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Date August 3, 1978

A FOLLOW-UP STUDY OF FORMER BUTTE VOCATIONAL
TECHNICAL CENTER OFFICE OCCUPATIONS
STUDENTS WITH IMPLICATIONS
FOR CURRICULUM CHANGES

by

BONNIE DIANE MURRAY

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Approved:

Daniel G. Hunt
Chairperson, Graduate Committee

Tom Willikin
Head, Major Department

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
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ABSTRACT

The purpose of this study was to determine if the Butte Vocational Technical Center was meeting the needs of the students, the community of Butte, and the surrounding area.

The survey was conducted during the spring of 1978. Questionnaires were sent to 100 former Office Occupations students of the Butte Vo-Tech Center who had attended the Center during the years 1972 through 1976. Sixty-two responses were returned and fifty-eight were usable.

The conclusions of the study included: Only twenty-eight students were working at an occupation in the area for which they were trained or in a related area. The majority of students had held more than one position since leaving the Center. Respondents changed positions more frequently the newer they were at the job; reasons given were acceptance of another job, moving, marriage, employee cutback, return to school, or low wages. More students believed their previous jobs were related to their area of training than their present jobs. Students' past and present employers were more likely to be large organizations. Students did not always work at the job they most wanted, but they did not believe the reason they were not hired for the desired position was lack of training. Most students remained at the Center until they finished their training or were employed. A certificate of completion was not the ultimate objective; being hired for a desired position was.

The recommendations of the study were the following: future follow-up studies should be undertaken and the students should be prepared for these studies before they leave the Center; a unit should be added to the curriculum explaining the procedure to follow when leaving a job; students should know the minimum salary needed for them to live on before they go on an interview so that low wages will not be a factor for their leaving a position; students should be made aware of the positive factors in working for small companies; follow-ups should be made of employers to compare their opinions of the Center's curriculum with the opinions of the students; more emphasis should be placed on interpersonal relations; a unit on mailing

techniques should be added to the curriculum; students should be encouraged to enroll first in courses that take the longest to complete so that they will be more likely to finish them; and no courses should be deleted from the curriculum, but attention should be given to expanding course offerings.

CHAPTER I

INTRODUCTION

The business and office occupation group . . . has been one of the fastest growing areas of employment since 1900 and represents the largest occupational group in the nation. (Pittenger, 1973:162) Though many other occupational areas are expanding and experiencing rapid growth, most are dependent in some part on the business and office occupational group to handle the voluminous amounts of paper work relative to their operations.

This occupational group consists of approximately 13.5 million, or 17 percent, of the total employed in America. Of this 13.5 million, 3.7 million are secretaries, stenographers, and typists, and 9.8 million are other clerical employees. By 1980 an estimated 17.3 million clerical employees will be so employed.

(Pittinger, 1973:162)

Accompanying this growth is the need for training of clerical workers. Many institutions have training programs: business classes in secondary schools, junior colleges, four-year colleges, and private business schools.

Since the National Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, vocational schools have flourished, providing training in numerous occupations, among them business.

Instruction in vocational business subjects should provide a means of developing and using the maximum potential of those (students) interested or engaged in business occupations. To facilitate this need, business education departments should conduct surveys of office facilities and personnel requirements and do follow-up studies of graduates of the business program. Research of this type helps evaluate the adequacy of instruction being offered to business pupils and suggests the changes that should be made. (Pittenger, 1973:162)

The responsibility of the business teacher, specifically the post-secondary vocational office occupations teacher does not stop with surveying graduates working in entry-level positions. In our extremely complex technical society, the only certainty is change. Because of this changing technology, the office worker of the future must be more flexible and adaptable. (Wall and Motley, 1975:150) He must develop expertise in many areas often including those in which he has little background

or experience.

The solution to his dilemma of how to develop this expertise is in his attending a vocational school for retraining. One of the features of area vocational schools is their simultaneous job of meeting the vocational needs of vocational technical students and employee supply needs of the employers in the area. (Gillie and Mann, 1973:35)

This responsibility encompasses not only entry-level job training, but retraining of employees to cope with the multitudinous changes in our society.

In order to determine that these needs are being met, follow-up studies must be undertaken to poll former students as to possible changes which could be made in the curriculum of the vocational schools to aid in retraining of persons within the community. In our rapidly changing society, it is retraining of workers which is one of the most vital functions of an area vocational center; and it is the responsibility of the staff of the center to determine if this need for retraining is being fulfilled.

STATEMENT OF THE PROBLEM

The aim of this study was to conduct a follow-up survey of Butte Vocational Technical Center Office Occupations students who were hired after leaving the Center.

