

DOCUMENT RESUME

ED 113 439

CE 004 884

AUTHOR Hand, Janice S.
 TITLE From the Student: Vocational Education in Montana's Job Market.
 INSTITUTION Western Interstate Commission for Higher Education, Boulder, Colo.
 SPONS AGENCY Montana State Advisory Council for Vocational Education, Helena
 PUB DATE Aug 74
 NOTE 27p.
 EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage
 DESCRIPTORS *Educational Assessment; Employment Experience; Followup Studies; *Graduate Surveys; *Program Evaluation; Relevance (Education); *Student Opinion; Vocational Education; *Vocational Followup
 IDENTIFIERS Montana

ABSTRACT

A two-part survey of 265 of Montana's approximately 2,300 post-secondary vocational technical education students was designed to measure student job skills in the State's job market and to provide a base for improving vocational education. The first part involved mailing questionnaires to 600 students randomly selected from 897, and was supplemented by the arbitrary selection of 150 from the same number for personal interviews. A closed-answer format, 12-item questionnaire was developed to gather information on: student educational completion, education as related to employment, student views of educational quality, and student concern regarding counseling and others. Results, based on 229 returned questionnaires and 36 conducted interviews are summarized in narrative and graphic form for each question. They show an overall satisfactory rating of vocational education by former students. An area of particular student concern was desire for school responsibility in providing job placement. The comment section of the questionnaire yielded a large number of suggestions and criticisms for improving vocational education. Sixteen response trends are identified as part of the conclusions. Appended are the questionnaire, computer print-out of total responses, correspondence forms, and acknowledgements. (MS)

 * Documents acquired by ERIC include many informal unpublished. *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED113439

FROM THE STUDENT:
VOCATIONAL EDUCATION IN
MONTANA'S JOB MARKET
by
Janice S. Hand
for
Montana Advisory Council
for Vocational Education
Western Interstate Commission for Higher Education

public relations work was none and should have had cours
to help sometimes depends on the job I think th
eld super great training with qualified teachers
choice I was always able to get help when I needed it . . .
l, plus the variety of courses it was excellent training y
up not enough office machines lengthen course need more social act
need of more funds to work or to train efficiently student needs more general
practice good job training auto body d need to be as long as it
lot while training in the hospital it would help i
help you find a job it was good training
tech is an extreme hand and typing and
uld not take b educational even
they are colle each education gap so
b concerns only of electronics; my
ed it only to br one of the
st unders particular job . . .
he best be en being counse
hings are changing second year was useless
re charging too much school, keep up the good work teach
nything to stop the s of classes beats college the teacher did a
ob I feel it is an excellent program I really liked the school and worked for six mo
I thought the vo-tech did a wonderful job the most important part of any school is to
ave good teachers willing to impart their knowledge school needs more up-to-date equipment .
the cur um could have been carried on to a deeper depth more time should be spent on the
ndivid student who needs the help vo-tech is an excellent way to get educated in the field
you rea ant to enter I was well prepared in skills, but not in experience need mor
ob tra counselors were usually overloaded more organization is needed in the ler
th of the courses and scheduling them in logical order my high school counselor never mention
that vo-tech existed I feel I was very well prepared in my field for a job for me it
va need more time for each person how about an honor roll for the vo-tech studer
to e moral of the school I had greater freedom in high school not enough offic

CE 004 884

This report has been cataloged by the WICHE Library as follows:

Hand, Janice S

A report from the student: vocational education in Montana's job market. Boulder, Colo., Western Interstate Commission for Higher Education, 1974. (28)p.

Cover title: From the student: Vocational education in Montana's job market.

1. Vocation education - Montana. 2. Vocational education - Evaluation. I. Title. II. Cover title. III. Western Interstate Commission for Higher Education. Resources Development Internship Program. IV. Montana. Advisory Council for Vocational Education.

The ideas and opinions expressed in this report are those of the author. They do not necessarily reflect the views of the WICHE Commissioners or WICHE staff.

The Resources Development Internship Program has been financed during 1974 by grants from the Economic Development Administration, Education Division, HEW; Jessie Smith Noyes Foundation, National Endowment for the Humanities, National Science Foundation and by more than one hundred and fifty community agencies throughout the West.

WICHE is an Equal Opportunity Employer.

