/agribusiness. Students develop technical skills as well as human relation skills necessary to enter and advance in agriculture/agribusiness occupations. The program also provides an opportunity for students to develop leadership qualities needed in any occupation.

Vocational agriculture programs were originally designed to give students skills needed to do a better job of producing food and fiber. Agriculture is still producing food and fiber for the world; however, as technology increases, the labor force needed to produce food and fiber diminishes rapidly. Each year fewer people are needed for production agriculture (farming). Schuh (1986) indicates there is a need for individuals trained in the skills needed

to supply, process and market what is being produced in agriculture.

Vocational agriculture/agribusiness has been successful in the past because it has adapted to student and community needs. If it is to remain a vital program, vocational agriculture/agribusiness instructors must continue to meet student needs according to Nelson (1985). Nelson continues to suggest that instruction must include basic scientific, theoretical and applied content to meet future needs in biotechnology and electronic technology. Nelson verifies that vocational agriculture/agribusiness is more than teaching students about cows and corn.

With increasing technology, many believe that students can not be sufficiently trained for agriculture/agribusiness careers in four years of high school. Gordon (1985) advocates students should consider continuing their education beyond high school. Instructors should advise agriculture education students of the post-secondary opportunities available in their chosen career areas.

Vocational agriculture/agribusiness is an integral part of the total educational system in the United States. It is an educational system responsible for cultivating the talents of our youth for prosperity.

Growing concerns about the quality, standards and outcomes of the educational system in the United States are

abundant in current literature. A Nation at Risk (The National Commission on Excellence in Education, 1983) and Making the Grade (Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 1983) suggest that the status quo is inadequate to meet current and future challenges (Wentling and Barnard 1986).

It is unfortunate that many of the solutions proposed to improve the quality of education have had a negative impact on vocational agriculture/agribusiness according to Bowen (1986). Bowen points out vocational agriculture/agribusiness is a tool to implement the "basics". A tool which students can relate with. Schuh (1986) reminds readers that vocational agriculture/agribusiness utilizes the problem solving and practical problem approach.

In recent years, vocational education has become a focal point for legislators, educators, parents, taxpayers, students, and others in the public education sector (Gollady & Wulfsburg, 1981). The importance of systematic evaluation of these programs increased as educators were held accountable for funding of ever more expensive instructional programs.

Those associated with vocational agriculture/agribusiness need to determine if they are accomplishing their objectives of preparing students for careers in

agriculture/agribusiness. It is also important to determine if these students are being placed in agriculture/agribusiness occupations.

### Follow-up studies

Follow-up studies are one method of evaluating vocational agriculture/agribusiness programs. Student follow-up surveys are designed to collect data for use in nearly every aspect of a vocational education program according to Wentling & Piland (1982). Follow-up information is extremely valuable in determining the extent to which a program has met its ultimate objective of preparing students for a place in society.

Pautler (1977) said carrying out evaluation tasks is a responsibility of all dedicated professional teachers concerned with the success of students in the world of work. Each program should conduct follow-up studies of its former students. To make this job easier, questionnaires can be mailed and collected by a central agency.

Follow-up studies have many purposes. Pautler (1977) suggested follow-up studies help vocational educators determine what programs should be offered and if programs are effective.

According to Wentling & Piland (1982) there are three major uses for follow-up studies. Follow-up studies help 1) assess program objectives; 2) provide information for



program changes and/or improvements; and 3) improve counseling and student services.

Follow-up studies are also part of good public relations submitted Wilson (1971). Wilson reported if the public is aware of occupations filled by graduates, they feel the program is serving the purpose for which it was designed and will support the program. Follow-up information should be publicized to inform parents, business and industry personnel and other public of the occupations of vocational agriculture graduates.

In order for evaluation to be most meaningful, Pautler (1977) says it must be based on objectives established for the program prior to the study. One objective of vocational agriculture/agribusiness discussed earlier was placing students in agriculture/agribusiness careers.

A report by McMillan (1974) indicated follow-up studies should determine if the course content is being used by former students, rather than a way to assess competencies needed. For a program to be worthwhile, students must be placed in occupations for which they were trained. Thus, follow-up studies should determine if students are working in agriculture/agribusiness.

Placement in agriculture/agribusiness occupations is not the only objective of vocational agriculture/agribusiness programs. Therefore, follow-up studies should

also address other issues. Morgan, Drake, and Baker (1971) stated:

...Many persons not familiar with vocational program evaluation and evaluation criteria have the misconception that a program is a poor program if it does not place every student in a job directly related to his training. Individual differences, job opportunities, perceived job status, salary differentiation, resistance to job mobility, economic conditions, discrimination and many other factors account for persons not taking jobs related to their training. Teachers and administrators have no control over most of these factors and constraints, and this must be taken in to consideration when appraising programs. (P. 1)

A follow-up conducted by Chern and Pettibone (1973) asked graduates to rate the importance of various factors related to their success on the job. These factors included communication skills, counseling, preparation for getting along with others, and adjustments to an eight hour workday.

Enoch (1977) described a follow-up study of vocational students which sought to identify occupational status of students. The study also asked former students to rate the effectiveness of the program in relation to twelve aspects of employment. These included such skills as knowing how to

apply for a job, understanding what goes on in a particular job, being able to learn new things on the job, getting along with people, knowing how to ask questions which helped on the job, knowing how to follow directions, and knowing about work safety.

### Summary

Information presented in this chapter is a review of literature on vocational agriculture/agribusiness programs as they relate to follow-up studies of program completers.

These findings have revealed several important points:

1. Agriculture/agribusiness is in the midst of a high technology era which, along with other factors, tends to decrease the number of people needed in production (farming). There is an increased need for people to supply, service and market agricultural goods.
2. In this time of excellence in education, public schools must be able to justify all instructional programs.
3. Vocational agriculture/agribusiness is a tool which can be used to teach the "basics". Instruction must include basic scientific, theoretical and applied content to meet future needs.
4. Placing students in careers for which they receive training is essential.

5. Follow-up studies help instructors evaluate their programs. Evaluation should be based on objectives.
6. Follow-up studies may provide information for adapting courses to current student needs.
7. Results of follow-up studies should be made public.
8. Follow-up questionnaires generally ask questions in several areas.

## CHAPTER III

### METHODOLOGY

#### Introduction

The researcher, members of the committee and the KVATA were interested in securing information which could be used to improve vocational agriculture/agribusiness programs in Kansas. This type of research is an on-going process which was begun in a previous study, "A Follow-up Study of Vocational Agriculture Students Graduating From Kansas High Schools in 1981" (Koci, 1986). One of Koci's primary objectives was to develop a system that could be used to gather follow-up information from graduates in subsequent years. In explaining the methods used in the present study, this chapter will address: population, instrumentation, collection of data, follow-up of non-respondents, and analysis of data.

#### Population

As the researcher began selecting the population for the study, several criteria were established. The criteria for selection included: 1) the participants had been enrolled in a Kansas high school vocational agriculture/agribusiness program; 2) the participants graduated from a Kansas high school in 1982; and 3) the sample would be representative of the entire state with equal representation from all demographic areas. In order

to meet these criteria, a random selection of five schools from each of the seven FFA districts in Kansas was conducted using a random table of numbers. The vocational agriculture/agribusiness instructor(s) from each of the 35 selected schools (Appendix A) were contacted to provide a list of names and addresses of the 1982 graduates who had completed at least one year of the vocational agriculture/agribusiness program in the respective high schools. These graduates comprised the sample of the population.

#### Instrumentation

A survey instrument developed by Koci (1986) provided the basis for the instrument used in this study. This survey instrument collected information in the areas of: 1) demographics; 2) education and employment activities of the participants since graduation in 1982; and 3) responses to statements about the vocational agriculture/agribusiness program and instructor.

Some minor changes were made regarding Koci's (1986) instrument. After a discussion with the researcher's major professor, Dr. Richard Welton and other Kansas State University College of Education Faculty, a decision was made to remove "undecided" as a response in the Likert scale. Removing this category would force graduates to make a

commitment on each item or leave the item blank. Suggestions were made to print the questionnaire on goldenrod colored paper to make the questionnaire more noticable. The final draft of the instrument is contained in Appendix B.

### Collection of Data

As stated earlier, names and addresses of the study participants were provided to the researcher by the vocational agriculture/agribusiness instructor(s) of the selected schools. One goal of the researcher was to have a high response rate from these instructors. To accomplish this, the researcher utilized officers of the KVATA. The researcher assumed that the selected instructors would be more receptive if the study was associated with the KVATA. The researcher sent a letter (Appendix C) to Arthur White, President of the KVATA, asking for his assistance in getting cooperation from the selected instructors. Mr. White also received a sample letter (Appendix D) to send to each of the 35 instructors. The researcher sent each KVATA District Vice-President a letter (Appendix E) asking for their assistance in encouraging participation of the selected instructors in their district. A sample letter (Appendix F) was provided for this purpose.