The goals of the study were the following:

1. To ascertain if the employed students were or were not employed in the area of study they pursued at the Vo-Tech Center or if they were working in a related area;

2. To determine

- a. if these students made job changes since their Vo-Tech training and why,

- b. if the students did change jobs, how many times did they change and why,

- c. if any or all of these jobs were in their specific area or in a related area of study at the Center,

- d. from which jobs did they transfer, and

- e. what their positions were at the time of the study;

3. What were the implications for curriculum revisions as they related to retraining at the Butte Vocational Technical Center.

NEED FOR THE STUDY

The office worker must make an effort to self-improvement and continuing education to keep abreast of changes and developments in office technology and how they affect him and his work. He must also be more open-minded and creative than ever before was necessary. He will have to have a higher level of skills and be prepared to retrain for changing jobs. (Wall and Motley, 1975:150)

In discussing with Butte Vocational Technical Center instructors the retraining opportunities for citizens of Butte and the surrounding area, this researcher found existing a need for a follow-up study of former Office Occupations students of the Butte Vo-Tech Center. To ascertain if former students' needs for continuing education for vocational development were being met and to determine any implications for the development of further courses to aid in retraining for working persons of the community of Butte and its surrounding area, this study was undertaken.

LIMITATIONS OF THE STUDY

The limitations of the study were as follows:

1. The review of literature was confined to the Butte Vocational Technical Center Resource Center, Butte, Montana, and the Montana State University Library, Bozeman, Montana.
2. The population sample was limited to a random sample of former Office Occupations students of the Butte Vocational Technical Center who left the Center in fiscal years 1972, 1973, 1974, 1975, and 1976.
3. The definitions of areas of study were limited to those listed in the catalog of the Butte Vocational Technical Center.

DEFINITIONS OF TERMS

Former Butte Vocational Technical Center Office Occupations Student - Any student who was at one time enrolled in an Office Occupations course of study.

Office Occupations Course of Study - Any one of the eight programs listed in the Butte Vocational Technical Center 1972, 1973, 1974, 1975, and 1976 catalogs under Office Occupations; namely, Clerk-Typist, Stenographer-

Secretary, Bookkeeper-Accountant, Computer Programmer, Computer Operator, Key Punch Operator, Legal Secretary, Medical Secretary.

Area of Study - Any one of the eight programs listed above.

Related Area - An area of employment not specifically that which the student studied at the Center, but one involved in the commercial area.

Job Change - Any vertical or horizontal movement in job position in an office.

SUMMARY

In our technical, ever-changing society office workers cannot afford to let themselves stagnate. They must have a higher level of skills and be prepared to retrain for changing jobs. One way they can accomplish this is by attending a vocational school for their continuing education. With this in mind, it is the duty of the staffs of the area vocational centers to ascertain if the retraining needs of the members of the community are being adequately met. A need was found for a follow-up study of former Butte Vocational Technical Center Office Occupations students; and therein lies the reason for this study.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was undertaken to determine the procedure to follow in conducting a pursuit of this type. In the perusal of the literature, such points as the following were investigated: the reasons for conducting a follow-up study, the content of the survey instrument, the frequency and format to follow.

Numerous follow-up studies have been conducted throughout the United States. Though extensive literature is not available pertaining to follow-up of vocational technical office occupations students, a good deal has been written in reference to follow-up of secondary school graduates and graduates of two and four year institutions of higher learning.

THE IMPORTANCE OF FOLLOW-UP STUDIES

According to John C. Pittenger, Secretary of Education for the State of Pennsylvania, the business and office occupations job grouping has been one of the fastest growing employment areas since the turn of the century and represents the largest occupational group in the United

States. Instruction in vocational business subjects should be the means for developing the potential of all those who are interested. To facilitate this need and determine the adequacy of instruction offered, business departments should conduct surveys of office facilities and personnel requirements and do follow-up studies of the graduates of the business program. (Selden, 1973:162)

Follow-up studies should be of importance to the community as well as the institution sponsoring the study. The follow-up is one way the effectiveness of the school program is determined as well as showing the community the degree to which the school contributes to the community as opposed to what the community continually gives to the school. (Miller, 1968:268)

Thompson reports that according to O'Connor (1965) "The existence of junior colleges depends on their ability to convince the people in their communities that they are dynamic, educational institutions capable of serving students well." (Thompson, 1978:116) The same is very true of vocational schools. As schools are required to be more accountable than ever before, what better way than to demonstrate a positive plan of action. Follow-up studies can inspire public confidence and support of the citizens

and voters, the legislators, and government officials.