Printed on recycled paper

A Report

FROM THE STUDENT:

VOCATIONAL EDUCATION IN MONTANA'S JOB MARKET

by
Janice S. Hand

August 1974

for
Montana Advisory Council for Vocational Education
Helena, Montana

Linda Skaar, Chairperson
Frank Peterson, Vice-Chairperson
Jane Baker
Fred Barrett
Jack C. Carver
Joe Crosswhite
Charles Draper
William Erickson
Jack Gunderson

S. Gregory Hamlin, Jr.
Patrick J. Kelly
William Korizek
Janis Krieg
Joseph H. Lutz
Ron Newville
Joe A. Renders
Sandra Shepvalof
Susie Yellowtail

William A. Ball, Executive Director

TABLE OF CONTENTS

Abstract 1

Objectives 3

Procedures 3

 Development of Questionnaire 4

 Selection of Survey Population 4

 Survey Methodology 4

 Survey Itinerary 5

 Limitations 6

Results 6

 Population Totals 7

 Narrative Results 7

 Additional Information 9

 Graphical Results 10

Conclusions 12

Appendix 1 1A

 Questionnaire

 Computer Print-Out

 Cover Letter

 Interview Letter

 Reminder Post Card

 Thank You Post Card

Appendix 2 2A

 Acknowledgements

ABSTRACT

"Knowledge is power."
Bacon

The major goal of post-secondary vocational technical education is the development of occupational competence. To measure that competence, this study was developed to determine student attitudes toward their vocational education and to provide the Montana Advisory Council for Vocational Education with information from which to base their recommendations for the improvement of vocational education in Montana. The study, concerning former students of post-secondary vocational education, was conducted by a single researcher in a time limit of 12 weeks.

The Montana Advisory Council for Vocational Education called for a two-part study; the first part consisting of 600 mailed questionnaires and the second part supplementing the mailed questionnaires by an additional 36 personal interviews.

The results of the study show an over-all rating of "good" to "adequate" of vocational education by its former students. Perhaps the best testimony of this high rating was the 92% who answered "yes" to the question, "If you had it to do over, would you still rely on vocational education for your job training?"

Areas of particular student concern seemed to be a desire for school responsibility for helping students find local housing and responsibility of job placement for its students. A high percentage of former students responded to the Comments sections of the questionnaire, resulting in a great number of suggestions and criticisms intended to improve vocational education.

OBJECTIVES

"The major task of efficient planning is to decide what information is needed and why."

John P. Henderson

Program Planning With Surveys in Occupational Education

The educational system known as post-secondary vocational technical education was designed to develop student occupational competence to the fullest. In order to measure the effectiveness of vocational education, a method of rating student job skills must be available and utilized. Therein lies the purpose and objective of this study -- to measure student job skills in the Montana job market and to provide a base for recommendations for vocational education's improvement.

A follow-up of students from Montana's post-secondary vocational technical education schools was directed by the Montana Advisory Council for Vocational Education. The Council wanted information on what the student thought of his education; what he expected, what he wanted, and what he would like to see changed to improve vocational education.

The results of this study are intended to provide the Advisory Council with information from which to base its recommendations for the improvement of vocational education in Montana and will be included in the Council's Fifth Annual Evaluation Report. The Evaluation Report is to be sent to groups such as the governor, the legislature, the National Advisory Council for Vocational Education, the State Board of Public Education, and others.

PROCEDURES

"Attempt the end, and never stand to doubt
Nothing's so hard but search will find it out."

Proverb

• The Advisory Council for Vocational Education specifically asked for information in the following areas of interest:

- student educational completion
- education as related to employment
- student views of educational quality
- student concern regarding counseling and others

In order to efficiently gather this information, a questionnaire was developed.

Development of Questionnaire

Many different state advisory councils have done similar surveys utilizing questionnaires, the most notable being Arizona. After reviewing their various methods, a 12 question form with basically a closed-answer format was written. The closed-answer format seemed to be the best choice for future computerization of the study and was supplemented by numerous spaces for comments. The questions fit into four areas of information in order to fulfill the Council's directive:

- employment data
- education data
- opinion of school responsibilities
- general suggestions and criticisms

The questionnaire covered two pages and some of the 12 questions were broken down further into subscripts (for example, question 6 followed by comment area 6a). (See Appendix 1 for copy of questionnaire.)

After the questionnaire was written and re-written it was pre-tested on a number of vocational students in the Helena area. When it was determined to be easily understood and answered, the questionnaire was printed.

Selection of Survey Population

At the very start of the project, personal telephone calls were made to request lists of student names from each of the nine post-secondary vocational schools in Montana. Only one school, Flathead Valley Community College, did not have the lists available due to the short notice and summer personnel absences. The following did participate in the study:

1. Billings Vo-Tech Center
2. Butte Vo-Tech Center
3. Dawson College
4. Great Falls Vo-Tech Center
5. Helena Vo-Tech Center
6. Miles Community College
7. Missoula Technical Center
8. Northern Montana College

The Advisory Council had decided on a survey method combining mailed questionnaires and personal interviews to give an even better view of what students really think. Of the 897 student names, 600 were chosen by random number tables to receive mailed questionnaires and 150 were arbitrarily selected to be interviewed.