Initial contact with the instructors was made in a letter sent by Mr. White on November 21, 1986. He explained the upcoming survey and encouraged all of the selected instructors to participate. On November 26, 1986 the researcher mailed a letter with a form for the instructors to use in returning their list of graduates (Appendix G). The selected instructors then received a follow-up letter from their respective district KVATA Vice-President. Before the final cut-off date for accepting names of graduates, several phone calls were made to those instructors who had not yet responded. These calls were made by Mr. White, the district vice presidents and the researcher. Additional letters were sent by Mr. White and the researcher's major professor (Appendix H). Table 1 reports the number of teachers providing a list of graduates. Teachers who responded are designated with an (\*) in Appendix A.

Table 1

Percentage of Teachers Responding

Number of Schools Selected	Number of Teachers Returning Names and Addresses of Graduates	Percent Responding
35	31	89



All of the graduates identified by the teachers (Appendix I) were sent a cover letter (Appendix J) and survey instrument (Appendix B). A stamped, addressed envelope was included to aid the graduates in responding. This contact was made on February 11, 1987. Twenty-five questionnaires were returned to the researcher due to incorrect addresses and/or no forwarding address. Students who did not receive questionnaires are designated in Appendix I with (\*\*). Since these students were not given the opportunity to respond they were not included in the sample.

A follow-up letter (Appendix K) was sent to all of the selected graduates on February 26, 1987. This letter served as a thank-you note for those who had already completed and returned the questionnaire as well as a reminder for those who had not yet returned the completed questionnaire.

A second follow-up letter (Appendix L) was sent March 13, 1987 to those graduates who had still not responded. This was a personalized letter. The letter also mentioned the name of the graduate's previous high school and current instructors name at that high school.

The last follow-up letter (Appendix M) was mailed on March 31, 1987. This was also a personalized letter. This letter contained another copy of the survey instrument and a stamped envelope addressed to the researcher.

May 1, 1987 was determined as the cut-off date for receiving questionnaires used in the study. Table 2 reports the number of questionnaires received.

Table 2

Percentage of Graduates Responding

Number of Graduates Contacted to Respond	Number of Graduates Returning Completed Forms	Percent Responding
267	137	51

Follow-up of Non-respondents

The researcher randomly selected eight of the non-respondents to participate in a non-respondent follow-up. These eight graduates were contacted by telephone to respond to selected likert scale items used in the original questionnaire. The questions used in the follow-up of non-respondents are designated in Appendix B with (\*). A t-test compared the selected non-respondents with a randomly selected group of respondents. No significant difference was found between the groups.

## Analysis of Data

The survey instrument contained multiple answer questions. The Likert scale included the following selection of responses: SD = strongly disagree, D = disagree, A = agree, and SA = strongly agree. All responses were tallied by computer with frequency counts and percentages being recorded. A t-test was utilized to analyze selected data.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

#### Introduction

Results from the investigation will be disclosed in this chapter. A questionnaire was completed by 137 Kansas high school graduates of 1982 who had completed at least one year of vocational agriculture/agribusiness. Information was gathered concerning selected demographics, educational and occupational experiences, and responses to questions dealing with the graduates vocational agriculture/agribusiness program and instructor.

#### Demographic Data

Age of Graduates -- All of the respondents graduated from high school in 1982. The majority (64 percent) of the participants were 23-years old. Thirty-one percent were 22 years of age. These data are reported in Table 3.

Sex of Graduates -- Table 4 shows 82 percent of the participants were male. Demographic questions also revealed that 99 percent of the graduates were white.

Table 3

Age of Graduates

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Age	Number	Percent
21	1	1
22	43	31
23	88	64
24	4	3
25	1	1
Total	137	100

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Table 4

Sex of Graduates

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Sex	Number	Percent
Male	113	82
Female	24	18
Total	137	100

---

Years of Vocational Agriculture -- Table 5 reveals the number of years graduates were enrolled in vocational agriculture/agribusiness. Seventy-three percent of the survey respondents indicated they had been in vocational agriculture/agribusiness for four years. There were ninety-three percent who enrolled in vocational agriculture/agribusiness more than one year.

Table 5

Years of High School Courses in Vocational Agriculture

Years	Number	Percent
Less than a year	0	0
One year	9	7
Two years	13	9
Three years	15	11
Four years	100	73
Other	0	0
Total	137	100

FFA Membership — Table 6 provides information about the number of years of membership in the FFA. Seventy-three percent reported being in FFA for at least four years. Ninety-three percent were members for more than one year. Comparing Table 6 and Table 7 shows the number of years enrolled in vocational agriculture/agribusiness corresponds very closely with the number of years in FFA. These data might lead one to assume that most graduates were FFA members each year they were enrolled in vocational agriculture/agribusiness.

Table 6

Years of Membership in the FFA

Years	Number	Percent
Less than one year	1	1
One year	9	6
Two years	9	6
Three years	18	14
Four years	93	68
Other <sup>a</sup>	7	5
Total	137	100

<sup>a</sup>other years of FFA membership were five and six.

Highest FFA Degree Earned -- The highest FFA degree earned by graduates is disclosed in Table 7. The Chapter Farmer degree was the highest degree received by 42 percent of the respondents. Twenty-two percent of the graduates received the State or American Farmer degree.

Table 7

Highest FFA Degree Earned

Degree	Number	Percent
None	10	7
Greenhand	39	28
Chapter farmer	56	42
State farmer	23	17
American farmer	7	5
No response	2	1
Total	137	100



Years in the Supervised Occupational Experience

Program -- Data concerning the number of years the graduate was involved in a supervised occupational experience program can be secured in Table 8. Forty-three percent of the respondents were involved in a supervised occupational experience program for four years. Eighteen percent reported less than one year in a supervised occupational experience program. As reported in Table 6, 73 percent of the graduates were in vocational agriculture/agribusiness for four years. These data indicate that graduates were not involved in a supervised occupational experience program every year that they were in vocational agriculture/agribusiness.

Table 8

Years Graduate was Involved in a Supervised Occupational Experience Program

Years	Number	Percent
Less than one year	24	18
One year	14	10
Two years	8	6
Three years	11	8
Four years	59	43
Other <sup>a</sup>	11	8
No response	10	7
Total	137	100

<sup>a</sup>other includes: life, five, six, seven, and eight years.

Years in Adult/Young Farmer Classes -- Table 9 presents data pertaining to the number of years the graduates participated in adult/young farmer classes. Thirty-nine percent of the respondents had participated in less than one year in adult/young farmer classes. Twenty percent had been enrolled in one or more years of adult/young farmer classes.

Table 9

Years in Adult/Young Farmer Classes in Agriculture

Years	Number	Percent
None	26	19
Less than one year	54	39
One year	11	8
Two years	8	6
Three years	3	2
Four years	1	1
Other <sup>a</sup>	4	3
No response	30	22
Total	137	100

<sup>a</sup>other includes college courses and winter course.

Income Categories -- Inspection of Table 10 provides information concerning the annual gross income of respondents four years after graduation. Data provided by the respondents show the majority (51 percent) of the graduates earned between \$10,000 and \$25,000 annually. Thirteen percent of the graduates reported less than \$5,000 annual gross income in 1986. Thirteen percent made over \$25,000 in 1986.

Table 10

Annual Gross Income of Graduates in 1986 Before Taxes

Income Category	Number	Percent
Less than \$5,000	18	13
\$ 5,000 - \$ 9,999	23	17
\$10,000 - \$14,999	37	27
\$15,000 - \$19,999	23	17
\$20,000 - \$24,999	10	7
\$25,000 - \$29,999	7	5
\$30,000 - \$34,999	5	4
over \$35,000	6	4
No response	4	3
Total	137	100

## Educational and Occupational Experience

Educational Data -- Data concerning educational activity of graduates is displayed in Table 11. Sixty-two percent of the graduates attended some type of post-secondary institution the first year after graduation. Three years after graduation, 67 percent of the graduates were attending post-secondary education. The difference in these data imply that some graduates did not pursue further education the first year following graduation, but continued later. This may account for the data showing more than one-fourth (28 percent) of the graduates engaged in post-secondary education five years after graduation. Koci (1986) reported 16 percent of the 1981 Kansas vocational agriculture/agribusiness graduates were furthering their education five years after graduation.

Table 12 reveals the hours per week graduates are attending class. Twenty-six percent are attending class for one to 20 hours per week. Fourteen percent of the graduates are attending twelve or more hours. These data seem to indicate the respondents would be classified as full-time students. Sixty-four percent of the graduates reported attending no class.

The schools which graduates are presently attending can be reviewed in Table 13. Fifteen students (11 percent) are enrolled at Kansas State University. All of the respondents

who reported they were attending classes were enrolled in an institution in Kansas.