Thompson reports:

1976 amended Vocational Education Act, PL 94-482, Title I Vocational Education requires that schools receiving funds under the act each year report information as numbers of students who have completed occupational training programs and found employment in the field they trained in. (Thompson, 1978:115)

Numerous facts are determined from follow-up studies and the investigator must have a clear idea of the data he wants, where he will collect the data, how he will collect the data, and the school environment in which he'll operate. (Llewellyn, 1967:19) Generally some of the facts he may wish to investigate in a high school follow-up may be the adequacy of instruction as it relates to the goals of the high school graduates, the appropriateness of course content and instructional equipment, the nature of entry jobs of graduates and the choices of the graduates in post-high school education. (Llewellyn, 1967:19)

Not only will the follow-up study aid the administrators of the institution, but it will also help students attending at the time of the investigation. Former students like to know they are remembered and their opinions

are important. Their remarks often influence students still in school. Therefore, encouraging the loyalty of alumni pays off in getting their interpretations of the job requirements. (Dame and Brinkman, 1961:142)

CONTENT OF THE QUESTIONNAIRE

On a follow-up questionnaire to former high school business education students, the following information was requested by Selden:

1. List your most helpful subjects.
2. List your least helpful subjects.
3. What tests were given you when you applied for your job?
4. What were the standards of performance required in order that you be hired?
5. Have you any training beyond high school?
6. What problems have you encountered that further training would have helped solve?
7. Should a business teacher call on you in six months?
8. Complete the checklist of the types of duties you have performed.
9. Check the filing system used.
10. How did the typing job requirements compare with the school requirements?

11. How did the shorthand job requirements compare with the school requirements?
12. Complete the checklist of the amount of skill needed on various types of office equipment.
13. What areas needed in your work and not included on the questionnaire were not covered in school?
14. What courses could be offered in adult education to improve your skills? (Selden, 1973:163)

Ganschow suggests the following points to be covered in a follow-up: Coordinators should ask students their feelings about their school subjects, the help they received, and any suggestions for possible improvements. She also suggests polling the employers for a critical analysis of the employee's work and the recommendations of the employers for curriculum changes. These comments, she feels, are applicable for student placement and should be made available to the curriculum planners. (Ganschow, 1973:13)

In their monograph, Guidance in Business Education, South-Western Publishing Company suggests the following information to be obtained:

1. What are the job classifications available in the community?
2. What are the duties performed, the skills and knowledge required, and the education and

training needed?

3. What education and training are most helpful on the initial job?
4. What training and education were most helpful in gaining promotion?
5. What would graduates study if they had a chance to get their education over again?
6. What kinds of skill and knowledge are needed on later jobs after initial employment; i.e. what is needed for vocational adjustment and promotion?
7. How well did the school prepare the graduate for the first job and for later jobs?
8. What weaknesses are reported by employers?
9. In what way do employers feel that employees have been adequately educated and trained?
10. What do employers want in the way of education and training that will prepare employees for future responsibilities and promotion?
(South-Western, 1967)

Klein suggests asking trained secretarial graduates if the subjects they were taught made them successful and beneficial to the firms who employed them, and if curriculum and course changes should be made to keep up with advanced technology. (Klein, 1969:292)

In his writing, Swatt believes information from former business students should include information on adjustment problems, duties and responsibilities, performance

standards, types of equipment used, and suggestions for improving the adult business education program. (Swatt, 1972:39)

The importance of the format of a questionnaire cannot be underestimated. Questions should be clear so that both the school officials and the graduate interviewed understand them. Questions should also be concise and not too personal. (Dame and Brinkman, 1961:149) Questions which might cause embarrassment to the respondent should be avoided, and respondents should be allowed to remain anonymous if they do not wish to identify themselves. (Miller, 1968:270)

The organization, content, length, and appearance of the questionnaire will have considerable effect upon the percentage of responses obtained from graduates or drop-outs. The highest percentage of returns may usually be expected from a questionnaire that is (a) short, (b) simply organized, and (c) printed rather than mimeographed. Questions should be stated briefly and clearly and should, if possible, require little writing by the respondents. (Miller, 1968:271)

Llewellyn proposes dividing the questionnaire into three sections, the first section to cover general

information and to serve as an introduction to the last two parts. The second section is to be filled out by those who are working. Such blanks to fill in are job title, name of firm, source of first position and machines used. The third section would be for those former students in post-secondary education, and it would include such questions as refer to school the respondent attends, courses he is taking, and equipment. (Llewellyn, 1967:19)

