

OPINIONS OF AGRICULTURAL EDUCATION  
STUDENTS AND GRADUATES TOWARDS A MARKETING  
AND PLACEMENT PROGRAM FOR AGRICULTURAL EDUCATION GRADUATES

by

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CHAPTER I

INTRODUCTION

The purpose of the Agricultural Education program at Kansas State University is to prepare students to teach vocational agriculture at the high school level. Recently the job opportunities for vocational agriculture teachers have decreased dramatically. This is demonstrated in the following table which summarizes research data compiled by Welton (1987).

Table 1  
VOCATIONAL AGRICULTURE INSTRUCTOR OPENINGS IN KANSAS  
1980 - 1986

Year	Number of Students Certifying	Number of High School Openings	Percent of Students Certifying Employed As First Year Teachers
1980	36	47	47
1981	27	30	33
1982	30	32	46
1983	32	35	56
1984	36	22	38
1985	35	21	25
1986	27	8	15

Table 1 illustrates that the number of students certifying to teach vocational agriculture has declined slightly while the number of openings for high school vocational agriculture instructors has declined substantially. In addition, the percent of students certifying and accepting teaching positions as first year teachers has also declined dramatically. Therefore, the number of students currently certifying to teach vocational agriculture exceeds the number of openings for vocational agriculture teachers.

This situation has made it difficult for Agricultural Education graduates to be placed in the occupation for which they have been trained. Nevertheless, due to the broad curricular background of the Agricultural Education degree, these graduates are also qualified for employment in other agricultural occupations, which are termed non-traditional agricultural occupations in this study. However, it has been the observation of the researcher and confirmed in conversations with Kansas State University Career Planning and Placement Center Officials that many of these non-traditional agricultural employers do not request or recognize Agricultural Education as a desirable degree because they assume the graduate's primary employment interest is in teaching vocational agriculture. This observation leads one to believe that it may be difficult for many Agricultural Education graduates to obtain the



initial recognition necessary to seriously be considered as a candidate for employment by non-traditional employers.

Agricultural Education graduates can improve their marketability in the area of non-traditional occupations by selling their employable skills to those employers. It would seem that could be accomplished through the development of a comprehensive marketing and placement program. A marketing and placement program would benefit Agricultural Education graduates by providing them with information enabling individuals to present themselves as a highly qualified candidate for employment for both traditional teaching employers and non-traditional agribusiness employers.

#### Objectives

The primary objectives of this study were to:

1. Determine the demographics of selected Agricultural Education clientele.
2. Determine the desirable components of a comprehensive marketing and placement program designed to assist Agricultural Education graduates in the job search and placement process and if such a program is desirable;
3. Determine the perception of Agricultural Education graduates towards the benefits and skills obtained through the Agricultural Education program;

4. Determine the most effective method for delivering a marketing and placement program to the Agricultural Education clientele.

#### Significance of the Study

The significance of this study begins with demonstrating the need for a comprehensive marketing and placement program to assist Agricultural Education graduates in the job search and placement process for both traditional and non-traditional employment. As long as the number of Agricultural Education graduates continues to exceed the job availability for vocational agriculture instructors, there will be an expressed need for a marketing and placement program.

#### Limitations of the Study

The limitations to this study include:

1. The population for this study was randomly selected from three groups associated with the Agricultural Education program at Kansas State University: 1) vocational agriculture instructors in Kansas with less than 15 years of teaching experience and graduates of the program; 2) 1986 graduates of the program; and 3) juniors and seniors currently enrolled in the program.

2. The population was limited to responding to questions on the survey instrument. One question was open ended and asked for suggestions to improve the marketability of Agricultural Education graduates.

## CHAPTER II

### REVIEW OF LITERATURE

The literature reviewed for this study centered around job search methods and characteristics effecting job placement. The first question addressed was what types of job search activities and job skills are most beneficial and effective in securing a job. The second question addressed was how do students and/or graduates view programs designed to improve their job seeking skills.

#### Beneficial Job Search Activities and Job Skills

Today's college senior and or graduate has many methods of contacting prospective employers while conducting a job search. Marion, Cheek, and Harris (1980) conducted a study to determine what job search methods were used by graduates to obtain their first job. A random sample of 410 graduates who received baccalaureate degrees from The University of North Carolina at Chapel Hill in May 1979 were sent a questionnaire in the spring of 1980. The respondents, 301 graduates, indicated they had used the following methods while searching for and obtaining their first job: 81 percent used direct contact with employers; 70 percent family and friends; 53 percent the university placement office; and 30 percent newspaper advertisements. This would seem to indicate that students possessed the talents employers needed and were prepared to contact the employers directly. This would also seem to indicate that employers

readily welcomed such direct contact and/or recognized students' initiative and qualifications as appropriate to their needs.

Dzubow (1985) studied the the job market to determine what search strategies and employee qualifications were most preferred by potential employers. The study also evaluated the effectiveness and efficiency of various job search strategies. According to Dzubow (1985) the hidden job market, jobs that are available but not advertised, accounts for the larger proportion of positions available. This hidden job market represents a viable potential for employment. Moreover, the two job search methods most used by graduates to secure initial employment are methods of tapping the so called hidden job market. Dzubow (1985) also concludes that the most effective job search methods are personal contact with employers and friends.

Dzubow (1985) suggested utilizing a multifaceted and innovative approach to increase the effectiveness of the job search process. One of the guidelines suggested includes making as many contacts as possible with prospective employers. According to Dzubow (1985) the greater the number of contacts and interviews, the greater the number of job offers. Furthermore, Dzubow (1985) states that the effectiveness of the job search may be increased by customizing the approach to the individual characteristics of a prospective employer. In addition, according to Dzubow

(1985) it is important that job seekers build a network of contacts to use during a job search. When used correctly, these guidelines can increase the efficiency of the job search. However, in addition to these guidelines Dzubow (1985) concludes that the job seeker must also be well organized, aggressive, and prepared to present themselves in a professional manner to the prospective employer.

According to Vaughn (1984) prospective employers perceive certain employee attributes as being more important than others. Therefore, potential employers will hire those job seekers who possess those attributes. Vaughn (1984) interviewed job recruiters to determine what interviewing and resume attributes were preferable to job recruiters. According to Vaughn (1984) job applicants must present themselves in the best possible way to prospective employers to enhance their chances of obtaining a job offer. Vaughn (1984) states that job applicants must present the skills they possess as potential job skills for which the employer is searching. Vaughn (1984) concludes that the effectiveness of the job applicant's presentation can affect their chances of obtaining a job offer.