Table 11

Educational Activity One, Three, and Five Years After High School

Graduation

Educational Activity	one year		three years		five years	
	no.	%	no.	%	no.	%
Vocational training	19	14	15	11	3	2
Community college	33	24	36	26	4	3
University	33	24	41	30	31	23
Apprenticeship	5	4	4	3	-	-
Other education	-	-	-	-	-	-
No response	47	34	41	30	99	72
<b>Total</b>	<b>137</b>	<b>100</b>	<b>137</b>	<b>100</b>	<b>137</b>	<b>100</b>

Table 12

Hours Per Week Graduate Attends Class

---

Hours	Number	Percent
None	88	64
One to 12	16	12
13 to 18	14	10
19 or more	5	4
No response	13	10
Total	137	100

---

Table 13

Schools Presently Attending

---

School	Number	Percent
Bethel	1	1
Butler County Community College	1	1
Cloud County Community College	1	1
Emporia State University	1	1
Fort Hays State University	1	1
Highland Community College	1	1
Home Study Courses	2	1
Kansas State University	15	11
Kaw-Valley Technical School	1	1
McPherson College	1	1
Pittsburg State University	2	1
Washburn University	3	2
No response	107	77
Total	137	100

---



Employment Activity -- As indicated in Table 14, 85 percent of the graduates reported employment for pay five years following graduation. Only two percent were unemployed. The majority (63 and 55 percent respectively) of graduates did not respond to employment activities one year and three years after graduation. This non-response may be the result of graduates pursuing post-secondary education.

Table 14

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

Employment Activity	one year		three years		five years	
	no.	%	no.	%	no.	%
Paid employment	48	35	58	42	114	85
Homemaker	-	-	2	1	13	9
Military	1	1	3	2	2	1
Unemployed	2	1	-	-	3	2
Other activity	-	-	-	-	2	1
No response	86	63	74	55	3	2
Total	137	100	137	100	137	100

<sup>a</sup>other activity was student.

Current Occupational Status -- The current occupational status of the study participants is contained in Table 15. Over three-fourths (81 percent) of the graduates are employed in agriculture. Of those working in agriculture, 57 percent of the graduates are involved in some type of production agriculture. Of those in production agriculture almost one-fourth (24 percent) were self-employed full-time farmers or ranchers. An additional 24 percent were engaged in agribusiness. Only two percent of the respondents reported being unemployed.

Table 15

Current Occupational Status

Category	Number	Percent <sup>a</sup>
Full-time farmer or rancher self-employed	33	24
Part-time farmer or rancher	23	17
Farm or ranch employee	22	16
Agribusiness self-employed	4	3
Agribusiness employee	29	21
Non-agricultural occupation self-employed	8	6
Non-agricultural occupation	43	31
Homemaker	3	2
Military service	5	4
Unemployed	3	2
Total	173	126

<sup>a</sup> percentage totals more than 100 because graduates could check more than one occupation.

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

Table 16 reports participant responses to statements about their experience in the vocational agriculture/agribusiness - FFA program during high school. The majority of respondents (96 percent) agreed or strongly agreed that the program taught them skills useful in agricultural careers. Sixty-three percent of the respondents said their experiences helped them choose an occupation. Koci (1986) reported 47 percent of the graduates of 1981 agreed the program helped them choose an occupation. Sixty percent of the graduates agreed or strongly agreed that the program helped them enter and advance in an agricultural occupation. Koci revealed that 47 percent of the 1981 graduates agreed or strongly agreed that the program helped them enter and advance in an agricultural occupation. All of the respondents (137) said that their experiences in vocational agriculture/agribusiness - FFA were good for them. When asked the same question by Koci, 86 percent of the 1981 graduates said that the program was good for them. Ninety-five percent said that if they had it to do over, they would enroll in vocational agriculture/agribusiness - FFA again. Eighty-six percent of the 1981 graduates would enroll in vocational agriculture/agribusiness again, according to the Koci study of 1986.

Table 16

Responses to Statements About Graduates' Experiences in the Vocational  
Agriculture/Agribusiness-FFA Program by Graduates

Statement	Percent Responding			
	SD <sup>a</sup>	D	A	SA
Helped me learn how to work	2	12	63	23
Taught me skills useful in an agricultural career	2	2	50	46
Taught me skills useful in a non-agricultural occupation	3	15	68	14
Helped me choose an occupation	5	32	51	12
Helped me enter and advance in an agricultural occupation	8	32	49	11
Helped me enter and advance in a non-agricultural occupation	5	45	45	5
Helped me learn how to get along with other people	1	8	68	23
Helped me to develop leadership skills	1	10	49	40
Helped me learn how to participate in meetings	2	11	52	35
Helped me stay in school	13	36	39	12
Encouraged me to go to college	9	29	47	15
Were good for me	-	-	56	44
Were of no benefit to me	66	33	1	-
Were such that if I had it to do over I would enroll in vocational agriculture/agribusiness - FFA again	1	4	30	65

<sup>a</sup>SD = strongly disagree, D = disagree, A = agree, SA = Strongly Agree

Teacher Assistance in the Vocational Agriculture/ Agribusiness - FFA Program

Responses to statements about their graduates' vocational agriculture/agribusiness instructor are reported in Table 17. More than three-fourths (76 percent) of the graduates agreed or strongly agreed that their vocational agriculture/ agribusiness - FFA instructor encouraged them to enter an occupation in agriculture. Less than one-half (47 percent) of the 1981 graduates said that their instructor encouraged them to enter an occupation in agriculture (Koci 1986). The majority (88 and 91 percent respectively) said that their instructor was helpful to farmers and to agribusiness persons in the community. Koci reported that 68 percent of the 1981 graduates agreed that their instructor was helpful to farmers and to agribusiness persons in the community. Eighty-seven percent agreed or strongly agreed the instructor should be available year-round (including summer) to assist vocational agriculture/agribusiness students, farmers and other agriculture employees and FFA members with problems associated with agriculture. When Koci asked 1981 graduates the same question, 71 percent said that the instructor should be available all year.

Table 17  
Responses to Statements About Vocational Agriculture/Agribusiness - FFA  
Instructors

Statement	Percent Responding			
	SD <sup>a</sup>	D	A	SA
Encouraged me to enter an occupation in agriculture	2	22	63	13
Encouraged me to major in agriculture in college	6	40	43	11
Was helpful to farmers in the community	3	9	62	26
Was helpful to agribusiness persons in the community	2	7	68	23
Should include, along with other instruction, in his/her program: FFA activities	1	5	53	41
Supervised occupational experience in agriculture (work experience) for students	1	3	49	47
Laboratory instruction (shop, greenhouse, forestry plots)	1	3	49	47
Agriculture/agribusiness instruction for adults with career interests in agriculture	2	10	59	29
Should be available year-round (including the summer) to assist farmers and other agriculture employees, vocational agriculture/agribusiness students, and FFA members with problems associated with agriculture	2	10	51	36

<sup>a</sup>SD = strongly disagree, D = disagree, A = agree, SA = Strongly Agree

Table 18

t-test Comparing Years Enrolled in Vocational Agriculture/ Agribusiness  
and Responses to Statements about Graduates' Experience With the  
Vocational Agriculture/Agribusiness - FFA Program and Instructor

Years Enrolled in Vocational Agriculture/Agribusiness	Number	Mean <sup>a</sup>	Standard Deviation
Two years or less	22	2.88	0.39
Four years	98	3.12	0.36

<sup>a</sup>Responses were weighted: strongly disagree = 1, disagree = 2, agree = 3, strongly disagree = 4.

Table 19 displays a t-test comparing number of years enrolled in vocational agriculture/agribusiness and responses to statements about graduates' experiences with the vocational agriculture/agribusiness program and instructor. A t-value of -2.84 was reported. Thus the finding was significant at the .005 level of significance. This finding strongly suggests that students with four years of experience in vocational agriculture/ agribusiness view both the program and teacher more favorably than those with less than two years in vocational agriculture/agribusiness.



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 the chapter. Recommendations will be made after considering the findings and conclusions of the study.

Purpose

The major purpose of this investigation was to conduct a follow-up survey of 1982 Kansas high school graduates who had completed at least one year of vocational agriculture/agribusiness. Information was collected in the areas of: 1) demographics; 2) educational and employment activities of the participants over the past five years; and 3) responses to statements about the vocational agriculture/agribusiness program and instructor.

Objectives

Three specific objectives were stated to provide direction in this study. These objectives 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 the students and the community.

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

### Methodology

A survey was conducted of 1982 Kansas high school graduates who had been enrolled in at least one year of vocational agriculture/agribusiness. Thirty-five schools, five from each of the seven Kansas FFA districts, were randomly selected to participate in the study. Thirty-one of the selected instructors returned names and addresses of the 1982 graduates from their school. The usable sample contained the names and addresses of 267 former Kansas vocational agriculture/ agribusiness graduates.