It is not necessary to conduct a follow-up study every year. However, a lapse of over five years between follow-ups should be avoided. (Dame and Brinkman, 1961: 146) All researchers suggested a follow-up within a year of the student's departure from school. Dame and Brinkman believe that a frequent check is better for large schools and a less frequent check is better for small schools. They feel that factors contributing to a decision on the frequency of the follow-up are the following: the importance of the information to be gathered, the number of former students to be surveyed, and the current economic conditions. (Dame and Brinkman, 1961:146)

RELATED FOLLOW-UP STUDIES

In 1966 the U.S. Office of Education funded a project to identify the criteria useful to school officials in admitting and counseling applicants to post-secondary vocational technical schools in Minnesota. A follow-up was conducted of the graduates one year after their leaving school to gather data related to their success on the job. As a large group of students was involved, the researchers decided to test various procedures to maximize the percentage of returns on mailed questionnaires in order to identify those groups who were reluctant to return the requested information and those who would require special follow-up techniques. The objectives of the study were as follows:

1. Are there differences in the total returns among groups receiving different incentives to encourage them to return the questionnaire?
2. Are there differences in the total returns among groups receiving different numbers of incentives to encourage them to return the questionnaires?
3. Are there differences between groups receiving different numbers of incentives in terms of the amount of time required for group members to return the questionnaires?

4. Does the sex of the responder affect the probability of responding and is the effect of different numbers of incentives different for males and females?
5. Does the type of occupational training completed by the subject affect the probability of responding and is the effect of different numbers of incentives different for people completing different types of occupational training?

All students questioned received a stamped self-addressed envelope. The control group were given no incentives, just receiving the regular questionnaire and a cover letter. Other groups received one incentive: a short pencil inscribed Thanks/University of Minnesota, a packet of cup-size instant coffee, a colored questionnaire, or were sent a letter one week before the survey requesting the student's assistance with it. Other groups received combinations of two incentives and one group was given three incentives.

The over all results of this study follow:

1. Questionnaire follow-up returns might be substantially increased by increasing the number of novelties or incentives associated with mailed questionnaires.
2. Increases in follow-up return rates were consistent over the differences in sex and occupational training.

3. Increasing the number of incentives results in a higher return rate from the males than the females.
4. An increase in incentives reduces the time for persons to return the mailed questionnaires.
(Pucel, et al., 1971:72)

Data from a follow-up study by Edler of all graduating students of high schools and junior colleges in Santa Cruz County, California, was fed into a computer. Data collected was

1. on all graduates--academic, vocational, general and dropouts if so desired;
2. total graduates completing the vocational program requirements;
3. the number of graduates not available for employment and the reasons;
4. the number of graduates employed in the labor force and if employed in jobs related to their vocational training;
5. students' educational and vocational plans compared to what they actually did after graduation;
6. the student's employment chronology;
7. the post-secondary education employment chronology;
8. a subjective and objective evaluation of the secondary school curriculum by the county's secondary and junior college graduates.

The follow-up was preceded by a preliminary survey given during his senior year to every graduating student. The actual follow-up was sent to all students each October for five years after their leaving school.

The printout from the data collected showed

1. student's school major;
2. his sex, age, marital status;
3. the type of post-graduate work or school; i.e., part time, full time;
4. military status;
5. total and percentage by title of occupation;
6. number working in an occupation related to their vocational training;
7. the location of work or school;
8. data in numbers three and seven listed in chronological order the earliest job through the present;
9. how long was each job or schooling;
10. the type of post-high school education--location and type of institution;
11. post-high school education major;
12. a genuine evaluation of the high school or junior college curriculum and guidance program;
13. the type of occupation the student would have entered if training had been available;

14. the source of occupational training for the current job; and
15. the high school or junior college the student would recommend. (Edler, 1968:16)

Hewer conducted a study to determine the extent to which former students are in the occupations chosen during their counseling seven to eight years previously. Her findings were that 34 percent of the students are in the occupation they chose. She concluded that there are many unforeseen circumstances involved in a student's vocation. Among them are marriage, illness, and money. (Hewer, 1966:291)

A follow-up study of 391 business education graduates of Lockport West High School determined that

1. the courses offered meet the needs of graduates for on-the-job use;
2. except first-year shorthand, the courses meet the needs of the graduates for personal use;
3. their high school training adequately prepares the graduates for work since most of them don't receive any formal training after leaving school;
4. job counseling service may be inadequate;
5. all students expecting employment in a business office should be given intensive typing and ten-key and copy machine training;

6. training in the telephone, mail, receptionist duties is inadequate. (Wessel, 1970:52)

Carol Reich states another point of view. She feels that follow-up studies usually try to measure the relationship between vocational training and occupational placement by asking a judgment of the investigator or respondent. The judgment is subjective and relies on commonly understood job categories which are neither systematic nor analytic.