A study by Murphy and Jenks (1982) points out that the job applicants self-presentation, experience and non-technical skills were important factors to employers in deciding whether or not to hire the applicants. Murphy and Jenks (1982) conducted the study to identify the

characteristics of a successful applicant for entry-level professional employment. However, the study involved job opportunities for general studies graduates and did not include opportunities requiring specialized degrees. Murphy and Jenks (1982) state that three types of skills are needed for successful job performance; adaptive, functional and specific content skills. Murphy and Jenks (1982) dealt with the two types of non-technical skills, functional and adaptive. They define functional and adaptive skills as follows:

Functional Skills are task-related competencies that are not limited to any particular setting. They include informational and interpersonal skills which are transferable across specific job classifications. Adaptive Skills describe the manner in which the employees interact with their environment including relations to people, to organizations, to time and space, and to physical conditions. They are closely related to personality traits and when used in the appropriate environment, help the worker adapt to that environment.

Murphy and Jenks (1982) identified both functional and adaptive skills which employers perceived as most desirable. The top ten skills in each area are as follows:

Functional Skills

Communication  
Writing  
Verbal Skills  
Interpersonal Skills  
Problem Solving  
Analysis  
Listening  
Math Skills  
Organize Information  
Research

Adaptive Skills

Tactful  
Assertive  
Outgoing  
Fast Learner  
Positive Attitude  
Interested in Work  
Good Appearance  
Motivated  
Self-Promoting  
Good Self-presentation

Kinicki and Lockwood (1985) also found that the job applicant's initial interview impression significantly influenced job recruiters in evaluating the employability of the job applicant. They investigated the factors that predict a recruiter's evaluation of an applicant's suitability for hire and their interviewing skills. The study utilized recruiters who were participating in an interviewing skills workshop held at a midwestern university career planning and placement center. A publication by Roderick (1985) indicates that the first four minutes are the most crucial in the interview as positive or negative assessments are formulated by the interviewer during those moments. However, the underlying qualification for obtaining job offers is the job seeker must be a good salesperson. A publication by Carder (1984) states that salesmanship is what the job search is all about.

Job Search Improvement Programs

Programs have been developed to improve job applicant's job seeking skills. A study was done by Burke and Cannon



(1984) to evaluate the effectiveness of a two day workshop on job-searching skills and interview techniques for students graduating from a liberal arts college. The workshop objectives consisted of the following:

1. To help students understand how to prepare a professional vita, coverletter, and followup letter; and, by working with students to help them to prepare each of these materials before the end of the workshop.
2. To help students recognize their existing skills, talents, and the potential that these hold for possible employment.
3. To improve students' presentation of self by examining and focusing on their details of dress, appearance and demeanor. This was accomplished by the simulation and videotaping of job interviews which were played back and discussed with the students during the workshop sessions.

In general, Burke and Cannon (1984) found that participants of such programs perceived them as being a positive and invaluable experience.

### Summary

In summarizing the information obtained from the review of literature several statements can be made.

1. Programs to develop and improve job searching skills have been successful for majors other than Agricultural Education in the past. Therefore, it would seem possible for such a program to be equally as effective for Agricultural Education majors and graduates. However, the question remains as to whether or not graduates and/or students of the Kansas State University Agricultural Education program believe such a program would be desirable.
2. Some job skills are applicable to all types of jobs. Therefore, certain skills obtained through the Agricultural Education curriculum may be applicable to non-traditional employment opportunities. However, the question remains as to whether or not graduates and/or students of the Agricultural Education program obtain job skills and/or believe they have obtained job skills through the Agricultural Education program which are applicable to non-traditional employment opportunities.

3. To successfully complete the job search, certain job searching methods, techniques and skills should be utilized. A program designed to improve how the students carry out these activities should be beneficial to successfully completing the student's job search. However, the question remains as to which job searching methods, techniques and skills graduates and/or students of the Agricultural Education program desire to include in such a program and how the program content should be delivered.

The review of literature answered many of the researchers questions concerning the job placement of college\* graduates in entry level positions. However, it also raised several questions concerning placement of Kansas State University Agricultural Education graduates in non-traditional occupations. Therefore, the researcher conducted a study to answer these questions.

## CHAPTER III

### METHODOLOGY

#### Introduction

As this chapter proceeds, inclusion of the methods used will be examined. These include the following areas: population and sample, instrumentation, collection of data, and analysis of data.

#### Population and Sample

Several criteria were established as the researcher began identifying the population and selecting the sample for this study. Participant selection included the following criteria: 1) vocational agriculture instructors with less than fifteen years of teaching experience who graduated from Kansas State University with a degree in Agricultural Education; 2) students who graduated from Kansas State University in 1986 with a degree in Agricultural Education; 3) students who were enrolled in the Agricultural Education program at Kansas State University as juniors or seniors and; 4) the sample should be large enough to generalize the findings. In order to meet these criteria, a random selection of the three participant classifications was conducted in the following proportions: 50 percent of the juniors and seniors enrolled in Agricultural Education; 50 percent of the 1986 Agricultural Education graduates; and 21 percent of the vocational agriculture instructors.

### Instrumentation

The survey instrument was designed after a review of literature and research. The initial draft of the survey instrument was examined by Dr. John Parmley, the researcher's major professor, Dr. Richard Welton, a member of the Agricultural Education staff, and several graduate teaching assistants for reactions and suggested improvements. This survey instrument included areas of: 1) demographics; and 2) responses to statements about the following information: items which could be included in a marketing and placement program, feasibility of a marketing and placement program, benefits of the Agricultural Education professional semester, benefits of the Agricultural Education curriculum, possible delivery methods for a marketing and placement program, and possible improvements in the Agricultural Education program to facilitate improved marketability of graduates. In the first area participants were asked to provide information about their occupational status, classification of college degree held, employment status, and annual gross income. The second section was designed to determine which items should be included in a marketing and placement program and the most effective method of delivery. The second section also contained questions designed to assess the effectiveness of the Agricultural Education program in providing exposure to commonly occurring job related skills.

An open-ended question concluded the survey by asking the participants to provide suggestions on how the Agricultural Education curriculum could be changed to facilitate improved graduate marketability. A final survey instrument was then developed for the study and was reviewed and approved by Dr. John Parmley and appears in Appendix E.

#### Collection of Data

After the sample was determined, a cover letter and survey instrument were sent to the randomly selected individuals. A self-addressed, stamped return envelope was also included. Three weeks after the original survey instrument was mailed to the selected individuals, a second survey instrument was sent to the non-respondents requesting that the surveys be completed and returned. Four weeks after the follow up survey was mailed, 10 percent of the remaining non-respondents were randomly selected and were interviewed by telephone. In addition, a very late response was received and was included in the respondents data and was also analyzed as a non-respondent to assist in determining if the responses of the non-respondents differed significantly from the responses of prior respondents. Analysis of the non-respondents responses revealed no apparent differences between the two groups.