Survey Methodology

Mailed Questionnaires - Because business reply envelopes could not be printed in keeping with the study's time limit, a folded Council-addressed envelope

was inserted in each mailing. A questionnaire, a cover letter, and the stamped envelope comprised each packet to be sent to the persons selected for the sampling. The study covered students from over 95 cities and towns in Montana.

Each questionnaire was coded in the upper right-hand corner to signify school location, study area, and questionnaire return. As the questionnaires were returned to the Advisory Council's office, the code number was noted and marked on the master lists of all mailed questionnaires. If questionnaires were returned unopened by the post office, this also was noted. Next, any comments made by the student were typed on index cards coded by school and study area for purposes of sorting and information. A total of 229 questionnaires were completed and returned. Eighty-one were undeliverable and returned unopened.

The cover letter was a brief explanation of the project and requested the former student's help with the information requested by the questionnaire. (See Appendix 1 for sample.)

Finally, two weeks before the results of the study were to be finally tallied, a reminder card was mailed to a selected group of 75 non-respondents. The reminder card resulted in an additional 16 responses. (See Appendix 1 for sample.)

Interviews - Telephone calls were used as a method of initial contact with those former vocational students who could be located. After explaining the details of the study, the researcher asked for a convenient time to meet and talk with the student. Dates were set for appointments in cities containing a relatively large percentage of interviewees and a schedule of appointments was filled out.

The next step for the personal interview sector of the survey was to mail reminder post cards three days before the scheduled appointments were to take place. These reminder cards were to recap the telephone call and act as a reminder of the appointment. (See Appendix 1 for sample.) A total of 36 interviews took place out of a possible 150.

After the interviews had taken place and the results were tallied, a thank you post card was mailed to the person interviewed. The card expressed Council appreciation for the former student's time. (See Appendix 1 for sample.)

Tallying Results - All questionnaires (mailed and interviews) were periodically keypunched as they were returned to the Council office. All of the information was fed into a computer which sorted out information by school, information by curriculum, and finally, general total results.

Survey Itinerary

- Week 1 . . June 10-14 . . Study of related research. Phone calls to request student lists. Rough draft of questionnaire.
- Week 2 . . June 17-21 . . Work on student lists. Met with Evaluation Committee of Advisory Council.

Week 3 . . June 24-28 . . Revised and pre-tested questionnaire. Started mailing work. Met with advising research expert.
 Week 4 . . July 1-5 . . . Coded master lists. Had printing done. Wrote news release. Continued mailing work.
 Week 5 . . July 8-12 . . Finished mailing work and put questionnaires in mail. Started phoning for appointments.
 Week 6 . . July 15-19 . . First responses coming in. Continued phoning for appointments. Wrote news release. Met with computer expert to discuss program.
 Week 7 . . July 22-26 . . Trip to Great Falls. Work on returns.
 Week 8 . . July 29-Aug. 2 Trip to Billings. Work on returns.
 Week 9 . . Aug. 5-9 . . . Trip to Missoula. Work on returns. Helena interviews.
 Week 10 . . Aug. 12-16 . . Trip to Butte. Completed questionnaire work. Received computer output.
 Week 11 . . Aug. 19-23 . . Writing of final report.
 Week 12 . . Aug. 26-30 . . Writing of final report and news release.

Limitations

A story is often told to beginning statistics students. It seems that if a roomful of people each make a guess at the length of a table, almost invariably the average of their guesses will be within one-half inch of the actual length of the table. Such is the theory behind statistical surveys.

This survey actually contacted only 265 of the estimated 2300 post-secondary vocational technical education students in Montana. It cannot give answers for each student in vocational education; it can only give a statistical estimate of those probable answers. All acceptable statistical methods were faithfully followed. These results should give a fairly accurate picture of what the post-secondary vocational technical student thinks of vocational education in Montana's job market.

RESULTS

"It takes two to speak the truth --
 one to speak and another to hear."
 Henry David Thoreau

The Results section of this report will consist of three parts:

1. Population totals
2. Narrative results
3. Graphical results

The population totals will detail in depth the number of former students contacted. The narrative will first list the question and then a narrative report of the results. The bar graph will show in visual form the results

of the study.. (See Appendix 1 for computer print-out of results.)