Her follow-up study of vocational students in special schools was undertaken to determine the types of duties students were performing on jobs and to what extent school has prepared them for these business duties. Her conclusions follow.

1. The lack of a strong relationship between training and placement means that it is inappropriate to view vocational education as preparing these (special academically slow) students for particular jobs or even for particular clusters of jobs. This may be true of vocational education in general. Eninger's large scale study of four-year technical school graduates also found little relationship between training and placement.
2. This is not to say that students should not be given training in particular crafts but merely that the possibility of employment in an area of training is not an acceptable rationale for setting up a particular shop or course.

3. The lack of a comprehensive relationship between having a diploma and the level of skill at which respondents were employed indicates that doing well in school is of limited value to these students . . . this study reinforces the general feeling of uncertainty in our society about the role of education and the frequent finding that there is little relationship between school success and later achievement.
4. A relationship was found between having a diploma and degree of data skill. This finding suggests that the role of the school in vocational training is the same as it is in academic training, namely, teaching the ability to deal with symbols and to manipulate ideas. The difference between academic and vocational training is in the particular type of ideas that must be dealt with and in their level of abstraction. (Reich, 1973:287)

On their questionnaire, Gillie and Mann included such questions as

1. year degree received,
2. highest degree earned to date,
3. length of time between graduation and first job--
in months,
4. how many times have you changed:
 - a. employers,
 - b. your job,
 - c. your residence?
5. number of months employed at first job. (Gillie and Mann, 1973:38)

Hewer believes that most persons make a vocational choice that encompasses an area of appropriate vocational placement throughout the important parts of their lives. (Hewer, 1966:289) This is not to say that workers do not change employment moving both vertically and horizontally. However, drastic occupational change occurs rarely for people after they have spent several years in the labor market. (Hewer, 1966:289)

Gran, in his comparison of three classes of graduates of adult education evening high school classes found persons making positive changes in employers. The findings in 1967 showed 93.5 percent changed employers or were promoted; in 1968, 98.7 percent changed employers or received promotions; and in 1969, 86.8 percent changed employers or received promotions. (Gran, 1973:5) According to Swatt, the average American worker will change jobs two to five times in his working life. (Swatt, 1972:35)

Whitmer sent questionnaires to 120 former students of the Bozeman Vocational Technical School who had enrolled in adult office skills classes from 1968 to 1970. Based on the 88 responses, she concluded the following:

1. the greatest number of students who were employed in office work were over 50 years of age;
2. most of the respondents reported satisfaction with the program, those who weren't suggested less time between quarters so that they wouldn't forget the material they had learned;
3. some respondents were dissatisfied with their teachers, leading to the conclusion that qualified, dedicated teachers are necessary at any level of education;
4. the school's spring quarter should be thoroughly publicized since enrollment drops during that period. (Whitmer, 1972:31)

Cynthia Denton conducted a follow-up study of business education graduates of Hobson High School during the years 1970-1973 in order to evaluate the effectiveness of the high school business program. Her findings, listed below, were based on 57 responses:

1. the majority of the graduates were continuing their education;
2. those who were employed indicated the importance of general business education;
3. over half of the graduates were attending business and/or vocational schools;
4. many of the courses taken on a post-secondary level were in completion of business courses started in high school;
5. typing and bookkeeping were considered by the graduates as the most useful courses taken;

6. general business, typing, and bookkeeping courses were those mentioned most frequently as those desired should the students return to Hobson High School.

Denton's conclusions, based on her study, are the following:

1. Hobson High School curriculum in business studies was not broad enough, and general business should be offered more frequently;
2. the graduates were learning that post-secondary education is necessary for a more successful life;
3. vocational training was important and desired by the respondents;
4. the complete business education program should be continued;
5. the business education program was meeting the needs of the students. (Denton, 1974:60)

Harding, in order to evaluate the business curriculum of the Helena Vocational Technical Center, sent and received responses from 42 percent of the graduates of that post-secondary institution who were enrolled in the business curriculum. His findings follow.

1. the majority of the respondents were working in occupations related to their training;
2. the most helpful courses taken were accounting and typing, the least helpful was shorthand.