### Analysis of Data

The survey instrument contained multiple answer questions and an open-ended question. The multiple answer questions were analyzed by entering the data into a computer and running a computer analysis of the data. The data analysis included a cross tabulation of frequency counts and percentages for the demographic information a mean age for the participants; and a mean ranking for the delivery method of a marketing and placement program for Agricultural Education.

The remaining multiple answer questions were scored on a six point likert scale. The answers were weighted as follows: Very Strongly Agree = 15, Strongly Agree = 11, Agree = 9, Disagree = 7, Strongly Disagree = 5, Very Strongly Disagree = 1. The data were analyzed and a mean score and standard deviation calculated. Although any score between 7.0 and 9.0 could be considered as a neutral score, the researcher selected a figure of 8.0 as the dividing point between agreement and disagreement. Therefore, in this study any mean weighted score above 8.0 was considered as a positive response.

The open ended question was analyzed and tabulated by hand by the researcher. The responses were grouped into similar areas which amassed into 10 groups. Frequency counts of the responses were tabulated.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the results from the survey will be disclosed. The survey was completed and received from the following: 25 of the 27 teachers, 92.6 percent; 15 of the 17 1986 graduates, 88.2 percent; and 16 of the 20 undergraduates, 80.0 percent; for a total return of 56 out of the 64 or 87.5 percent of those surveyed. Information was gathered concerning demographics, opinions towards components of a marketing and placement program to assist Agricultural Education graduates in the job search process, opinions of benefits and skills obtained through the Agricultural Education program, and the most effective method of delivering a marketing and placement program.

#### PROFILE OF PARTICIPANTS

Table 2 discloses the demographic data obtained from the survey participants. Several of the 1986 graduates indicated they were employed as Vo Ag Instructors, however, none of these individuals were included in the teacher category or in the data analysis of the teacher category.

#### Age

Table 2 shows the mean age for all the participants was 25.6 years. The mean ages for individual sample groups were as follows: teachers 30.0, 1986 graduates, 23.6, and undergraduates 20.9.



TABLE 2

## PROFILE OF PARTICIPANTS

Teachers n = 25, 1986 Graduates n = 15, Undergraduates n = 16,  
Total n = 56

Category	Teachers (%)	1986 Graduates (%)	Undergraduates (%)	Total (%)
Age $\bar{X}$	30.0	23.6	20.9	25.6
<u>Sex</u>				
Male	96.0	86.7	93.7	92.9
Female	4.0	13.3	6.3	7.1
<u>Occupation</u>				
Vo Ag Instructor	100	26.7	-	51.8
Undergraduate Student	-	-	100	28.6
Graduate Student	-	26.7	-	7.1
Other	-	46.7	-	12.5
<u>Classification of KSU Degree Held</u>				
Graduated prior to 1986	100	-	-	44.6
Graduated in 1986	-	100	-	26.8
Currently Enrolled	-	-	100	28.6
<u>Employment Status</u>				
Employed and not seeking other employment	88.0	46.7	6.3	53.6
Employed and seeking other employment	12.0	33.3	-	14.3
Currently unemployed	-	6.7	-	1.8
Currently a Student	-	13.3	93.8	30.4

TABLE 2 (Continued)

## PROFILE OF PARTICIPANTS

Teachers n = 25, 1986 Graduates n = 15, Undergraduates n = 16,  
Total n = 56

Category	Teachers (%)	1986 Graduates (%)	Undergraduates (%)	Total (%)
<u>1986 Annual Gross Income</u>				
< \$14,999	-	40.0	93.7	44.6
\$15,000 - \$24,999	60.0	60.0	6.3	35.7
> \$25,000	40.0	-	-	17.9

Sex

As indicated in Table 2, 92.9 percent of the participants were male and the remaining 7.1 percent were female. Ninety-six percent of the teachers were male and 4 percent were female. Furthermore, 86.7 percent of the 1986 graduates were male and 13.3 percent were female, while 93.7 percent of the undergraduates were male and 6.3 percent were female.

Occupation

One hundred percent of the teachers indicated they were employed as a Vo Ag Instructor. The 1986 graduates indicated that 26.7 percent were Vo Ag Instructors, 26.7 percent as graduate students, and 46.7 percent were employed in other occupations. This data is disclosed in Table 2. The 1986 graduates teaching Vo Ag were not included in the teacher category for any data analysis. Other occupations

include the following: County Executive Director with ASCS, Substitute Teacher, Warranty Administrator, Farmer, Chemistry Teacher, County Extension 4-H Agent, Sales Representative, and Active Army Reserve.

#### Classification of KSU Degree Held

It is not surprising that Table 2 indicates 100 percent of the teachers graduated prior to 1986, 100 percent of the 1986 graduates graduated in 1986, and 100 percent of the undergraduates were currently enrolled in Agricultural Education. However, Table 2 also indicates that of all of the participants 44.6 percent graduated prior to 1986, 26.8 percent graduated in 1986, and 28.6 percent were currently enrolled in Agricultural Education.

#### Employment Status

Further inspection of Table 2 discloses the employment status of the participants. Eighty-eight percent of the teachers indicated they were employed and not seeking other employment while the remaining 12.0 percent indicated they were employed and seeking other employment. The 1986 graduates reported that 46.7 percent were employed and not seeking other employment, 33.3 percent were employed and seeking other employment, 6.7 percent were unemployed and seeking employment, and 13.3 percent were students and would seek employment upon graduation. Undergraduates revealed that 6.3 percent were employed and not seeking other employment and 93.8 percent were students and would seek

employment upon graduation. The total sample indicated that 53.6 percent were employed and not seeking other employment, 14.3 percent were employed and seeking other employment, 1.8 percent were unemployed and seeking employment, and 30.4 were students and would be seeking employment upon graduation.

#### Annual Gross Income in 1986 Before Taxes

Table 2 also discloses the participants annual gross income before taxes in 1986. This includes all sources of income available to the participants. The teachers disclosed that 60.0 percent received an income of \$15,000 - \$24,999, and 40.0 percent received more than \$25,000. The 1986 graduates reported that 40.0 percent made less than \$14,999 and 60.0 percent received from \$15,000 - \$24,999. Because the 1986 graduates started full time employment after the first of the year, it may or may not reflect their new yearly rate of income at the time the survey was conducted. The undergraduates stated that 93.7 percent received less than \$14,999 and 6.3 percent received from \$15,000 - \$24,999. All participants indicated they received the following: 44.6 percent less than \$14,999; 35.7 percent \$15,000 - \$24,999; and 17.9 percent more than \$25,000.