Population Totals

Of the 600 mailed questionnaires, 229 former students of post-secondary vocational technical education completed and returned their questionnaires. Local post offices returned 81 questionnaires because of such factors as:

- left no forwarding address
- insufficient address
- addressee unknown

The percentage of returns can be computed two ways. Of the original 600 questionnaires with 229 returns, there results a 38% return rate. Of the adjusted returns (600 minus 81 unopened) there results a 44% return rate.

Only 36 of an original 150 former students could be located for interviews, resulting in a 24% interview response.

Narrative Results

#1. DID YOU COMPLETE YOUR VOCATIONAL EDUCATION?

A clear majority of the former students surveyed had completed. Of the ones who had not, most did not complete because they had accepted a job. Lack of money seemed to be another factor resulting in non-completion.

#2. CURRENTLY ARE YOU: NOT EMPLOYED, EMPLOYED IN YOUR FIELD, EMPLOYED IN A RELATED FIELD, EMPLOYED BUT NOT IN A RELATED FIELD, OR SELF-EMPLOYED.

A good majority are employed either in their field or in a related field. A fairly substantial, though smaller, percentage are not employed in the field they were trained for by vocational school.

#3. IF EMPLOYED, WHAT IS YOUR MONTHLY SALARY?

In general, salary levels of vocational students seem to be rather widely and evenly dispersed with the trend toward the upper \$651 and over bracket.

#4. IF YOU ARE NOT CURRENTLY EMPLOYED IN A JOB RELATING TO YOUR TRAINING, WHY?

Either a "no job available" or "other" response was most common. Judging from the comments to the "other" response choice, marriage, family problems, or money seem to be the most common reasons.

#5. HOW LONG DID IT TAKE TO GET YOUR FIRST FULL-TIME JOB AFTER YOU LEFT VOCATIONAL SCHOOL?

The vast majority of students either already had a job or got one in less than 90 days. A fair number of students seemed to be already working as they attended school.

#6. IN TERMS OF TECHNICAL SKILL, HOW WELL WERE YOU PREPARED BY YOUR VOCATIONAL EDUCATION?

An impressive (92) percent of the students surveyed felt "very well" to

"adequately" prepared by their vocational education and approximately half of these felt compelled to comment on the technical aspects of their job. Of the comments offered, special student concern was the need of broader knowledge and more background and more on-the-job training.

#7. IN TERMS OF SOCIAL KNOWLEDGE HELPFUL TO YOUR JOB, HOW WELL WERE YOU PREPARED BY YOUR VOCATIONAL EDUCATION?

Another high percentage thought their social education was adequate to good. Most comments were positive with some students saying that more customer relations were needed.

#8. IN TERMS OF SCHEDULING AND VARIETY, WAS THE CURRICULUM FLEXIBLE ENOUGH TO MEET YOUR NEEDS?

Scheduling and variety appear to be adequate to student needs in almost all cases. Of the students who expressed displeasure, most times it was because of a job or teacher conflict.

#9. IN WHICH AREAS DO YOU THINK A VOCATIONAL SCHOOL SHOULD BE HELD RESPONSIBLE?

Several areas of special student concern were: (1) job placement, (2) student housing (especially school help in finding), and (3) social activities.

From the Comments section came requests for:

- financial aid
- job selection counseling
- tutoring
- help (only) with job placement

It seemed important to students to have counseling in all aspects of their job -- where to look, who to see, selection, and advice on the field they were training for.

#10. HOW WOULD YOU BEST DESCRIBE THE COUNSELING THAT YOU RECEIVED FROM VOCATIONAL SCHOOL?

Again, an impressive percentage of former students replied affirmatively. Their comments seemed to indicate more and better counseling would be a help to them. A few of the comments stated that the student wasn't aware the school employed a counselor or that the counselor was too overloaded with work.

#11. IF YOU HAD IT TO DO OVER, WOULD YOU STILL RELY ON VOCATIONAL EDUCATION FOR YOUR JOB TRAINING?

An impressive (92) percent of students replied "yes."

#12. PLEASE ADD ANY FURTHER COMMENTS AND/OR SUGGESTIONS YOU HAVE THAT WOULD HELP IMPROVE VOCATIONAL EDUCATION.