A survey instrument was mailed to the 267 graduates to gather information in the areas of: selected demographics, educational and employment activities, and responses from the graduates about their experience in their high school vocational agriculture/agribusiness program and their vocational agriculture/agribusiness instructor. Fifty-one percent (137) of the questionnaires were returned to the researcher for tabulation. Computer (SASSX program) and

hand tabulation were utilized to reveal frequency counts and percentages on all questionnaire items.

### Major Findings

#### Analysis of Demographic Data

Age. -- The majority (63 percent) of the graduates were 23 years old. The remainder of the respondents were 21, 22, 24, or 25 years of age.

Sex. -- Eighty-two percent of the respondents were male and 18 percent were female.

Years of high school courses in vocational agriculture/agribusiness.-- Ninety-three percent of the graduates enrolled in more than one year of vocational agriculture/agribusiness.

Years of membership in the FFA. -- The number of years in the FFA correspond very closely with the number of years enrolled in vocational agriculture/agribusiness. Ninety-three percent of the graduates also joined the FFA for more than one year.

Highest FFA degree awarded. -- The Chapter Farmer degree was received by 64 percent of the respondents. Five percent of the graduates received their American Farmer degree.

Years involved in adult/young farmer classes. -- Twenty percent of the graduates had been involved in one or more

years of adult/young farmer classes. Thirty-nine percent reported less than one year and 19 percent had never been involved in adult/young farmer classes.

Years in supervised occupational experience program. -- Seventy-five percent of the respondents were involved in a supervised occupational experience program for at least one year. Forty-three percent of the graduates had a supervised occupational experience program for four years.

Annual income. -- An annual income between \$10,000 and \$25,000 was reported by 51 percent of the graduates.

Student profile. -- A student profile is enclosed to summarize the demographic data. This profile is contained in Appendix N.

Analysis of education and employment activity data.

Education activity. -- Sixty-two percent of the graduates pursued post-secondary education the first year following high school. There were 23 percent of the graduates enrolled in college courses five years after graduation.

Employment activity. -- The majority (85 percent) of graduates were employed five years after graduating from high school. Nine percent of the respondents were homemakers and one percent of the respondents were in the military. Only two percent were unemployed five years after graduating from high school.

Current occupational status. -- Over three-fourths (81 percent) of the graduates were employed in agriculture. Fifty seven percent were employed in some type of production agriculture. Thirty seven percent were working in jobs which are not related to agriculture.

Analysis of responses about vocational agriculture/  
agribusiness - FFA experiences and instructors.

Vocational agriculture/agribusiness - FFA experiences. -- All (137) of the respondents said that their experiences in vocational agriculture/agribusiness were good for them. Ninety-five percent said their experiences in the program taught them skills useful in an agricultural career. Ninety-five percent said they would enroll in vocational agriculture/agribusiness - FFA again.

Vocational agriculture/agribusiness - FFA instructors. -- A majority (88 percent) of the graduates said their vocational agriculture/agribusiness instructor was helpful to farmers in the community. More than three-fourths (94, 96, 96 and 81 percent respectively) of the respondents said their instructor should provide instruction for FFA activities, supervised occupational experience programs, laboratory activities and adult programs. Graduates also said the instructor should be available all year.

Comparison of years of enrollment and graduates' experience with the program and instructor.

There was a significant difference between graduates' tenure in the program and their positive perception of the program and instructor.

Recommendations

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

1. Females and non-whites should be encouraged to be involved in vocational agriculture/agribusiness.
2. FFA activities, supervised occupational experience programs, laboratory instruction, and agriculture/agribusiness instruction for adults should be included in vocational agriculture/agribusiness programs.
3. More students should be involved in supervised occupational experience programs. Instructors should assist students in developing a supervised occupational experience program.
4. Students should receive instruction on career opportunities in agriculture. Instructors should also stress that many skills needed in agriculture careers are applicable in non-agricultural careers.
5. The vocational agriculture/agribusiness teacher education program at Kansas State University should place

additional emphasis on career education and supervised occupational experience programs.

6. Based on the finding that students who enroll in vocational agriculture/agribusiness for four years tend to be more positive toward the vocational agriculture/agribusiness program, students should be encouraged to enroll in four years of vocational agriculture/agribusiness.

6. Future follow-up studies of vocational agriculture/agribusiness should be conducted. The Kansas Vocational Agriculture Teachers Association should continue to support such studies.

7. All vocational agriculture/agribusiness instructors in Kansas should be informed that similar studies may be done in the future. It is essential for teachers to record student names and permanent addresses before graduation.

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

9. Data from this study should be made available for utilization by state and local advisory councils.

10. The study should be discussed at fall area meetings of the Kansas vocational agriculture/agribusiness teachers.

#### 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 master's report. The thesis option would most likely facilitate further statistical analysis of data.
2. All demographic questions should contain a "none" response category.
3. The educational and occupational section of the questionnaire should be reviewed. The questionnaire should solicit graduates for their highest level of education completed. Those graduates who received post-secondary degrees should indicate major area of study and degree awarding institution.
4. Limit students to one response in the current occupational section of the questionnaire.
5. Consideration should be given to changing the Likert scale format for this study. Each response should receive a numerical value. Mean scores and standard deviations should be calculated on Likert scale items. More response categories should be provided for each item.
6. An open-ended section should be included on the questionnaire for graduates to make general comments.
7. Before research begins on a similar study, the researcher should meet with his/her major advisor and members of the KVATA to discuss these and other recommendations.



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## APPENDICES

APPENDIX A  
SELECTED SCHOOLS

Kansas High School Vocational Agriculture/Agribusiness Instructors  
 Contacted for Names and addresses of 1982 Graduates

High School	Address	Instructor (1986-87)
* Belleville	Belleville KS 66935	Dale Hostinaky
* Caney Valley	Caney KS 67333	John Brooks
* Centre	Lost Springs KS 66859	Cary Granzow
* Chapman	Chapman KS 67431	Dennis Will
* Cherryvale	Cherryvale KS 67335	Chuck Smith
* Clay Center Community Crest	Clay Center KS 67432 Colony KS 66015	Jay Bohnenblust Randy Kraft
* Decatur Community	Oberlin KS 67749	Duane Dunn
* Fowler	Fowler KS 67844	Gary Rutledge
* Hanston	Hanston KS 67849	Dan Aistrup
* Hiawatha	Hiawatha KS 66435	Lloyd Barnett
* Jetmore	Jetmore KS 67854	Harmon Bliss
Jewell	Jewell KS 66949	James Drody
* Lebo	Lebo KS 66856	Dennis Polson
* Marais Des Cygnes Valley	Melvorn KS 66510	Steve Joonas
* Marion	Marion KS 66861	Mark Worceater
* Marysville	Marysville KS 66508	Michael Ring
* Medicine Lodge	Medicine Lodge KS 67104	Richard Poland
* Miltonvale	Miltonvale KS 67466	John Forshee
* Mission Valley	Eskridge KS 66423	T.D. Fanning

* Moundridge	Moundridge KS 67107	Larry Goering
* Northern Valley	Almena KS 67622	Darin Nelson
* Osborne	Osborne KS 67473	Don Blome
Paola	Paola KS 66071	Clark Harris
* Rossville	Rosaville KS 66533	Allen Konicek
* Sabetha	Sabetha KS 66534	Garry Couchman
* Saint Paul	Saint Paul KS 66771	Gary VanLeewen
* Scott City	Scott City KS 67871	Richard Lee
* Southeast	Cherokee KS 66724	Larry Coltrane
* Trego Community	WaKeeney KS 67672	Wilber Stites
* Troy	Troy KS 66087	James Hundley
* Ulysses	Ulysses KS 67880	Randy Mitchell
* Uniontown	Uniontown KS 66779	Kevin Gleason
* Wellington	Wellington KS 67152	Forrest Covey
West Smith	Kensington KS 66951	Alan Weiser

\* Indicatea instructors who returned a list of names and addresses of 1982 vocational agriculture/agribusiness graduates.