#### OPINIONS TOWARDS COMPONENTS OF AN AGRICULTURAL EDUCATION MARKETING AND PLACEMENT PROGRAM

Table 3 reports responses concerning what components of a marketing and placement program would be most effective

and the development of a placement and marketing program for Agricultural Education graduates.

TABLE 3

PROFILE OF OPINIONS TOWARDS COMPONENTS OF AN  
 AGRICULTURAL EDUCATION MARKETING AND PLACEMENT PROGRAM  
 n = 56

Component	$\bar{X}$	Standard Deviation
How to use the university placement center.	11.3	2.4
Resume writing tips.	11.7	2.5
Examples of properly written resumes.	11.7	2.5
Letter of inquiry writing tips.	11.1	2.4
Examples of letters of inquiry.	11.2	2.4
How to write a follow up letter.	11.0	2.4
Examples of follow up letters.	10.8	2.4
Who should write a reference letter.	11.5	2.4
Current certification procedures and requirements.	12.4	2.6
Questions which are most often asked in an interview.	12.1	2.5
How to prepare for an interview.	12.3	2.4
A list of Alumni contacts employed in agribusiness positions.	11.1	2.9
Job descriptions and requirements of various entry level positions available in the agribusiness industry.	12.0	2.6
A list of agribusiness contacts, addresses included, who request agricultural education graduates.	12.7	2.5

TABLE 3 (Continued)  
 PROFILE OF OPINIONS TOWARDS COMPONENTS OF AN  
 AGRICULTURAL EDUCATION MARKETING AND PLACEMENT PROGRAM  
 n = 56

Component	$\bar{X}$	Standard Deviation
A list of additional references which would aid in the job search process.	11.7	2.3
The development of a marketing and placement program would be beneficial to Ag Ed graduates.	12.0	2.6

Survey responses were weighted in the following proportions: Very Strongly Agree = 15, Strongly Agree = 11, Agree = 9, Disagree = 7, Strongly Disagree = 5, Very Strongly Disagree = 1. The data was analyzed and a mean score and standard deviation was calculated. Any score above 8.0 is a positive response and the higher the score the more positive the response.

The findings in Table 3 indicate the participants strongly agree that the components listed would be beneficial in a marketing and placement program. Participants strongly agreed that a list of addresses and agribusiness contacts who request agricultural education graduates would be helpful as it received the highest mean score in the study of 12.7. In addition, participants also reported that current certification procedures and requirements, how to prepare for an interview, most often

asked interview questions would contribute to an effective marketing and placement program.

Participants also strongly agreed that the development of a marketing and placement program would be beneficial to Agricultural Education graduates. This statement received a mean score of 12.0 and is reported in Table 3.

BENEFITS AND SKILLS OBTAINED THROUGH  
THE AGRICULTURAL EDUCATION PROFESSIONAL SEMESTER

Table 4 includes mean response scores for benefits or skills perceived to be obtained through the Agricultural Education professional semester. Fifteen of the undergraduate participants had not completed the professional semester and did not give a response to these statements. Consequently, only 41 responses received analysis and a weighted mean score.

The benefits and skills listed received an indication of agreement to strong agreement. Participants disclosed that their ability to plan and make presentations to other people was enhanced or developed through the Agricultural Education professional semester. This statement received a mean score of 11.6 and is reported in Table 4. Other skills listed in Table 4 which participants rated highly as being improved through the Agricultural Education professional semester include communicating effectively with other people, organizing information, motivating other people to achieve their potential, and prioritizing their activities.

TABLE 4  
 PROFILE OF PERCEIVED BENEFITS AND SKILLS OBTAINED  
 THROUGH THE AGRICULTURAL EDUCATION PROFESSIONAL SEMESTER  
 n = 41

Benefit or Skill	$\bar{X}$	Standard Deviation
Manage my time more effectively (Time Management).	9.3	2.5
Work with a wide age group of people.	9.7	2.1
Communicates effectively with other people.	10.9	2.4
Organize information.	10.6	2.3
Delegate authority to others.	9.3	2.4
Motivate other people to achieve their potential.	10.3	2.1
Plan and make presentations to other people.	11.6	2.5
Prioritize my activities.	10.3	2.6
Help other people to identify their own goals.	9.3	1.9
Help other people to identify their own strengths and weaknesses.	9.2	2.1

BENEFITS AND SKILLS OBTAINED THROUGH THE  
 AGRICULTURAL EDUCATION CURRICULUM AND PROGRAM

Table 5 indicates the mean scores for responses given to statements concerning perceived benefits and skills obtained through the Agricultural Education curriculum and program. Participant responses were in agreement with the following statements: Provides a wide background of technical knowledge and skills, 10.3; Provides background information and skills applicable to traditional occupations (teaching Vocational Agriculture), 10.5; and would be more



applicable to agribusiness occupations if more agribusiness employers requested Agricultural Education as a desired degree, 10.2.

Table 5 also reveals that participants agreed with the statement the Agricultural Education curriculum and program provides background information and skills applicable to nontraditional occupations (other than teaching Vocational Agriculture). However, the participants agreed with this statement to a lesser degree than previously listed statements as it received a weighted mean score of 9.2. This would seem to suggest that the participants believe the skills which they indicated they acquired through the Agricultural Education professional semester are not as applicable to nontraditional occupations.

A near negative opinion was noted for the statement the Agricultural Education curriculum and program provides background information about various careers available in the agribusiness industry and other nontraditional occupations. This statement received a mean weighted score of 8.1. This score is significant in that it is the most nearly negative score received by any statement in this study and it is disclosed in Table 5.

TABLE 5  
 PROFILE OF PERCEIVED BENEFITS AND SKILLS OBTAINED  
 THROUGH THE AGRICULTURAL EDUCATION CURRICULUM AND PROGRAM  
 n = 56

Benefit or Skill	$\bar{X}$	Standard Deviation
Provides a wide background of technical knowledge and skills.	10.3	2.4
Provides background information and skills applicable to traditional occupations (teaching Vocational Agriculture).	10.5	2.1
Provides background information and skills applicable to traditional occupations (other than teaching Vocational Agriculture).	9.2	2.4
Provides background information about various careers available in the agribusiness industry and other nontraditional occupations.	8.1	2.3
Would be more applicable to agribusiness occupations if more agribusiness employers requested Agricultural Education as a desired degree.	10.2	2.1

DELIVERY METHODS FOR AN AGRICULTURAL  
 EDUCATION MARKETING AND PLACEMENT PROGRAM

Preferred delivery methods for an Agricultural Education marketing and placement program are exhibited in Table 6. Three responses, 2 from teachers and 1 from graduates, were not included in the data analysis because the responses did not pertain to the question.