Some of the more prevailing comments were:

- businesses and schools should get together
- concern with the quality of teachers
- more advertising and public relations
- expand programs
- more equipment and facilities

- more actual work experience
- students were treated like children
- would like opportunity to challenge courses
- concern with students who do not want to learn and are holding the entire class back
- job placement was discriminatory to average and below-average students
- intramural sports and clubs for social activities

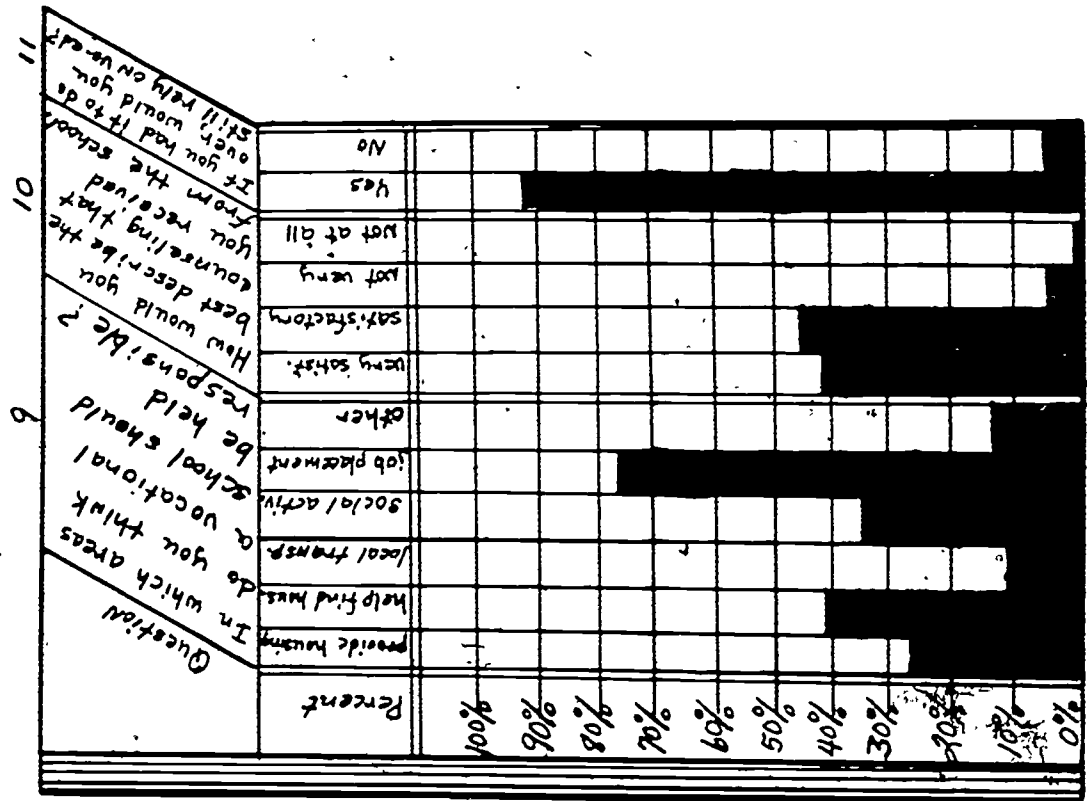
Additional Information from Study

Further information gathered during the Student Attitudes Analysis can be obtained from the Montana Advisory Council for Vocational Education, William A. Ball, Executive Director, P.O. Box-1157, Helena MT 59601. Phone 449-2013.

RESULTS OF THE STUDENT ATTITUDES ANALYSIS

Question	Yes	No	Percent
Did you complete your education?	100%	0%	100%
Currently are you:	empl. in field	0%	0%
	empl. related	0%	0%
If employed, what is your monthly salary?	empl. unrelat.	0%	0%
	self-empl.	0%	0%
If you are not currently employed in a job related to your training, why?	\$0-\$51	0%	0%
	\$51-\$150	0%	0%
	\$151-\$350	0%	0%
	\$351-\$550	0%	0%
	\$551-\$750	0%	0%
	\$751-\$950	0%	0%
	\$951-\$1000	0%	0%
	no job avail.	0%	0%
How long did it take to get your first full-time job after you left school?	poor location	0%	0%
	poor salary	0%	0%
	location unrel.	0%	0%
	other	0%	0%
In terms of technical skills, how well were you prepared by vocational ed.?	already work.	0%	0%
	< 90 days	0%	0%
	> 90 days	0%	0%
	never found	0%	0%
In terms of social knowledge helpful to your job, how well were you prepared?	very well	0%	0%
	adequately	0%	0%
	not well	0%	0%
	not at all	0%	0%
Was the curriculum flexible enough?	very well	0%	0%
	adequately	0%	0%
	not well	0%	0%
	not at all	0%	0%
Was the curriculum flexible enough?	Yes	0%	0%
	No	0%	0%

cont.



CONCLUSIONS

"The more extensive a man's knowledge of what has been done, the greater will be his power of knowing what to do."