APPENDIX B  
SURVEY INSTRUMENT

VOCATIONAL AGRICULTURE STUDENTS GRADUATING FROM KANSAS HIGH SCHOOLS IN 1982

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

A. General Information

Name \_\_\_\_\_  
Last
First
Middle

Permanent Address \_\_\_\_\_ Age \_\_\_\_\_  
 \_\_\_\_\_  
 Sex: M \_\_\_\_\_ F \_\_\_\_\_

Ethnic Background  
 Black  
 White  
 Spanish  
 Other, please specify \_\_\_\_\_

Years of High School Courses in Vocational Agriculture  
 Less than one year  
 One Year  
 Two Years  
 Three Years  
 Four Years  
 Other, please specify \_\_\_\_\_

Years of Membership In the Future Farmers of America (FFA)  
 Less than one year  
 One Year  
 Two Years  
 Three Years  
 Four Years  
 Other, please specify \_\_\_\_\_

Years In Adult/Young Farmer Classes In Agriculture  
 (evening, or continuing education classes)  
 Less than one year  
 One Year  
 Two Years  
 Three Years  
 Four Years  
 Other, please specify \_\_\_\_\_

Highest FFA Degree earned:  
 None  
 Greenhand degree  
 Chapter Farmer degree  
 State Farmer degree  
 American Farmer degree

Years you were in the Supervised Occupational Experience Program In Vocational Agriculture  
 (also called placement in agribusiness, part time-work in agriculture, supervised farming program, etc.)  
 Less than one year  
 One Year  
 Two Years  
 Three Years  
 Four Years  
 Other, please specify \_\_\_\_\_

Annual Gross Income in 1986 - before taxes  
 Less than \$ 5,000
         
  \$20,000 - 24,999  
 \$ 5,000 - \$ 9,999
         
  \$25,000 - 29,999  
 \$10,000 - \$14,999
         
  \$30,000 - 34,000  
 \$15,000 - \$19,999
         
  over \$35,000



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

TIME PERIOD AFTER LEAVING HIGH SCHOOL

ACTIVITY	One year after	Two years after	Present Time
Education (Check all that apply):			
Vocational School	( )	( )	( )
Community College	( )	( )	( )
College or University	( )	( )	( )
Apprenticeship	( )	( )	( )
Other Education			
Specify _____			
Employment (Check all that apply):			
Paid employment	( )	( )	( )
Homemaker (full or part time)	( )	( )	( )
Military (full time)	( )	( )	( )
Unemployed (looking for work)	( )	( )	( )
Other Activity (ill, vacation, etc.)			
Specify _____	( )	( )	( )

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

Current Education Activity

Hours per week attending \_\_\_\_\_ School presently attending: \_\_\_\_\_  
 ( ) None  
 ( ) 1 to 12  
 ( ) 13 to 18  
 ( ) 19 or more

Major Area or Program of study (For example: Auto Mechanic, Elementary Teaching): \_\_\_\_\_

Intended Occupation after completing education (For example: Data Processor, Farmer, Undecided): \_\_\_\_\_

Current Occupational Status (answer as many as apply):

- ( ) Full time farmer or rancher—self employed  
 ( ) Part time farmer or rancher (estimate percentage of time devoted to farming or ranching: \_\_\_\_\_)  
 ( ) Farm or ranch employee  
 ( ) Agribusiness—Self employed  
 ( ) Agribusiness employee  
 ( ) Non-agricultural occupation—self employed  
 ( ) Non-agricultural occupation employee  
 ( ) Homemaker  
 ( ) Military service  
 ( ) Currently unemployed (reason \_\_\_\_\_)

What is your present job "title"? \_\_\_\_\_

How long have you been at your present job? \_\_\_\_\_ Years \_\_\_\_\_ Months

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

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

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

END OF QUESTIONNAIRE

\* indicates those questions used in the follow-up of non-respondents.

APPENDIX C  
LETTER TO KVATA PRESIDENT

October 31, 1986

Mr. Art White  
KVATA President  
Southwestern Heights HS  
Kismet KS 67859

Dear Mr. White:

I am looking forward to working with you and the rest of the Kansas Vocational Agriculture Teachers Association on this year's follow-up study. The study is important to the future of vocational agriculture in Kansas and thus to me also.

It is my hope to increase the percentage of returns over last year. One way to accomplish this goal is to associate the study with the KVATA rather than presenting it as my research. This is why I would like you to send a letter to each of the 35 schools. This letter will let them know that the KVATA is directly involved in and supportive of the study.

Two or three days after the selected instructors receive your letter, they will receive a letter from me with a form asking for names and addresses. They will then hear from their KVATA District Vice President, thanking them for participating in the study and reminding them to get the information to me.

It would be nice to get your letter out to the selected schools within the week so that instructors can get most of their task done before the holiday season.

Realizing that you have a very busy schedule, I have tried to give you a "starting point" for your letter. You can use the letter, add to it, or start over.

Please send me a copy of your letter, so that I can time my letter to follow your's by two or three days. Our number is (913) 532-5904.

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

Thank you for your help.

Sincerely,

Tom Chestnut

APPENDIX D

KVATA PRESIDENT'S LETTER TO SELECTED INSTRUCTORS

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 1982. This study is to help us take a strong look at our present programs to determine if they are meeting students' needs. The best way to accomplish this is by directly asking the students a series of questions about their experiences in vocational agriculture.

We would like your help to identify students who completed at least one year of vocational agriculture and graduated from high school in 1982. You will soon be receiving a letter from Tom Chestnut, a graduate student in Agricultural Education at Kansas State University who is conducting the research for us. He will enclose a form asking for those students.

Please remember that you were chosen randomly to participate in the study. This is the second year for us to conduct this follow-up and I have noticed that some of you were asked to participate last year also. This is by chance rather than design.

The study is in no way an attempt to evaluate any individual programs. All information will be kept confidential and the results will only be reported in grouped data.

Your cooperation is greatly appreciated.

Sincerely,

Art White  
KVATA President

APPENDIX E  
LETTER TO KVATA VICE-PRESIDENTS



**Department of Adult  
and Occupational Education**

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

December 2, 1986

Mr. Lynn Rundle  
NE KVATA Vice President  
Jackson Heights High School  
Holton, KS 66436

Dear Lynn:

Your help is needed to conduct a follow-up study of vocational agriculture students graduating from Kansas High Schools in 1982. To increase the value of the study, a 100% response rate is needed from vocational agriculture instructors regarding graduates from their program in 1982.

Five schools from your district have been randomly selected to participate in this study. I would like you to send a letter to each selected school in your district encouraging participation. A letter sent by you will also serve as a reminder for teachers to return their list of graduates.

Realizing that your time is very important, I have enclosed a sample letter that you can use, or make revisions to if you desire. Printed labels are enclosed for the five selected schools in your district.

The selected teachers have already received a letter from Art White explaining the importance of the study. They have also received a cover letter and response form from me. If your letter was sent this week, the teachers would have had a few days to start on their task before getting your encouragement and reminder.

Thank you for your cooperation. This study is important to me as well as KVATA, because I too believe in the importance of Kansas Vocational Agriculture.

Sincerely,

Tom Chestnut  
Graduate Teaching Assistant



APPENDIX F

KVATA VICE-PRESIDENT'S LETTER TO SELECTED INSTRUCTORS

To: Selected Agriculture Instructors  
From: Lynn Rundle, NE KVATA Vice President  
Re: KVATA Follow-Up of Vo Ag Graduates

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

I'm sure that you already know you were randomly selected to represent our district in this study. Tom has assured me that individual results will be kept confidential and reported in grouped data. We appreciate your cooperation by returning the names and addresses of graduates from your vocational agriculture department in 1982 as soon as possible.

APPENDIX G  
COVER LETTER AND ADDRESS FORM



**Department of Adult  
and Occupational Education**

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

November 26, 1986

Randy Kraft  
Crest High School  
Colony, Kansas 66015

Dear Randy:

"Dashing through the snow in a one horse open sleigh..."  
Let's do all we can to help the KVATA!

The holiday season will soon be upon us. This marks the time of many busy schedules at school and at home. I would like you to add one more activity to your Christmas list. I need your help in conducting a follow-up study of vocational agriculture students graduating from Kansas high schools in 1982.

Mr. Art White informed me that he has already sent you a letter explaining the format and importance of the study. We would like you to compile a list of names and addresses of students who completed at least one year of vocational agriculture and graduated from Crest High School in 1982.

To make this report most significant, a 100 per cent response rate is needed from the selected instructors. Please remember that you were randomly chosen as one of five schools from your district to participate in the study. Looking through the list, I have noticed that several instructors were not at their present school in 1982. If this is your situation, please look through departmental and school records to identify those graduates.

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

As mentioned earlier, you are no doubt busy this time of year. Please complete your list and return it by January 15. Thanks for your help Randy.

Sincerely,

Tom Chestnut  
Graduate Teaching Assistant

FOLLOW-UP STUDY OF FORMER  
VOCATIONAL AGRICULTURE/AGRIBUSINESS STUDENTS

Teacher Questionnaire

Instructions--Please list all 1982 graduates and their current addresses who completed one or more years of vocational agriculture in your program. If more room is needed, please continue on the back of this page. Please add any comments or reactions which might be helpful in the future.

Name	(Please Print)	Current Address
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

APPENDIX H  
FOLLOW-UP LETTERS TO INSTRUCTORS

# Kansas Vocational Agricultural Teachers Association



AFFILIATED WITH  
NVATA, KVA, AVA, KNEA

- President:  
Arthur White - Kismet
- 2nd President Elect:  
Dennis Will - Cnapman
- 1st President Elect:  
Gary Jantz - Inman
- Executive Secretary:  
J.M. Frey - Abilene
- Past President:  
Mike Womochil - Concordia

KVATA-VICE  
PRESIDENTS

TO: Kansas VO-AG Instructors

•

FROM: Arthur White

NORTHEAST  
LYNN RUNDLE  
Holton

SUBJECT: 1982 Graduate List

•

DATE: January 6, 1987

NORTH CENTRAL  
PHIL VETTER  
Clifton-Clyde

As you know members of the KVATA, State Dept. of VO-ED and the K-State Ag Education staff are sponsoring and working on a project that involves 1982 graduates of Vocational Agriculture.