Harding's conclusions are the following:

1. the business curriculum compares favorably with business curricula in other schools; changes suggested by graduates have already been instituted;
2. students in secretarial science should have a required course in data processing; more "real" projects should be included for those courses where they are relevant;
3. the accounting assistants program should be evaluated to determine if it is meeting the needs of the students and employers in the Helena area.
(Harding, 1974:27)

Sailer conducted a follow-up of graduates of the Clyde Park High School business education department from the years 1970 - 1976. The summary of relevant findings, which follow, was based on the 65 usable questionnaires he received:

1. graduates were most often in the business or business-related areas;
2. the best months to gain employment were the months of August, September, and October;
3. the majority of the respondents gained their jobs through applying in person to the employer;
4. earnings of the majority of the graduates were \$601 - \$700 per month;
5. the filing system used most often in business was the alphabetic system;

6. the office duty most often listed by graduates was using the telephone;
7. typing and bookkeeping were the courses most often taken in high school by the respondents;
8. 38 percent of the graduates were enrolled in post-secondary training.

From the results of his survey, Sailer concluded the following information:

1. graduates of the Clyde Park High School received an adequate education for business occupations;
2. the facilities and equipment of the high school met the needs of the graduates;
3. the instructor and methods used met the needs of the students;
4. the career education needs of the graduates were met by the business program at the high school (Sailer, 1977:76)

In a follow-up study of the graduates of the office education program, Guerriero sent questionnaires to 577 graduates of the 1973 and 1975 graduating classes. Based on a return of 365 questionnaires, Guerriero reported the following findings:

1. 69 percent of the graduates were employed; 20 percent were not looking for employment; and 11 percent were seeking jobs;

2. more than 76 percent of the employed graduates were working in the office occupations; and 53 percent were still employed in their first employment position;
3. 54 percent of the employed graduates were in the same geographic area where their vocational training was provided; and 46 percent had been employed for over 13 months;
4. 20 percent of the employed co-op graduates of an intensive office education program were employed as secretaries;
5. 12 percent of the data processing graduates were employed as computer operators; and 12 percent were employed as keypunch operators;
6. 15 percent of the employed graduates and 43 percent of the unemployed graduates were enrolled in post-secondary training.

SUMMARY

One of the features of area vocational schools is their simultaneous job of meeting the vocational needs of vo-tech students and employee supply needs of employers in the area. (Gillie and Mann, 1973:9) We must remember that no student is educated once and for all. For this reason, schools must continue to evaluate and update their methods and courses providing catch-up programs for people out of the job market for some time and keep-up programs for the more talented and the more experienced. One very

useful method of doing this is by contacting former students by the follow-up questionnaire or other type of survey instrument.

CHAPTER III

PROCEDURES

This study was conducted to determine if there exists a need to make revisions in the Office Occupations curriculum of the Butte Vocational Technical Center. By revising its programs, the Center may aid in retraining former students and members of the community of Butte and its surrounding area in order that they may keep abreast of the innovations in the field of office occupations.

The purposes of this chapter are to report the research method used, indicate the sources of data, determine the population sample, describe the survey instrument used, explain the administration of the questionnaire, and to give an analysis of the data gathered.

RESEARCH METHOD USED

A most effective method of determining the adequacy of an educational curriculum is to question the program's former students as to its strengths and weaknesses. For this reason a survey research instrument was compiled. Because of extensive geographic distances involved, a

mailed questionnaire was chosen in lieu of personal interview.

The survey form used was designed to elicit responses relating to the former student's training while at the Butte Vocational Technical Center including those courses which he/she had lacking in his/her program. In addition, students were asked about their further educational training. Because the questionnaire was geared to determine omissions in the Center's retraining program, students were also asked to list each job held since leaving the Center, necessary skills they lacked, and their reason for leaving that position. At the summation of the questionnaire, students were requested to indicate their opinions as to why they did not receive a particular job which they wanted. They were then requested to give any suggestions as to programs which would be most useful for their further vocational training and retraining.

SOURCES OF DATA

The questionnaire and an accompanying cover letter were sent to a random sample of the former Office Occupations students of the Butte Vocational Technical Center.

This list of students was obtained from the office of the Center's counselors.

DETERMINED POPULATION SIZES

A random sample of 100 former Office Occupations students was chosen from the files of students who have attended the Butte Vocational Technical Center.

Students in all eight study areas were chosen from the list of those who left the Vo-Tech during fiscal years 1972, 1973, 1974, 1975, and 1976. This population sample was taken because students having attended the Butte Vo-Tech during these years have had more of an opportunity to experience greater job mobility than students who recently finished their training. Students from fiscal year 1973 were selected because this was the first year that medical and legal study areas were offered.