Disraeli

The best evaluators of a vocational education system's effectiveness are its students, especially those students who have spent some time in the job market. Looking at the results of this study, it is evident that former students gave vocational education a resounding vote of confidence when 92% answered "yes" to the question "If you had it to do over, would you still rely on vocational education for your job training?"

The following will detail survey response trends:

- 75% rate of course completion
- 72% employment in field relating to course
- monthly salaries running up around "\$651 - over" range
- 87% found jobs in less than 90 days after completion
- 92% consider technical education "good" to "adequate"
- 90% consider social education "good" to "adequate"
- 87% think curriculum was flexible enough to meet their needs
- 88% consider counseling "satisfactory"
- concern with school responsibility in areas such as housing and social activities
- need of better school-business-community relations
- concern with teacher quality
- need of more advertising and public relations work
- expand programs
- need more equipment and facilities
- more on-the-job experience
- concern with job placement

It seems that vocational education is doing a good job preparing its students for their places in Montana's job market. Improvements can be made, however, and will be necessary for the continued effectiveness of vocational education in Montana.

It is important to note that a recommendations section does not appear in this report. The purpose of this study was to gather information from which the Montana Advisory Council for Vocational Education could base its recommendations for the improvement of vocational education. After a thorough review of the material herein, the Advisory Council will make its recommendations which will then be available to the public.

APPENDIX 1

"The essence of knowledge is,
having it, to apply it . . ."
Confucius

- Questionnaire
- Computer Print-Out
- Cover Letter
- Interview Letter
- Reminder Post Card
- Thank You Post Card

The following questions ask about your experiences at the vocational school you attended in 1972-73. Your answers are critically important to the improvement of vocational education in Montana. Please place checkmarks where indicated and write any comments you may have in the spaces provided. When you have finished BOTH pages, please place them in the enclosed envelope and mail as soon as possible - no postage needed. All information confidential. Please start.

1. Did you complete your vocational education (receiving a certificate or diploma)?

- yes
 no....Because:
 accepted a job.
 learned the needed skills.
 lack of money.
 program not appropriate to your needs.
 other. Specify: _____

2. Currently, are you:

- not employed.
 employed in your field of training.
 employed in a related field.
 employed, but not in a related field.
 self-employed.

3. If EMPLOYED, what is your monthly salary?

- \$ 0-\$250
 \$251-\$350
 \$351-\$450
 \$451-\$550
 \$551-\$650
 \$651 and over

4. If you are NOT currently employed in a job relating to your training, why?

- no job available.
 poor salary.
 poor working conditions.
 location unacceptable.
 other. Specify: _____

5. How long did it take to get your first full-time job after you left vocational school?

- was already working
 less than 90 days
 more than 90 days
 never found a job

6. In terms of TECHNICAL SKILL, how well were you prepared by vocational education? (This means those skills needed for your particular job.)

- very well prepared
 adequately prepared
 not well prepared
 not at all prepared

6a. Comments: _____

7. In terms of SOCIAL KNOWLEDGE helpful to your job, how well were you prepared by your vocational education? (This means getting along with co-workers, customers, and bosses.)

- very well prepared
 adequately prepared
 not well prepared
 not at all prepared

7a. Comments: _____

****Questions continued on next page.

M A C V E - - STUDENT ATTITUDE ANALYSIS - - SUMMER 1974

TOTAL COMPOSITE ACCUMULATIONS - ALL 0/0'S BASED ON 265 RESPONSES

1. DID YOU COMPLETE YOUR VOCATIONAL EDUCATION -

199	75.1	0/0	YES
66	24.9	0/0	NO . . . BECAUSE
34	12.8	0/0	ACCEPTED A JOB
4	1.5	0/0	LEARNED THE NEEDED SKILLS
9	3.4	0/0	LACK OF MONEY
4	1.5	0/0	PROGRAM NOT APPROPRIATE TO YOUR NEEDS
15	5.7	0/0	OTHER
0	.0	0/0	NO RESPONSE

2. CURRENTLY, ARE YOU -

19	7.2	0/0	NOT EMPLOYED
143	54.0	0/0	EMPLOYED IN YOUR FIELD OF TRAINING
47	17.7	0/0	EMPLOYED IN A RELATED FIELD
43	16.2	0/0	EMPLOYED, BUT NOT IN A RELATED FIELD
12	4.5	0/0	SELF-EMPLOYED
1	.4	0/0	NO RESPONSE