•

NORTHWEST  
WAYNE DEWERFF  
Plainville

Tom Chestnut, a graduate student at K-State is working on this project as part of his graduate study. Folks, Tom is in dire need of a list of your graduates. He would like to have those names by January 15. Please, take a few minutes to jot down your list of graduates and send to Tom.

•

SOUTHWEST  
JERRY OLSON  
Hugoton

We plan to use the information from this study to counteract the newspaper article about FFA students taking so much time out of school. Let's be positive and on the offense with our program.

•

SOUTH CENTRAL  
DWIGHT WEDEL  
Buhler

Thanks for you cooperation. Have a good 1987 year.

•

SOUTHEAST  
LARRY GOSSEN  
Neodeshe

•

EAST CENTRAL  
JAMES MORGAN  
Loulsburg

•

POST SECONDARY  
WOODY AHN  
Pratt



**Department of Adult  
and Occupational Education**

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

February 19, 1987

Mr. Alan Weiser  
Vocational Agriculture Teacher  
West Smith High School  
Kensington, KS 66951

Dear Alan:

Recently you were notified by Tom Chestnut, Assistant Instructor in Agricultural Education, that your Vocational Agriculture Department was selected to participate in a follow-up study of 1982 graduates. Thirty-five vocational agriculture departments from across Kansas were selected at random to participate. Tom has received responses from 31 of the schools. To further enhance the acceptability of the study, Tom is striving for 100 percent from the schools involved.

If you have not yet returned to request information, will you please take a few minutes to identify the 1982 vocational agriculture graduates from West Smith High School. If you are unable to identify these graduates yourself, perhaps your guidance counselor might be able to assist you.

I am enclosing a copy of the follow-up study that was conducted last year. As you examine this report, you can see that the information can be very useful in telling the story to the public about the benefits and values of vocational agriculture. We all benefit from this kind of state-wide research.

Thank you for participating in this important study. I hope that all is going well for you in Kensington. Perhaps you will have an opportunity some time this year to make arrangements to complete your master's degree program. Best wishes.

Sincerely yours,

Richard F. Welton  
Professor  
Agricultural Education

RFW:amg  
Enclosure

CC: Mr. Art White  
Mr. Tom Chestnut



APPENDIX I  
GRADUATES

Names and Addresses of 1982 Graduates From Selected Schools

<u>Name</u>	<u>Address</u>	<u>City, State, and Zip</u>
Chuck Ables	Route 2 Box 80	Belle Plaine KS 67013
* David Acker	Route 2	Chapman KS 67431
Greg Adam	Route 1	Miltonvale KS 67466
* Rhonda Adams	Route 3	Claycenter KS 67432
Julie Alexander	Route 2	Ulysses KS 67880
* Rodney Anderson	Route 2	Abilene KS 67410
* Todd Anderson	Route 4	Claycenter KS 67432
Bryan Arb	Route Box	Melvern KS 66510
* Tim Bailey	1621 S. Pine	Broken Arrow OK 74012
Troy Bailey	416 S. Labette	Cherryvale KS 67335
* John Bales	723 E 8th	Wellington KS 67152
Nick Bamberger	USS Mars AFS-1	San Francisco CA 96672
Kim Barber	Route 1	Reserve KS 66529
Doug Barrett		Fairview KS 66425
* Joe Barten	Route 2	Hope KS 67451
** Bobbie Bartlett	310 N Lincoln	Marion KS 66861
Dennis Baumgartner	210 East Main	Sabetha KS 66534
Tim Bearsch	Route 1 Box 58	Collyer KS 67631
* Barry Bechard	Route 2	Clifton KS 66937
* Jeff Bechard	Route 5	Clay Center KS 67432
Dennis Bernhardt	208 N. 4th	Marion KS 66861
** Mark Bestwick		Sabetha KS 66534
* John Biggerstaff	Route 1	South Haven KS 67140

	Quint Binns	396 Manor Drive	Scott City KS 67871
*	Brian Blackwood	1932 West 36th Ave.	Kansas City KS 66103
*	Glen Allen Bliss	Route 1	WaKeeney KS 67672
	June Bliss		Marion KS 66861
*	Don Blome	126 S. 3rd	Osborne KS 67473
*	Joe Booth		Delia KS 66418
*	Jim Borgerding	Route 1	Marysville KS 66508
*	Bob Bowen	Route 4	Hiawatha KS 66434
	Doug Bradshaw		St. Paul KS 66771
	Scott D. Bredow	Route #1, Box 135	Maple Hill KS 66507
*	Mike Brown	1714 S Broadway	Pittsburg KS 66762
*	Andy Broxterman		Silver Lake KS 66539
	John Burkart	Box 22	Wright KS 67882
*	Jeff Burns		Cherokee KS 66724
	Jeff Burns	620 S. High	Wellington KS 67152
**	Patrtick Bush		
	Mike Butler	2820 Terrace Pl	Garden City KS 67840
**	Craig Butterfield		Grand Junction CO 81501
**	Scott Buxman		Ulysses KS 67880
	Jeff Callaway	City Route	Almena KS 67622
*	Judy Carlson	1922 Pierre	Manhattan KS 66502
	Derrick Carlson	Route 2	Clifton KS 66937
*	Mary Champlin	707 Stafford Ave.	Garden City KS 67846
**	Chuck Charles	3000 Gary St.	Dodge City KS 67801
*	Steve Cheney	Box 171	West Mineral KS 66782

* John Chizek		Lincolntonville KS 66858
Jeff Church	Route 1 Box 61	St. Paul KS 66771
* Ann Claeys	Route 3	Marysville KS 66508
Cully Clary		Troy KS 66087
* Phillip Clubline	Route 1	Havana KS 67347
* Jeff Cole	RR #2	Holcomb KS 67851
* Keith Conine	Route 1	Scott City KS 67871
* William Conley		Delia KS 66418
Mark Conrad	Route 1	Wellington KS 67152
* Clint Crismas	408 N Oakwood	Enid OK 73703
Rod Crum	Route 1	Caney KS 67333
* Ed Crumpacker	Route 1	McCune KS 66753
James Cunningham	604 E 4th	Caney KS 67333
* Mark A. Curran	2606 E. Pawnee	Garden City KS 67846
* John Dague	Route 2	Scott City KS 67871
Randy Daniels	Route 1	Wellington KS 67152
* Steve Davis		
Boyd I. Davis	Route 1	Harveyville KS 66431
* Wayne Dellere	Route 1 Box 68	Selden KS 67757
* Clint Demoret		Hanston KS 67849
Tony Dibble	Route 1	Alton KS 67623
* Travis Dunagan	Route 2	Scott City KS 67871
Rod Duncan	1115 Kansas Avenue	Hiawatha KS 66434
Rod Dyck	Box 796	Moundridge KS 67107
* Bill Earnest	801 N Adams	Medicine Lodge KS 67104

* Brad Ebel	Route 1	Reserve KS 66529
Doug Edelman	Rt #4	Sabetha KS 66534
* Mark Eklund	814 Thurston	Manhattan KS 66502
Jerry Enoch	121 West Jackson	Osborne KS 67473
* Tom Eskeldson	RR #1	Ramona KS 67475
* Gary Evans	RR #3	Marion KS 66861
Carl Field	Route 2 Box 80	Reigel TX 76682
Pat Fink	Route 3	Wellington KS 67152
* Troy Flora	431 Woodland	Topeka KS 666--
Jack Fox	401 S Oak	Medicine Lodge KS 67104
Greg Fox	Route 1	Independence KS 67301
Craig Frambers	1509 N B	Wellington KS 67152
Russell Frazee	1228 N Jefferson	Wellington KS 67152
* Barb Tummons Fulk	110 N 7th	Hiawatha KS 66434
* Richard Garrison	13 NE Borough Road	Salina KS 67401
Darrell Gaskill	Route 1	Wellington KS 67152
* Bonnie Gehring	Goodnow Hall 534	CAMPUS MAIL
** Brad Gillmore	2117 Dennison	Manhattan KS 66502
* Steven L. Gleason	Route !, Box 139	Maple Hill KS 66507
* Marcia Flickinger	Route 2	Moundridge KS 67107
* Sam Goering	Route 2	Moundridge KS 67107
Jeff Gormley	Route 1	Reserve KS 66529
* Timothy Grant	420 Tootle	Miltonvale KS 67466
Lawrence Grathwohl	Route 4	Hiawatha KS 66434
* Kevin Gray	Route 3	Ulysses KS 67880