Table 6 reports that teachers and undergraduates indicated the following delivery methods in descending order of preference: University courses taken for credit using a handbook, University courses taken for credit, A handbook

TABLE 6  
 MEAN RANK OF DELIVERY METHODS FOR  
 AN AGRICULTURAL EDUCATION MARKETING AND PLACEMENT PROGRAM

Delivery Method	Teachers n = 23	1986 Graduates n = 14	Undergraduates n = 16	Total n = 53
A handbook for personal use.	3	4	3	3
Noncredit workshops.	5	5	5	5
University courses taken for credit.	2	3	2	2
Noncredit workshops using a handbook.	4	2	4	4
University courses taken for credit using a handbook.	1	1	1	1

for personal use, Noncredit workshops using a handbook, and Noncredit workshops. The 1986 graduates reported their delivery method preference in the following descending order: University courses taken for credit using a handbook, Noncredit workshops using a handbook, University courses taken for credit, A handbook for personal use, and noncredit workshops.

The total sample indicated the following preference for marketing and placement program delivery methods in descending order of preference: University courses taken for credit using a handbook, University courses taken for credit, A handbook for personal use, Noncredit workshops

using a handbook, and Noncredit workshops. This data is revealed in Table 6.

SUGGESTIONS OF HOW THE AGRICULTURAL EDUCATION CURRICULUM  
COULD BE CHANGED TO FACILITATE IMPROVED MARKETABILITY AND  
OR PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES

Table 7 discloses the participant's responses and suggestions of how the Agricultural Education curriculum could be changed to facilitate improved marketability and or placement of Agricultural Education graduates. Thirty-two of the study's 56 participants responded to the question for a participant response rate of 57.1 percent. The responses were analyzed and divided into 10 categories. The response frequencies and categories for suggested improvements are reported in Table 7. Participants indicated 20 times that the Agricultural Education curriculum should include increased course work in the following areas: agribusiness, agricultural economics, marketing, accounting, and computers. Participants also disclosed 8 times that providing more information on alternative careers opportunities and requirements, careers other than teaching, could increase the marketability of Agricultural Education graduates for nontraditional types of employment. At the same time, 4 suggestions for a course designed to improve the student's job searching techniques and ability to market themselves to prospective employers.

Other suggestions and the frequency of their occurrence are as follows: require fewer educational psychology

courses, 3; provide more advanced techniques of instruction, 2; eliminate the course Introduction to Organic and Biological Chemistry, 2; require fewer agricultural mechanics courses, 2; move the professional semester to a earlier time in the curriculum, 1; provide more emphasis on professional interpersonal relations, 1; and stress dual certification as an option to students, 1. This data is revealed in Table 7.

TABLE 7

SUGGESTIONS OF HOW THE AGRICULTURAL EDUCATION CURRICULUM  
 COULD BE CHANGED TO FACILITATE IMPROVED MARKETABILITY AND OR  
 PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES  
 n = 32

Response	Frequency Of Occurrence
Increase the course work in the following areas: Agribusiness, Agricultural Economics, Marketing, Accounting, and Computers	20
Provide more information on alternative careers and requirements.	8
Implement a course on job placement and marketability.	4
Require fewer Educational Psychology courses.	3
Provide more advanced techniques of instruction.	2
Eliminate the course Introduction to Organic and Biological Chemistry.	2
Require fewer Agricultural Mechanics courses.	2
The professional semester should be earlier in the curriculum.	1
Provide more emphasis on interpersonal relations.	1
Stress dual certification as an option to students.	1

## CHAPTER V

### MAJOR FINDINGS AND RECOMMENDATIONS

This chapter discloses the major findings of the study. Inclusion of recommendations for future development of a marketing and placement program for Agricultural Education graduates will also be disclosed in this chapter. Furthermore, a review of the survey participants and study objectives will be included.

#### Participants

The survey was completed and received from the following: 25 of the 27 teachers, 92.6 percent; 15 of the 17 1986 graduates, 88.2 percent; and 16 of the 20 undergraduates, 80.0 percent; for a total return of 56 out of the 64 or 87.5 percent of those surveyed.

#### Objectives

The primary objectives of this study were to:

1. Determine the demographics of selected Agricultural Education clientele.
2. Determine the desirable components of a comprehensive marketing and placement program designed to assist Agricultural Education graduates in the job search and placement process and if such a program is desirable;

3. Determine the perception of Agricultural Education graduates towards the benefits and skills obtained through the Agricultural Education program;
4. Determine the most effective method for delivering a marketing and placement program to the Agricultural Education clientele.

#### Major Findings

After analysis of the data generated by the participant's responses to the survey items, the following conclusions were made by the researcher.

1. The development of a marketing and placement program would be desirable and beneficial to Agricultural Education graduates.
2. A marketing and placement program for Agricultural Education graduates should contain the following components:
  - A. How to use the university placement center.
  - B. Resume writing tips.
  - C. Examples of properly written resumes.
  - D. Letter of inquiry writing tips.
  - E. Examples of letters of inquiry.
  - F. How to write a follow up letter.
  - G. Examples of follow up letters.
  - H. Who should write a reference letter.

- I. Current certification procedures and requirements.
  - J. Questions which are most often asked in an interview.
  - K. How to prepare for an interview.
  - L. A list of Alumni contacts employed in agribusiness positions.
  - M. Job descriptions and requirements of various entry level positions available in the agribusiness industry.
  - N. A list of agribusiness contacts, addresses included, who request agricultural education graduates.
  - O. A list of additional references which would aid in the job search process.
3. Graduates of the Agricultural Education program improved or developed job skills through the Agricultural Education professional semester. Through information found in the review of literature, these job skills have been identified by the researcher as job skills which are applicable and valuable in all types of jobs.
4. Graduates and undergraduates of the Agricultural Education program obtained job skills and information through the Agricultural Education curriculum and program which are applicable to traditional occupations such as teaching vocational agriculture. However, they perceive these same skills, which the researcher has identified as being applicable to all types of jobs, as



- being less applicable to nontraditional occupations, those other than teaching vocational agriculture.
5. Insufficient background information is provided about careers available in the agribusiness industry and other nontraditional occupations.
  6. The study participants stated that the Agricultural Education curriculum and program would be more applicable to agribusiness occupations if more agribusiness employers requested Agricultural Education as a desired degree.
  7. The Agricultural Education curriculum and program provides a wide background of technical knowledge and skills.
  8. The most acceptable method of delivery for a marketing and placement program for Agricultural Education would be university courses taken for credit using a handbook.
  9. The study participants suggested that the Agricultural Education curriculum could be changed to improve the marketability and or placement of Agricultural Education graduates by increasing the course work in the following areas: Agribusiness, Agricultural Economics, Marketing, Accounting, and Computers. The next most prevalent suggestion was to provide more information on alternative careers and requirements.