3. IF EMPLOYED, WHAT IS YOUR MONTHLY SALARY -

18	6.8	0/0	\$ 0 - \$ 250
34	12.8	0/0	\$ 251 - \$ 350
66	24.9	0/0	\$ 351 - \$ 450
36	13.6	0/0	\$ 451 - \$ 550
41	15.5	0/0	\$ 551 - \$ 650
49	18.5	0/0	\$ 651 AND OVER
21	7.9	0/0	NO RESPONSE

4. IF YOU ARE NOT CURRENTLY EMPLOYED IN A JOB RELATING TO YOUR TRAINING, WHY -

23	8.7	0/0	NO JOB AVAILABLE
9	3.4	0/0	POOR SALARY
2	.8	0/0	POOR WORKING CONDITIONS
4	1.5	0/0	LOCATION UNACCEPTABLE
29	10.9	0/0	OTHER
198	74.7	0/0	NO RESPONSE

5. HOW LONG DID IT TAKE TO GET YOUR FIRST FULL-TIME JOB AFTER YOU LEFT VOCATIONAL SCHOOL -

89	33.6	0/0	WAS ALREADY WORKING
141	53.2	0/0	LESS THAN 90 DAYS
19	7.2	0/0	MORE THAN 90 DAYS
7	2.6	0/0	NEVER FOUND A JOB
9	3.4	0/0	NO RESPONSE

(CONTINUED ON NEXT PAGE)

6. IN TERMS OF TECHNICAL SKILL, HOW WELL WERE YOU PREPARED BY VOCATIONAL EDUCATION -

98	37.0	0/0	VERY WELL PREPARED
146	55.1	0/0	ADEQUATELY PREPARED
13	4.9	0/0	NOT WELL PREPARED
2	.8	0/0	NOT AT ALL PREPARED
6	2.3	0/0	NO RESPONSE
142	53.6	0/0	COMMENTED

7. IN TERMS OF SOCIAL KNOWLEDGE HELPFUL TO YOUR JOB, HOW WELL WERE YOU PREPARED BY YOUR VOCATIONAL EDUCATION -

117	44.2	0/0	VERY WELL PREPARED
123	46.4	0/0	ADEQUATELY PREPARED
17	6.4	0/0	NOT WELL PREPARED
3	1.1	0/0	NOT AT ALL PREPARED
5	1.9	0/0	NO RESPONSE
89	33.6	0/0	COMMENTED

8. IN TERMS OF SCHEDULING AND VARIETY, WAS THE CURRICULUM FLEXIBLE ENOUGH TO MEET YOUR NEEDS -

230	86.8	0/0	YES
33	12.5	0/0	NO . . . IF NO, PLEASE COMMENT -
2	.8	0/0	NO RESPONSE
38	14.3	0/0	COMMENTED

9. WHICH AREAS DO YOU THINK A VO-ED SCHOOL SHOULD BE RESPONSIBLE -

72	27.2	0/0	PROVIDING STUDENT HOUSING
109	41.1	0/0	HELPING STUDENTS FIND LOCAL HOUSING
30	11.3	0/0	LOCAL TRANSPORTATION
91	34.3	0/0	SOCIAL ACTIVITIES
205	77.4	0/0	JOB PLACEMENT
36	13.6	0/0	OTHER
6	2.3	0/0	NO RESPONSE

10. HOW WOULD YOU BEST DESCRIBE THE COUNSELING THAT YOU RECEIVED-

111	41.9	0/0	VERY SATISFACTORY
122	46.0	0/0	SATISFACTORY
15	5.7	0/0	NOT VERY SATISFACTORY
5	1.9	0/0	NOT AT ALL SATISFACTORY
12	4.5	0/0	NO RESPONSE
84	31.7	0/0	COMMENTED

11. IF YOU HAD IT TO DO OVER, WOULD YOU STILL RELY ON VOCATIONAL EDUCATION FOR YOUR JOB TRAINING -

244	92.1	0/0	YES
18	6.8	0/0	NO
3	1.1	0/0	NO RESPONSE
88	33.2	0/0	COMMENTED

12. PLEASE ADD ANY FURTHER SUGGESTIONS AND/OR CRITICISMS YOU HAVE THAT WOULD HELP IMPROVE VOCATIONAL EDUCATION -

174	65.7	0/0	COMMENTED
91	34.3	0/0	NO RESPONSE

REPRODUCTION

July 8, 1974 .

Dear Former Vocational Education Student:

We're asking for your help. The Montana Advisory Council for Vocational Education is set up to make recommendations which will improve vocational education in Montana. In fulfilling our duties as an Advisory Council, we are conducting a study to see what students think of their vocational education.

That's where you come in. As a past student of one of Montana's vocational education programs, you know the strengths and weaknesses of vocational education. We're asking you to share some of that knowledge with us by completing the enclosed questionnaire.