* Diane Griffiths	227 S. Clamar	Fremont NE 68025
Duane Grizzle	911 E 8th	Wellington KS 67152
Greg Gunter	1132 E Ash	Salina KS 67401
* Roy E. Hannon	724 Ridgeview Drive	Topeka KS 66609
* Russell Hansen	416 W. 7th	Florence KS 66851
Danny Hanzlick	205 W 6th	Scott City KS 67871
** Miles Harmon	Route 1	Coffeyville KS 67337
Barry Hase		Delia KS 66418
* Lonnie Heigele	Route 1	Longford KS 67458
* Ron Hendrickson	Route 2	Clifton KS 66837
* Bill Henry	Route 1	Robinson KS 66532
* Delayne Herbel		Tempa KS 67483
Brad Herbel	611 S. Freeborn	Marion KS 66861
** Gerald Hervey	North 6th	Sabetha KS 66534
Ron Hill		Emmett KS 66418
Don Hill	502 W. 4th	Caney KS 67333
Donald Hoback		Rossville KS 66533
* Doug Hobson	Route 1	Cherokee KS 66724
* Gene Hogan	Rural Route	Long Island KS 67647
* Brenda Holle	3009 SW Randolph	Topeka KS 66612
* Terry Hollerman	Rural Route	Long Island KS 67647
* Mark Holling	Route 1	Alton KS 67623
** Scott Holt		Wellington KS 67152
* Tom Holub	623 North 11th	Salina KS 67401
* Mike Hoover	Route 5	Abilene KS 67410

	Jim Houston	Route 1	Independence KS 67301
**	Galen Huntley	Route 2	Oberlin KS 67749
	Devin Hutchins	Route 2	Scott City KS 67871
*	Curtis Jabben	Rt 1, Box 151 A	Pittsburg KS 66762
	Tony Janzen	Route 1	Moundridge KS 67107
*	Terry Jarboe	Route 2	Walnut KS 66775
*	Joel Jarnagin	3716 West 29th	Topeka KS 66614
**	John Keene	Route 1	Caney KS 67333
	Stan Kennedy		St. Paul KS 66771
*	David Key		KSU
	Toby Kinderknecht	Box 10874, East Patte	Franktown CO 80116
*	Kevin King	RR, Box 66	Lewis KS 67552
*	Kim Kline	209 N. Cedar	Marion KS 66861
	Brian Knight		Lebo KS 66856
*	Darrel Knoll	Workentine Ct/Bethel	N Newton KS 67117
	Duane Knoll	Workentine Ct/Bethel	N Newton KS 67117
*	Curtis Kolb	999 N. Silversprings	Wichita KS 67212
	David Kool		Moundridge KS 67107
	Brian Krehbiel	907 Vattier #11	Manhattan KS 66502
	Greg Larkin	Route 1	Independence KS 67301
*	Kurt Latoush	1202 Steele Ave.	Scott City KS 67871
	Kyle Lausch	111 Elizabeth	Scott City KS 67871
*	Stan Leis		Fowler KS 67844
*	John Lichtenauer	Route Box	Melvern KS 66510
**	Duane Lierz	Rt #3	Sabetha KS 66534

	Craig Lindhorst	1302 Walnut	Marysville KS 66508
	Daryl Linkugel	2307 W. Frontage Rd.	Belleville KS 66935
*	R. D. Linsey		Lebo KS 66856
	Phil Lister	4522 Izard	Omaha NE 68132
	Brian Lloyd		West Mineral KS 66782
*	Ron Longenecker	Route 1	Abilene KS 67410
	Clint Lonker	408 S Spring	Medicine Lodge KS 67104
*	Dale Lonker	Box 345	Medicine Lodge KS 67104
*	John Lynch	Route 4	Parsons KS 67357
*	Todd Lynd	2728 Colual St.	Hays KS 67601
	Brett Mackey	907 S College	Scott City KS 67871
*	Ann H. Marden	No. 3, Walnut Grove	St. George KS 66535
**	Lynn Marker		
*	Gary Marney		Delia KS 66418
	Doug Marston	Route 2	Chapman KS 67431
	Doug McClaren		Fowler KS 67844
	Scott A. McGlasson	Route 1	Harveyville KS 66431
	Scott McGuire	107 E Hackney	Medicine Lodge KS 67104
**	John McGuire		Marion KS 66861
	Marc McIntire	809 Willow Dr.	Salina KS 67401
	James McNary	Rt #3	Sabetha KS 66534
*	Kevin Meitt	Route 1 Box 99	Dresden KS 67635
*	Marsha Miller	605 W Columbia	Oberlin KS 67749
*	David Miller	Route 1	Caney KS 67333
*	David Mishler		Fairview KS 66425



	Greg Moore	1320 N Olive	Wellington KS 67152
*	Vicki Moore	232 West 4th	Florence KS 66851
*	Todd Mosburg	Route 1	Cherokee KS 66724
*	Marlin Mugler	Route 5	Clay Center KS 67432
	Greg Nattier	2330 N Oliver/A107	Wichita KS 67220
*	Janet Nattier	2330 N Oliver/A107	Wichita KS 67220
*	Richard Neuschafer	Route 1	Enterprise KS 67441
*	Nancy Wurm Nichols	Route 1 Box 26	Danbury NE 69026
	Larry Nimz	1205 N 3rd	Garden City KS 67846
	Michael O'Brien	Box 173	St. Paul KS 66771
*	David Oborny	RR #3	Marion KS 66861
*	Rebecca Ohlde	2014 Seaton/#11	Manhattan KS 66502
	Rob Oltjen	1516 N Manhattan	Manhattan KS 66502
	Lisa Otte	527 W 6th #A	Hutchinson KS 67501
**	Mike Paige		Wellington KS 67152
	Todd Palen	909 S Washington	Scott City KS 67871
	Lyle Peterson	2885 Mabe/Apt 11	San Antonio TX 78251
	Becky Plattner	Rt #3	Sabetha KS 66534
	Brand W. Pletcher	Route 1	Maple Hill KS 66507
	Pat Pomeroy	613 S Broadway	Oberlin KS 67749
	Gary Purdy	625 W 22	Wellington KS 67152
	Kim Reazin	Route 1 Box 114C	McPherson KS 67460
*	Lisa Jo Redburn	308 E 3rd	Scott City KS 67871
*	Todd Rengstorf	Route 1 Box 41	Bremen KS 66412
*	Daniel Renn	Route 3 Box 353	Pittsburg KS 66762

	Steve Renyer	Rt #3	Sabetha KS 66534
*	Brian Rippe	Rural Route	Danbury NE 69026
*	Phil Robinson	Route 1	Troy KS 66087
*	Scott E. Robinson	1017 Plaza Del Sol	Roswell NM 88201
	Delbert Robinson	Route 5	Abilene KS 67410
*	Bob Rombeck	Route 1 Box 41	Home KS 66438
*	Dolan Rosenow	Route 4	Clay Center KS 67432
*	Joyce Roux	22 Hereford Hgy #13	Canyon TX 79015
*	James K. Rudeen	1116 West 76 Terrace	Shawnee KS 66214
*	Nancy Saathoff	1858 Claflin #6	Manhattan KS 66502
	Troy R. Sage		Maple Hill KS 66507
*	Kevin Saylor	2325 S Broadway	Wichita KS 67211
	Ty Schaffer	715 West 1st St.	Liberal KS 67901
	Larry Schaulieg	RR #2	Jetmore KS 67854
	Tammy Schilling		Morrill KS 66515
	Mark Schneider	134 S 8	WaKeeney KS 67672
*	Richard Schnng	Route 1	Wellington KS 67152
	Ann Schotte	Route 2	Marysville KS 66508
*	Perry Schremmer	Box 1265	Garden City KS 67846
*	Joan Schuler	1117 Pioneer Lain	Manhattan KS 66502
	Marcia Schuster		Morrill KS 66515
*	Galen L. Schutter	Route 1	Eskridge KS 66423
*	Sheila Marie Scott	1106 Glenn	Scott City KS 67871
**	Dale Seifert	P.O. Box 66	Parsons KS 67357
	George Severin	Pony Express House	Hanover KS 66945

Jack Seyforth	Route 2	Ulysses KS 67880
Kelly Shaft	208 Grant	Marion KS 66861
Dennis Sharp	Route 2	Troy KS 66087
* Mike Sherbert	Route 1	Clay Center KS 67432
* Diane Shippy	Route 1	Navarre KS 67469
* Jeff Shippy	Route 1	Woodbine KS 67491
* Kenton Shoffer	Route 1	Rossville KS 66533
* Brian Shrock	Box 553	Troy KS 67364
* John Smith	Rural Route	Miltonvale KS 67466
Kim Knight Snyder	119 E 8th	Ottawa KS 66067
* Brad Spielman		Lebo KS 66856
* Ron Steckline	510 W Jefferson	Pittsburg KS 66762
** Bryan Steffen	Route 1	Manhattan KS 66502
Johnny Steffens	1315 Glenn	Scott City KS 67871
* Max Stephans	Box 1393	Canadian TX 79014
Eric Stevenson	Route 2	Miltonvale KS 67466
Sherry Stevenson	Route 1	Niotaze KS 67355
Jim Stock	Route 1	Troy KS 66087
Dean Strasser	Route 2	Scott City KS 67871
* Kenny Stultz, Jr.	Route 1	Weir KS 66781
David Sturgeon	641 Highland	Salina KS 67401
* Sara Sutter	702 Lincoln	Clay Center KS 67432
* Steven Svoboda	RR #1	Lincolnville KS 66858
* Steve Tharman	Route 2	Atchison KS 66002
Danny W. Thomas	8827 S.W. Crawford	Auburn KS 66402