### Recommendations

After analyzing the data and major findings, the researcher made the following recommendations for improving the marketability and placement of Agricultural Education graduates.

1. The development of a marketing and placement program to assist Agricultural Education graduates in the job search and placement process should be initiated.
2. The Agricultural Education marketing and placement program should be delivered to the Agricultural Education clientele as a university course which uses a handbook designed for the course.
3. The Agricultural Education marketing and placement program course should address the following topics:
  - A. How to use the university placement center.
  - B. Resume writing tips.
  - C. Examples of properly written resumes.
  - D. Letter of inquiry writing tips.
  - E. Examples of letters of inquiry.
  - F. How to write a follow up letter.
  - G. Examples of follow up letters.
  - H. Who should write a reference letter.
  - I. Current certification procedures and requirements.
  - J. Questions which are most often asked in an interview.

- K. How to prepare for an interview.
- L. A list of Alumni contacts employed in agribusiness positions.
- M. Job descriptions and requirements of various entry level positions available in the agribusiness industry.
- N. A list of agribusiness contacts, addresses included, who request agricultural education graduates.
- O. A list of additional references which would aid in the job search process.

4. The handbook to be used in the Agricultural Education marketing and placement program course should contain and address the same topics as the course. The handbook should also be designed to serve as a reference guide to the student or graduate as they are conducting their job search either before or after graduation from the Agricultural Education program.

5. The Agricultural Education faculty and staff should provide more information to students about alternative careers, those other than teaching vocational agriculture, and career requirements through the following methods: more careful and in depth advisement of students, compiling a list of job descriptions and requirements of various entry level positions available in the agribusiness industry and incorporating the information into existing Agricultural Education courses, recruitment materials,

and the proposed Agricultural Education marketing and placement program course.

6. The Agricultural Education curriculum and program provides a wide background of technical knowledge and skills. Those skills include job skills which are applicable and valuable to all types of jobs. The Agricultural Education faculty and staff should emphasize to all Agricultural Education students that the skills they obtain through the Agricultural Education program and curriculum are transferable to nontraditional occupations and provide examples of how and where those skills can be utilized.

7. Agribusiness employers should be informed of the qualifications and skills that graduates of the Agricultural Education degree obtain through the Agricultural Education curriculum and program. At the same time an attempt should be made to persuade the agribusiness employers to request Agricultural Education as a desired degree. This activity should be initiated through direct written contact with agribusiness employers and should be made by an Agricultural Education graduate student conducting research or other work for credit under the advisement of an Agricultural Education faculty member. The following information should be disclosed to the agribusiness employers concerning the Agricultural

Education program: curriculum requirements; curriculum diversity, ability to generalize or specialize; technical and job skills obtained through the program; and that program graduates actively pursue and accept positions in agribusiness.

8. The Agricultural Education faculty and staff should make an attempt to advise students to take more course work in agribusiness related areas such as agricultural economics, marketing, accounting, and computers.

9. The Agricultural Education faculty and staff should increase their advisement to students concerning the possibilities of dual certification and specialization.

10. The Agricultural Education faculty and staff should obtain and maintain a list of Agricultural Education graduates who are employed in agribusiness occupations through a survey which requests such information. The list should be utalized in the marketing and placement program course, existing Agricultural Education courses, recruitment materials, and in future research concerning the marketability of Agricultural Education graduates in agribusiness occupations.

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## APPENDICES



APPENDIX A

COVER LETTER SENT TO SURVEY PARTICIPANTS

**Department of Adult  
and Occupational Education**

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

February 9, 1987

Hello:

I hope the New Year has started off very well for you. With the new year comes new challenges and obstacles which need to be addressed. One of these challenges concerns the current job and placement opportunities for Agricultural Education graduates. Your assistance is needed in completing a study being done to determine the necessary components of a Comprehensive Marketing and Placement Program.

As you know, the job availability in many agricultural occupations is currently depressed. The Comprehensive Marketing and Placement Program is being developed to assist Agricultural Education graduates in the job search and placement process.

The final product of this survey will contain information which you, the randomly selected individuals being surveyed, have indicated would be helpful in the job search process. This is an opportunity for you to directly affect what will be included in this program. By completing and returning the enclosed survey you are consenting to participate in this study and you cannot be compensated for your participation.

The information received will be treated strictly as confidential and disclosed in grouped information for determining the components of the Marketing and Placement Program only. For your convenience a self-addressed, stamped envelope is enclosed. Your cooperation in filling out this survey and returning it as soon as possible, will be greatly appreciated. If you have any questions or wish to see the results of this study please feel free to contact me at the above address. Thank you for your assistance.

Sincerely,

Ken Moldenhauer  
Graduate Teaching Assistant

Enclosures

APPENDIX B  
VOCATIONAL AGRICULTURE INSTRUCTORS WHO RECEIVED  
A SURVEY INSTRUMENT

VOCATIONAL AGRICULTURE INSTRUCTORS WHO RECEIVED  
A SURVEY INSTRUMENT

<u>Instructor</u>	<u>High School</u>	<u>City or Town</u>
Larry D Hoobler	Wabaunsee H S	Alma
Allen Kurtz	Council Grove H S	Council Grove
Steve R Joonas	Marais Des Cygnes Valley	Melvern
John Nichols	Paola H S	Paola
Rick Blush	Seaman H S	Topeka
Jim Mugain	White Rock H S	Burr Oak
Michael R Womochil	Concordia H S	Concordia
Dale Davidson	Hope H S	Hope
John Forshee	Miltonvale H S	Miltonvale
Gregory V Anderes	Salina Central	Salina
Dan Palmateer	Valley Heights H S	Blue Rapids
Michael Ring	Marysville H S	Marysville
Garry Couchman	Sabetha H S	Sabetha
Wayne L DeWerff	Plainville H S	Plainville
Jerry Schmidt	Stockton H S	Stockton
Chris A. Mackey	Central H S	Burden
Dale Brown	Great Bend Sr. H S	Great Bend
Fredrick B. Gillig	South Barber H S	Kiowa
Richard G. Poland	Medicine Lodge H S	Medicine Lodge
Merlyn Spare	Stafford H S	Stafford
Danny Peterson	Labette County H S	Altamont
Kristi Maxon	SE Kansas AVTS	Coffeyville
Dennis Brown	Girard H S	Girard

Bob Van Winkle	Elk Valley H S	Longton
Kevin Gleason	Uniontown H S	Uniontown
Alva Burch	Holcomb H S	Holcomb
Steven Pottorff	Greeley Co H S	Tribune