We can't promise you anything for your help, other than the knowledge that your answers have helped improve Montana's post-secondary vocational education. So please, give us a few minutes.

Sincerely,

William A. Ball
Executive Director, MACVE

Janice S. Hand
WICHE RDIP, Research

REPRODUCTION

July 19, 1974

This letter will recap our phone conversation and confirm my appointment with you at:

The job of the Montana Advisory Council for Vocational Education is to make recommendations to help improve vocational education in Montana. As an Advisory Council, we are conducting a study of former students of vocational education in Montana to evaluate their views of their education. The results of this study will be included in the Council's Fifth Annual Evaluation Report to be presented to the governor, the legislature, the National Advisory Council for Vocational Education, the State Board of Public Education, and others.

I'll talk to you later. Thank you!

Sincerely,

Janice S. Hand
MACVE - RDIP Researcher

William A. Ball
Executive Director, MACVE

POSTCARDS

(Reminder post card)

August 2, 1974

Your answers to the Student Attitudes Analysis are missing from my stacks of completed questionnaires. I realize that you're quite busy, but I'm compiling the questionnaire results and your answers are especially important just now. Please complete the questionnaire and send it to me as soon as you can. THANK YOU.

P.S. If you've already returned the questionnaire, please ignore this card - I goofed! J.H.

Janice S. Hand
for
Montana Advisory Council
for Vocational Education

REPRODUCTION

(Thank You post card)

August 19, 1974

I'd like to thank you for your time and answers to the Student Attitudes Analysis. Our talk was valuable and will certainly help the Advisory Council when it makes its recommendations to help improve Montana's vocational education.

Again, THANK YOU!

Janice S. Hand
for
Montana Advisory Council
for Vocational Education

APPENDIX 2

"Light is the task —
where many share the toil."
Homer

● Acknowledgements

ACKNOWLEDGEMENTS

I wish I could say that I have done the entirety of this study, but bits and pieces of it must be credited to others. To the people who assisted with student lists, to the people who assisted with methodology, and to the people who gave encouragement -- to them belongs part of the credit.

William A. Ball
Executive Director, MACVE

MACVE Advisory Committee:
Fred Barrett
Richard Draper
Jack Carver

Jim Phillips
Computer Operator
Helena Vo-Tech

Bill Connett
Research Expert
Office of the Superintendent
of Public Instruction

Rae McDonald
MACVE Secretary

Glenn Burgess
Jack Morrison
Billings Vo-Tech

Maurice Driscoll
James Graham
Butte Vo-Tech Center

James Hoffman
Dawson College

James Carey
Loran Frazier
Great Falls Vo-Tech Center

William Korize
Dale Johnson
Helena Vo-Tech Center

Vernon Kailey
Miles Community College

T. E. Downey,
Missoula Technical Center

Dr. A. VanderLinde
Northern Montana College

And finally, to 265 former students
of vocational education across
Montana.

Thank you,

Janice L. Hand

This intern report was read and accepted by a staff member at:

Agency: Montana Advisory Council for Vocational Education

Address: P. O. Box 1157
Helena, Montana 59601

This report was completed by a WICHE intern. This intern's project was part of the Resources Development Internship Program administered by the Western Interstate Commission for Higher Education (WICHE).

The purpose of the internship program is to bring organizations involved in community and economic development, environmental problems and the humanities together with institutions of higher education and their students in the West for the benefit of all.

For these organizations, the intern program provides the problem-solving talents of student manpower while making the resources of universities and colleges more available. For institutions of higher education, the program provides relevant field education for their students while building their capacity for problem-solving.

WICHE is an organization in the West uniquely suited for sponsoring such a program. It is an interstate agency formed by the thirteen western states for the specific purpose of relating the resources of higher education to the needs of western citizens. WICHE has been concerned with a broad range of community needs in the West for some time, insofar as they bear directly on the well-being of western peoples and the future of higher education in the West. WICHE feels that the internship program is one method for meeting its obligations within the thirteen western states. In its efforts to achieve these objectives, WICHE appreciates having received the generous support and assistance of the Economic Development Administration; the Jessie Smith Noyes Foundation; the National Endowment for the Humanities; the National Science Foundation; the Division of Education of HEW; and of innumerable local leaders and community organizations, including the agency that sponsored this intern project.

For further information, write Bob Hullinghorst, Director, Resources Development Internship Program, WICHE, Drawer 'P', Boulder, Colorado 80302, (303) 443-6144.

3416-2521449000045600:
IC:974:WICHE:2H120

27