* Curt Thomas	500 Layton Lane	Enterprise KS 67441
* Monte Thornn	Route 1	Isabel KS 67065
Alan Thompson	Rt #2	Goff KS 66428
Paul Thorn	Route 2, Box 52	Beattie KS 66406
* Ann Schrag Toews	Route 1	Halstead KS 67056
Todd Torkelson	305 N Carolina/Apt 2	Highland KS 66035
Gary Towery	506 1/2 N Graves	Norton KS 67654
Mark Vannocker		Lebo KS 66856
** Brad Vannocker	Route 1	Florence KS 66851
Royce Vogt	Route 1	Moundridge KS 67107
Allen Waller	Route 1	Medicine Lodge KS 67104
Terry Walt	Route 1 Box 53	Collyer KS 67631
Casey Ward		Sun City KS 67143
* Greg Wasinger	Route 2	Scott City KS 67871
* Dean Weber	Route 2	Troy KS 66087
* Andrew K. Wendland	Route 1	Maple Hill KS 66057
Kenneth Wessel	612 Jefferson	Scott City KS 67871
* Ed Westhoff	Box 123	Williamsburg KS 66095
Todd Whaley	Eisenhower School	Wellington KS 67152
* Steve Whetzel	121 S Beaver	Oberlin KS 67749
** Nancy White	Route 1	Caney KS 67333
Terry Whittaker		Troy KS 66087
Craig Williams	1222 E Lincoln	Wellington KS 67152
Mike Wilson	Route 1	Stark KS 66775
* Mitch Wilson	Route 1	Carlton KS 67429

	Michael Wilson	Route 1	Carlton KS 67429
*	Ron Wineinger	3315 N. Oak	Kansas City MO 64116
**	Mike Witey	804 N Poplar	Wellington KS 67152
	Kevin Wurm	Route 2 Box 66	Oberlin KS 67749
*	Dale Wuthnow	Route 2	Hope KS 67451
	Lane Yocum	Route 5	Abilene KS 67410
	Todd Young	Box 41	Okety KS 66518
	Bill Zabel	Box	Melvern KS 66510
*	Kevin Ziegler	1020 Sarcoxi Tr/Apt 5	Joplin MO 64801
*	Chris Zimmerman	Route 1	Wellington KS 67152
*	David Lalman	Route 1	Manhattan Kansas 66502
*	Bill Holeman	13 Cody Place	Manhattan Kansas 66502
	Craig Smith	RR #1	Redfield Kansas 66769
	John Enloe	RR #1	Redfield KS 66769
*	John Ericson	RR #5	Fort Scott KS 66701
**	David Bailey	Box 385	Fort Scott KS 66701
	Charles Hall	RR #2	Mapleton KS 66754
	Brad Taylor	RR #2	Uniontown KS 66779
	Mike Ramsey	RR #1	Uniontown KS 66779

\* indicates those graduates who returned completed questionnaires

\*\* indicates those graduates who did not receive questionnaires due to incorrect and/or no forwarding address

APPENDIX J  
SURVEY COVER LETTER



**Department of Adult  
and Occupational Education**

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

February 11, 1987

Dear 1982 High School Graduate,

It seems hard to believe that its been five years since we graduated from high school. Some classes will schedule reunions to ponder over the memories. As you look back over your high school experience, what things did you like? What would you change? I too am a 1982 high school graduate and I am very interested in the future of Vocational Agriculture in Kansas.

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

Your high school was one of 35 randomly selected to participate in this year's study. Your Vocational Agriculture Instructor sent me the names and addresses of 1982 graduates who had completed at least one year of Vocational Agriculture. You have the opportunity to evaluate Vocational Agriculture in Kansas, by sending the completed questionnaire to me in the enclosed self-addressed envelope. We would appreciate it if you would do this today or as soon as possible.

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

Please give a few minutes of your time (approximastely six minutes) to the future of Vocational Agriculture.

Thanks for your cooperation.

Tom Chestnut  
Assistant Instructor,  
Agricultural Education

APPENDIX K  
FOLLOW-UP LETTER I TO GRADUATES





**Department of Adult  
and Occupational Education**

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

February 26, 1987

Dear High School Vo-Ag Graduate of 1982:

I am excited about the number of questionnaires that have already been returned to me!

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

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

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

Thanks again,

Tom Chestnut  
Assistant Instructor  
Agricultural Education

APPENDIX L  
FOLLOW-UP LETTER II TO GRADUATES



**Department of Adult  
and Occupational Education**

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

Chuck Ables  
Route 2  
Belle Plaine, KS 67013

Dear Chuck:

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

Wellington High School has been selected to participate in a study to improve its Vocational Agriculture program. Since you were a 1982 graduate from Wellington High School, we really need you to respond to a few questions concerning your Vocational Agriculture experience.

Mr. Forrest Covey, the current instructor at Wellington will receive a copy of the report, but your individual answers will be kept confidential.

Please do this today.

Sincerely,

Tom Chestnut  
Assistant Instructor  
Agricultural Education

APPENDIX M  
FOLLOW-UP LETTER III TO GRADUATES



**Department of Adult  
and Occupational Education**

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

March 31, 1987

Brad Vannocker  
Route 1  
Florence, KS 66851

Dear Brad:

Your help today is crucial to Vocational Agriculture in  
Kansas tomorrow!

I hope that you will respond to the enclosed questionnaire  
today.

This study is being conducted to gather your responses as a  
1982 high school graduate who was involved in at least one  
year of Vocational Agriculture. We hope to provide useful  
information to the entire state of Kansas including Marion  
High School.

Please remember that all responses will be kept  
confidential.

Thank you for your immediate response to the request and  
your participation in this study.

Sincerely,

Tom Chestnut,  
Assistant Instructor,  
Agricultural Education

Enclosure

APPENDIX N  
STUDENT PROFILE

### Student Profile

	Percent
Age	
Twenty-three years old	64
Sex	
Male	82
Years of high school vocational agriculture/agribusiness	
Four years	73
Years membership in FFA	
Four years	68
Highest FFA degree earned	
Chapter farmer	42
Years involved in a supervised occupational experience program	
Four years	43
Years in adult/young farmer classes	
Less than one year	39
Annual gross income in 1986	
\$10,000 - 14,999	27

A FOLLOW-UP STUDY OF VOCATIONAL AGRICULTURE STUDENTS  
GRADUATING FROM KANSAS HIGH SCHOOLS IN 1982

by

THOMAS LEROY CHESTNUT

B.S., Kansas State University, 1986  
M.S., Kansas State University, 1987

AN ABSTRACT OF A REPORT

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

Department of Adult and Occupational Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1987



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 year of vocational agriculture/agribusiness and graduated in 1982.

Names and addresses of the 1982 vocational agriculture/agribusiness graduates were provided from a randomly selected group of schools. Thirty-five schools were contacted. Thirty-one (89 percent) of the selected instructors responded with a list of their graduates. Two-hundred and sixty-seven graduates received mailed questionnaires asking for information about demographic data, education and employment data during the past five years, and about their vocational agriculture/agribusiness - FFA program and instructor. Fifty-one percent of the graduates returned completed questionnaires.

Ninety-three percent of the respondents enrolled in four years of vocational agriculture/agbusiness and four years of FFA. The Chapter Farmer degree was received by 64 percent of the graduates. Three years after graduation 65 percent of the respondents were attending post-secondary institutions. Twenty-eight percent were furthering their education after five years. Eighty-one percent of the graduates reported working in an agricultural occupation. Almost one-fourth (24 percent) were full-time, self-employed farmers or ranchers. Only two percent of the respondents were unemployed five years after graduation.

Graduates seemed to be pleased with their experience in vocational agriculture/agribusiness FFA. All of the respondents (137) agreed that their experiences in vocational agriculture/agribusiness FFA were good for them. Ninety-five percent also said if they had it to do over, they would enroll in vocational agriculture/agribusiness FFA again. More than three-fourths (94, 96, 96, and 81 percent respectively) of the graduates said that their vocational agriculture/agribusiness instructor should provide instruction for FFA activities, supervised occupational experience programs, laboratory activities and adult programs. Graduates also said the instructor should be available all year.