APPENDIX C

1986 AGRICULTURAL EDUCATION GRADUATES WHO RECEIVED  
A SURVEY INSTRUMENT

1986 AGRICULTURAL EDUCATION GRADUATES WHO RECEIVED  
A SURVEY INSTRUMENT

<u>Name</u>	<u>Address</u>	<u>City, State, and Zip</u>
Richard Blocksome	RR #1 Box 120	Ransom KS 67572
Don Blome	Osborne High School	Osborne KS 67473
Tom Chestnut	1015 Vattier	Manhattan KS 67752
Kurt Dillon	Atwood High School	Atwood Ks 67730
David Dreher	RR #2 Box 130	Burlingame KS 66413
Kathy Holmes	10897 S. Bremer Rd.	Canby OR 97013
David Key	1031 Bluemont	Manhattan KS 66502
Jim Kitch	RR #1 Box 73	Conway Springs KS 67031
Joe Kneib	Rt. 2	Girard KS 66743
Chuck Pettijohn	ASCS Office	Phillipsburg KS 67661
Mike Schainost	Garden City High	Garden City KS 67846
Randall Snider	Saint Marys High	Saint Marys KS 66536
Joseph Wary	Courthouse	Russel KS 67665
Ronald Brown	Walnut Grove Trlr Ct.	St. George KS 66535
Lowell Ely	411 N. 6th St.	Manhattan KS 66502
Glenn Newdigger	RR 5, Box 214	Pittsburg KS 66762
Kathy McDiffett	520 West Hall	Manhattan, KS 66506

APPENDIX D

AGRICULTURAL EDUCATION UNDERGRADUATES WHO RECEIVED  
A SURVEY INSTRUMENT



<u>Name</u>	<u>Address</u>	<u>City, State, and Zip</u>
Kevin Bradshaw	1803 Laramie	Manhattan, KS 66506
Mike Camac	801 Haid Court	Manhattan, KS 66506
Dana Cecrie	1022 Laramie	Manhattan, KS 66502
Van Dewey	1829 College Hts. #16	Manhattan, KS 66506
Martin Dulobery	1221 Ratone Apt 5	Manhattan, KS 66502
Richard Falkenstien	1919 Platt	Manhattan, KS 66502
Lonnie Funk	G-7 Jardine Terrace	Manhattan, KS 66506
David Holliday	1830 College Heights	Manhattan, KS 66502
Max Keltz	1830 Elaine Dr	Manhattan, KS 66502
James Linot	1530 McCain Lane Apt 2	Manhattan, KS 66502
Bruce Millershaski	1022 Sunset Apt 3	Manhattan, KS 66506
Rick Perkins	1919 Platt	Manhattan, KS 66506
Mikel Pruitt	U22 Jardine Terrace	Manhattan, KS 66506
Danny Rice	823 Ratone	Manhattan, KS 66502
Sonya Schweer	109 Smurthwaite	Manhattan, KS 66506
Larry Smart	M-7 Jardine Terrace	Manhattan, KS 66506
Raymond Wessel	RR 4 Box 268	Manhattan, KS 66506
Kevin Whitehair	1221 Ratone, #5	Manhattan, KS 66502
Daryl Yarrow	1830 College Heights	Manhattan, KS 66506
Paul Whitehair	Route 5	Abilene, KS 67410

APPENDIX E

SURVEY INSTRUMENT SENT TO STUDY PARTICIPANTS

### NOTICE

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will assist the survey administrators in answering important questions, however, your participation is strictly voluntary. You may omit any question which you feel unduly invades your privacy.

Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

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 \_\_\_\_\_  
Street City State Zip

Age \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_

Occupation:

- Vocational Agriculture Instructor
- Undergraduate Student Majoring in Ag Ed
- Graduate Student Majoring in Ag Ed
- Other, please specify \_\_\_\_\_.

Classification of KSU Degree Held (Check all that apply and circle the appropriate degree and graduation date):

- Graduated prior to 1986 with a (B.S. or M.S.) degree in Agricultural Education.
- Graduated in (May, August, December) 1986 with a (B.S. or M.S.) degree in Agricultural Education.
- Currently Enrolled in Ag Ed.

Employment Status:

- I am currently employed and I am not seeking other employment.
- I am currently employed, however I am seeking other employment.
- I am currently unemployed and seeking employment.
- I am currently a student in Ag Ed and will be seeking employment upon graduation.

Annual Gross Income in 1986 - before taxes

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

MORE ON REVERSE SIDE

OPINIONS OF A COMPREHENSIVE MARKETING AND PLACEMENT PROGRAM

INSTRUCTIONS: Please give your opinion about each of the following statements. Circle the response which best describes how you feel about each statement. "VSA" = Very Strongly Agree, "SA" = Strongly Agree, "A" = Agree, "D" = Disagree, "SD" = Strongly Disagree, "VSD" = Very Strongly Disagree.

- B. A comprehensive Marketing and Placement program would be most effective if it contained information concerning:
- |  |     |    |   |   |    |     |
|--|-----|----|---|---|----|-----|
| 1. How to use the university placement center services.  | VSA | SA | A | D | SD | VSD |
| 2. Resume writing tips.  | VSA | SA | A | D | SD | VSD |
| 3. Examples of properly written resumes.   | VSA | SA | A | D | SD | VSD |
| 4. Letter of inquiry writing tips.   | VSA | SA | A | D | SD | VSD |
| 5. Examples of letters of inquiry.   | VSA | SA | A | D | SD | VSD |
| 6. How to write a follow up letter.  | VSA | SA | A | D | SD | VSD |
| 7. Examples of follow up letters.  | VSA | SA | A | D | SD | VSD |
| 8. Who should write a reference letter.  | VSA | SA | A | D | SD | VSD |
| 9. Current certification procedures and requirements.  | VSA | SA | A | D | SD | VSD |
| 10. Questions which are most often asked in an interview.  | VSA | SA | A | D | SD | VSD |
| 11. How to prepare for an interview.   | VSA | SA | A | D | SD | VSD |
| 12. A list of Alumni contacts employed in agribusiness positions.  | VSA | SA | A | D | SD | VSD |
| 13. Job descriptions and requirements of various entry level positions available in the agribusiness industry. | VSA | SA | A | D | SD | VSD |
| 14. A list of Agribusiness contacts, addresses included, who request agricultural education graduates.         | VSA | SA | A | D | SD | VSD |
| 15. A list of additional references which would aid in the job search process.                                 | VSA | SA | A | D | SD | VSD |
- C. The development of a Marketing and Placement program would be beneficial to Agricultural Education Graduates. VSA SA A D SD VSD
- D. NOTE: If you have NOT completed the professional semester, check the blank at the right and skip section "D" and proceed to section "E". \_\_\_\_\_

MORE ON NEXT PAGE

The Agricultural Education professional semester helped to develop and improve my ability to:

- |   |                   |
|---|-------------------|
| 1. Manage my time more effectively (Time Management).                 | VSA SA A D SD VSD |
| 2. Work with a wide age group of people.                              | VSA SA A D SD VSD |
| 3. Communicate effectively with other people.                         | VSA SA A D SD VSD |
| 4. Organize information.  | VSA SA A D SD VSD |
| 5. Delegate authority to others.                                      | VSA SA A D SD VSD |
| 6. Motivate other people to achieve their potential.                  | VSA SA A D SD VSD |
| 7. Plan and make presentations to other people.                       | VSA SA A D SD VSD |
| 8. Prioritize my activities.  | VSA SA A D SD VSD |
| 9. Help other people to identify their own goals.                     | VSA SA A D SD VSD |
| 10. Help other people to identify their own strengths and weaknesses. | VSA SA A D SD VSD |

E. The Agricultural Education curriculum and program:

- |  |                   |
|--|-------------------|
| 1. Provides a wide background of technical knowledge and skills.   | VSA SA A D SD VSD |
| 2. Provides background information and skills applicable to traditional occupations (Teaching Vocational Agriculture).                       | VSA SA A D SD VSD |
| 3. Provides background information and skills applicable to nontraditional occupations (other than teaching Vocational Agriculture).         | VSA SA A D SD VSD |
| 4. Provides background information about various careers available in the agribusiness industry and other nontraditional occupations.        | VSA SA A D SD VSD |
| 5. Would be more applicable to agribusiness occupations if more agribusiness employers requested Agricultural Education as a desired degree. | VSA SA A D SD VSD |

F. Rank the following delivery methods for a Marketing and Placement program with the most effective delivery method receiving a "1" and the least effective receiving a "5".

- ( ) A handbook for personal use.
- ( ) Noncredit workshops.
- ( ) University courses taken for credit.
- ( ) Noncredit workshops using a handbook.
- ( ) University courses taken for credit using a handbook.

MORE ON REVERSE SIDE



APPENDIX F

FOLLOW UP LETTER SENT TO STUDY PARTICIPANTS



**Department of Adult  
and Occupational Education**

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

March 5, 1987

Hello:

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.

However, some of you still need to return your completed questionnaire. This study is being done to benefit recent and future Agricultural Education graduates in the area of job placement. The survey takes about 10 minutes to fill out. YOUR COMPLETED AND RETURNED SURVEY IS VERY IMPORTANT!!! Please do this today!

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

Thanks again,

Ken Moldenhauer  
Agricultural Education  
Graduate Teaching Assistant

c.c. Dr. John Parmley

Enclosures

APPENDIX G

CORRESPONDENCE WITH AGRICULTURAL EDUCATION  
FACULTY AND STAFF



**Department of Adult  
and Occupational Education**

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

FROM: Ken Moldenhauer

This is a rough draft of the survey I intend to conduct on opinions of a Marketing and Placement Program. The survey will be sent to selected Vo Ag Teachers, 1986 Ag Ed graduates, and students currently in the program. Please review the survey and return any comments or suggestions you may have to me by Friday, December 5.

Thankyou,

Ken Moldenhauer

APPENDIX H

CORRESPONDENCE WITH OFFICE OF GRADUATE STUDIES  
COLLEGE OF EDUCATION

**Department of Adult  
and Occupational Education**

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

January 27, 1987

TO: Office of Graduate Studies, College of Education

FROM: Kenneth Moldenhauer  
Graduate Teaching Assistant  
Bluemont Hall 342

RE: Rights of Human Subjects

As required by the current university policy, I am submitting the required materials for approval concerning the Rights of Human Subjects. These materials contain the following information: 1) a completed Rights of Human Subjects Checklist; 2) a copy of the survey instrument; 3) a copy of the cover letter which will accompany the survey instrument; and 4) a copy of the methodology of the research.

NOTE: The methodology section was prepared in report format and as such was written in past tense. Therefore, the survey instrument has NOT been sent to any participants at this time.

If you have any questions please feel free to contact me at the above address.

Sincerely,

Ken Moldenhauer  
Graduate Teaching Assistant



Office of Graduate Studies

College of Education  
Bluemont Hall  
Manhattan, Kansas 66506  
913-532-5595

January 27, 1987

Dr. John Parmley  
Department of Adult and  
Occupational Education  
Bluemont Hall  
UNIVERSITY

Dear Dr. Parmley:

I have reviewed the information provided regarding the protection of the rights of human subjects in research proposed by Ken Moldenhauer. Based on the assurances provided, the research appears either to meet the conditions required by federal or Kansas State University policy or to be exempt from review. I must remind you, the actual protection of the rights of human subjects in research is the responsibility of the investigators and my review does not mitigate this responsibility in any degree. Kansas State University policy requires the informed consent of subjects even for federally exempt research.

Best wishes for the successful completion of this research project.

Sincerely,

Michael C. Holen  
Professor and Associate  
Dean

MCH:lab

cc: Kenneth Moldenhauer

OPINIONS OF AGRICULTURAL EDUCATION  
STUDENTS AND GRADUATES TOWARDS A MARKETING  
AND PLACEMENT PROGRAM FOR AGRICULTURAL EDUCATION GRADUATES

by

KENNETH LEE MOLDENHAUER

B.S., Kansas State University, 1986

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Agricultural Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1987

## Abstract

The primary objective of this study was to assess the opinions of Agricultural Education students and graduates towards a marketing and placement program for Agricultural Education graduates. Opinions towards selected aspects of the Agricultural Education curriculum and program were also assessed. A stratified random sample was selected which included vocational agricultural instructors, 1986 graduates, and undergraduates. Fifty-six of these individuals participated in the study.

A survey instrument was developed for this study. Responses from the survey instrument were analyzed using selected statistical procedures.

Results from the study indicated that participants said the development of a marketing and placement program would be beneficial to Agricultural Education graduates. The participants felt that a marketing and placement program should include and address basic job search skills and activities. In addition, the participants reported that information concerning agribusiness occupations, requirements, and contacts should be included in a marketing and placement program.

Study participants stated that the Agricultural Education curriculum and program provides a wide background of technical knowledge and skills. Furthermore, they agreed that the Agricultural Education professional semester and



curriculum developed or improved their job skills and that those job skills were applicable to traditional occupations. These job skills were identified as being applicable to all types of occupations. However, they perceived those job skills as being less applicable to non-traditional occupations.

Participants revealed that the most effective delivery method for a marketing and placement program was a university course taken for credit using a handbook. They also suggested that the marketability of Agricultural Education graduates could be improved by placing curricular emphasis on agribusiness, agricultural economics, marketing, accounting, and computer courses.

On the basis of the findings of this study, recommendations for improving the marketability and placement of Agricultural Education graduates through implementation of a marketing and placement program were proposed.