SURVEY INSTRUMENT

The questionnaire was reviewed and tested by a group of graduate students in the Montana State University Department of Business as well as faculty and staff members of the Butte Vo-Tech Center. After testing and reviewing the survey instrument, this researcher considered

it to be valid and reliable.

SUGGESTED PROCEDURES TO FOLLOW IN DISTRIBUTING
FOLLOW-UP QUESTIONNAIRES

Robert Thompson suggests the following procedure to
be used when conducting a follow-up:

1. select the method and choose or construct the instrument
2. prepare a time schedule
 - a. mail questionnaire day 1
 - b. mail a second questionnaire (optional) 15
 - c. telephone the non-respondents (optional) 25 - 30
 - d. collect the responses, tally and/or keypunch 3 - 30
 - e. analyze the data 30 - 35
 - f. prepare and distribute the reports 36 - 40
3. collect data
4. analyze the data
5. disseminate the findings
6. make the appropriate adjustments

By using this time schedule, Thompson states that a
follow-up can be completed in six weeks; by eliminating

steps b and/or c the time can be even further reduced. However, he warns that eliminating some steps can result in conclusions being drawn on insufficient findings. (Thompson, 1978:124)

Thompson believes the students should be prepared for the follow-up before they leave school. He suggests devoting time in the classroom near the end of the term to explain that the students may be contacted. It is important to emphasize that the school is interested in the students' opinions, that a follow-up is oftentimes a requirement for the school's obtaining funds, and that it is a chance to help future students.

Since it is often difficult to locate former students, he suggests they be encouraged to include the school among people to be notified when they relocate. While the students are still in school is the best time to update their records as to address; telephone number; and name, address, and telephone number of someone who will always know how to reach them. (Thompson, 1978:116)

Andrews encourages business teachers to distribute the follow-up survey personally rather than sending it through the mail. With this personal contact the teacher

can see first hand the operations of the business office.
(Andrews, 1971:133)

Other researchers suggested using the printed questionnaire. Since good results are more likely if the respondent knows and understands the reasons for the survey, each respondent should be sent an individually typed letter indicating the purpose of the study and how his/her answer will help the school. The letter should include developments in the department such as new teachers and new equipment, should include a stamped, self-addressed envelope along with the survey form, include a space for the student's present address, stress that his/her involvement will be of benefit to his/her classmates, and that he/she will get a copy of the results. Receipt of the questionnaire must be acknowledged and after one month's time, a reminder should be sent to those students not responding. (Llewellyn, 1967:25)

Pucel, et al. found that they had a better percentage of return on their follow-up of graduates when incentives were offered to the respondents. (Pucel, et al., 1971:73)

ADMINISTRATION OF THE QUESTIONNAIRE

A cover letter (Appendix E, p. 109), questionnaire, which attempted to obtain opinions of former students as to their post-secondary educational experience (Appendix D, p. 103), and a self-addressed envelope were sent out to each of the students randomly selected from fiscal years 1972, 1973, 1974, 1975, and 1976. The first mailing was sent Friday, April 14, 1978.

In the first mailing of the 100 questionnaires sent to the former students 30, or 30.00 percent, responded. Of those returned, all 30 were usable. On Thursday, May 18, 1978, a second letter, (Appendix F, p. 111), questionnaire, and self-addressed envelope were sent to the 70 students not responding to the first mailing. Of these 70 questionnaires sent, 16 or 22.85 percent, were returned; 15, or 21.42 percent, were usable; and 1, or 1.42 percent, were unusable. Wednesday, June 7, 1978, a third letter, (Appendix G, p. 113), questionnaire, and self-addressed envelope were sent to those former students not responding to the first two mailings. Of this third mailing, 16, or 29.63 percent, were returned with 13, or 24.07 percent, returns usable and 3, or 4.29 percent unusable. The total

usable questionnaires were 58, or 58.00 percent, of the original 100 sent. The above information may be found below in Table I.

TABLE I
NUMBER OF QUESTIONNAIRES RETURNED BY
FORMER BUTTE VOCATIONAL TECHNICAL CENTER
OFFICE OCCUPATIONS STUDENTS

Mailing	Number	Returned		Usable		Unusable	
		#	%	#	%	#	%
First	100	30	30.00	30	30.00	--	----
Second	70	16	22.85	15	21.42	1	1.42
Third	54	16	29.63	13	24.07	3	4.29
TOTAL	--	62	62.00	58	58.00	4	4.00

ANALYSIS OF DATA

The purpose of this study was to determine if a need existed for expanding the Office Occupations curriculum of the Butte Vocational Technical Center to encompass courses for continuing education and retraining. The method of evaluation was a follow-up questionnaire of former Butte Vocational Technical Center Office Occupations students of fiscal years 1972, 1973, 1974, 1975, and 1976. A cover

letter, questionnaire, and stamped, self-addressed envelope were sent to each randomly selected former student to obtain his/her comments and opinions.

