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)
public relations work was none and should have had courses to help sometimes depends on the job. I think that the field was super great training with qualified teachers. I was always able to get help when I needed it. In a normal choice I think the variety of courses was excellent training. Not enough office machines lengthen course. Need more social act iti. Need of more funds to work or to train efficiently. Student needs more general owl practice. Good job training. Auto body. Need to be as long as it would help. I feel you find a job. Good training tech is an extreme. It was good training. Tech is an extreme. Need more time for each person. How about an honor roll for the vo-tech students. School needs more up-to-date equipment. More time should be spent on the individual who needs the help. Vo-tech is an excellent way to get educated in the field you want to enter. I was well prepared in skills, but not in experience. Need more job tra. Counselors were usually overloaded. More organization is needed in the length of the courses and scheduling them in logical order. My high school counselor never mentions that vo-tech existed. I feel I was very well prepared in my field for a job. For me it was need more time for each person. How about an honor roll for the vo-tech students?

FROM THE STUDENT:

VOCATIONAL EDUCATION IN MONTANA'S JOB MARKET

for Montana Advisory Council for Vocational Education

by Janice S. Hand

Western Interstate Commission for Higher Education
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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

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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.
of Advisory Council.


Week 5 . July 8-12 . Finished mailing work and put questionnaires in mail. Started phoning for appointments.


Week 10 . Aug. 12-16 . Trip to Butte. Completed questionnaire work. Received computer output.


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

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<th>Question</th>
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<td>Did you complete your education?</td>
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<td>If employed, what is your monthly salary?</td>
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<td>Do you feel adequately prepared by knowledge acquired in your major to be successful in your job?</td>
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<td>Do you feel your curriculum was enough?</td>
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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.***
8. In terms of scheduling and variety, was the curriculum flexible enough to meet your needs?
   yes
   no....If no, please comment:

9. In which areas do you think a vocational school should be held responsible? (Check those which apply.)
   providing student housing.
   helping students find local housing.
   local transportation. (To and from school)
   social activities. (Sponsoring student clubs and student government)
   job placement.
   other. Specify:

10. How would you best describe the counseling that you received from vocational school?
    very satisfactory
    satisfactory
    not very satisfactory
    not at all satisfactory

10a. Comments:

11. If you had it to do over, would you still rely on vocational education for your job training?
    yes
    no

11a. Comments:

12. Please add any further suggestions and/or criticisms you have that would help improve vocational education.

Comments cont'd next column.

**Please mail as soon as possible in the enclosed self-addressed envelope.**
TOTAL COMPOSITE ACCUMULATIONS - ALL 0/0'S BASED ON 265 RESPONSES

1. DID YOU COMPLETE YOUR VOCATIONAL EDUCATION -

- **YES**
  - 199 / 75.1 0/0

- **NO**
  - 66 / 24.9 0/0
    - **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 -

- **NOT EMPLOYED**
  - 19 / 7.2 0/0

- **EMPLOYED IN YOUR FIELD OF TRAINING**
  - 143 / 54.0 0/0

- **EMPLOYED IN A RELATED FIELD**
  - 47 / 17.7 0/0

- **EMPLOYED, BUT NOT IN A RELATED FIELD**
  - 43 / 16.2 0/0

- **SELF-EMPLOYED**
  - 12 / 4.5 0/0

- **NO RESPONSE**
  - 1 / 0.4 0/0

3. IF EMPLOYED, WHAT IS YOUR MONTHLY SALARY -

- **$ 0 - $ 250**
  - 18 / 6.8 0/0

- **$ 251 - $ 350**
  - 34 / 12.8 0/0

- **$ 351 - $ 450**
  - 66 / 24.9 0/0

- **$ 451 - $ 550**
  - 36 / 13.6 0/0

- **$ 551 - $ 650**
  - 41 / 15.5 0/0

- **$ 651 AND OVER**
  - 49 / 18.5 0/0

- **NO RESPONSE**
  - 21 / 7.9 0/0

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

- **NO JOB AVAILABLE**
  - 23 / 8.7 0/0

- **POOR SALARY**
  - 9 / 3.4 0/0

- **POOR WORKING CONDITIONS**
  - 2 / 0.8 0/0

- **LOCATION UNACCEPTABLE**
  - 4 / 1.5 0/0

- **OTHER**
  - 29 / 10.9 0/0

- **NO RESPONSE**
  - 198 / 74.7 0/0

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

- **WAS ALREADY WORKING**
  - 89 / 33.6 0/0

- **LESS THAN 90 DAYS**
  - 141 / 53.2 0/0

- **MORE THAN 90 DAYS**
  - 19 / 7.2 0/0

- **NEVER FOUND A JOB**
  - 7 / 2.6 0/0

- **NO RESPONSE**
  - 9 / 3.4 0/0

(CONTINUED ON NEXT PAGE)
6. IN TERMS OF TECHNICAL SKILL, HOW WELL WERE YOU PREPARED BY VOCATIONAL EDUCATION -

- 98 (37.0%) VERY WELL PREPARED
- 146 (55.1%) ADEQUATELY PREPARED
- 13 (4.9%) NOT WELL PREPARED
- 2 (0.8%) NOT AT ALL PREPARED
- 6 (2.3%) NO RESPONSE
- 142 (53.6%) COMMENTED

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

- 117 (44.2%) VERY WELL PREPARED
- 123 (46.4%) ADEQUATELY PREPARED
- 17 (6.4%) NOT WELL PREPARED
- 3 (1.1%) NOT AT ALL PREPARED
- 5 (1.9%) NO RESPONSE
- 99 (33.6%) COMMENTED

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

- 230 (86.8%) YES
- 33 (12.5%) NO . . . IF NO, PLEASE COMMENT -
- 2 (0.8%) NO RESPONSE
- 38 (14.3%) COMMENTED

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

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

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

- 111 (41.9%) VERY SATISFACTORY
- 122 (46.0%) SATISFACTORY
- 15 (5.7%) NOT VERY SATISFACTORY
- 5 (1.9%) NOT AT ALL SATISFACTORY
- 12 (4.5%) NO RESPONSE
- 84 (31.7%) COMMENTED

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

- 244 (92.1%) YES
- 18 (6.8%) NO
- 3 (1.1%) NO RESPONSE
- 88 (33.2%) COMMENTED

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

- 174 (65.7%) COMMENTED
- 91 (34.3%) NO RESPONSE
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
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

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
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 Korizek
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,
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.