The collected data were evaluated based on the number of persons responding to the questionnaire and on a percentage basis. Twenty-one questions were analyzed and a series of twenty-seven tables were formulated to graphically illustrate the results. Analyses were developed and reported on the tables. These tables are included in Chapter IV. The remaining questions asked for students' comments regarding the Vo-Tech Office Occupations program and these comments are listed in Appendices A, B, and C.

CHAPTER IV

FINDINGS AND ANALYSES OF THE DATA

In the following chapter are the results of the questionnaire that was sent to former students of the Office Occupations course of study at the Butte Vocational Technical Center. The students were randomly selected from those who attended the Center during the 1972, 1973, 1974, 1975, and 1976 fiscal years.

LENGTH OF ATTENDANCE AT THE BUTTE VOCATIONAL TECHNICAL CENTER

Table II on page 41 shows the length of time that students attended the Vo-Tech Center. The time span is broken down into three-month periods as students were generally more inclined to leave school at the end of an evaluation period, which is three months in length.

At the Butte Vo-Tech Center, an open entry/open exit policy is followed. Students are not required to attend classes through the official end of the quarter. Since most instruction is individualized, students may withdraw from school whenever they desire, whether the reason is that they have jobs or have personal reasons.

As one can determine from the table, only 7, or 12.50 percent, of the students left the Center after only one to three months. The second longest period of attendance was from four to six months when 14, or 25.00 percent, of the students withdrew. The longest attendance time was from seven to nine months in which 15, or 26.79 percent, of the students left. The third longest time of attendance was from ten to twelve months when nine students withdrew from the Center. During the 13 to 15 and 19 to 21 month periods, no students withdrew. At 22 to 24 months, 7, or 12.50 percent, of the students left the Center; and 2 students, or 3.57 percent, left during both the 16 to 18 and 25 to 27 month periods.

TABLE II
LENGTH OF ATTENDANCE AT THE BUTTE
VOCATIONAL TECHNICAL CENTER

Months	Number	Percent
1 - 3	7	12.50
4 - 6	14	25.00
7 - 9	15	26.79
10 - 12	9	16.07
13 - 15	0	0.00
16 - 18	2	3.57
19 - 21	0	0.00
22 - 24	7	12.50
25 - 27	2	3.57
TOTAL	56	100.00

DATE OF LAST ATTENDANCE AT BVTC DAY-TIME PROGRAM

In order to determine that the correct population sampling was selected, students were asked to indicate the month and year of their last regular attendance at the Vo-Tech Center. Table III on page 43 shows that fewer students tended to leave the Center during the September-November quarter. No students left the Vo-Tech during the September-November 1975, March-May 1975, September-

November 1976, and December-February 1976 quarters. Only one student, or 1.72 percent, left the Center during each of the following quarters: September-November 1972, December-February 1972, and March-May 1972. In June-August 1972 and September-November 1973 two students, or 3.46 percent, indicated they left the Center. Three students, or 5.17 percent, withdrew from the Center during the December-February 1973, September-November 1974, March-May 1974, June-August 1974, December-February 1975, and June-August 1975 quarters.

A percentage of 8.62, or 5 students, left the Center during the following quarters: June-August 1973, December-February 1974, and June-August 1976. During only one quarter, March-May 1976, did six students or 10.35 percent, leave the Center. The greatest number of students withdrew from the Center in 1973 during the March through May quarter--12, or 20.69 percent.

COURSE OF STUDY IN WHICH STUDENTS WERE ENROLLED

As students were encouraged to enroll in as many courses of study as they were interested, the responses in Table IV, page 44, total more than the number of questionnaires usable. However, percentages were computed based

TABLE III

DATE OF LAST ATTENDANCE AT BVTC DAY-TIME PROGRAM

Month	Year	Number	Percent
September - November	1972	1	1.72
December - February	1972	1	1.72
March - May	1972	1	1.72
June - August	1972	2	3.46
September - November	1973	2	3.46
December - February	1973	3	5.17
March - May	1973	12	20.69
June - August	1973	5	8.62
September - November	1974	3	5.17
December - February	1974	5	8.62
March - May	1974	3	5.17
June - August	1974	3	5.17
September - November	1975	0	----
December - February	1975	3	5.17
March - May	1975	0	----
June - August	1975	3	5.17
September - November	1976	0	----
December - February	1976	0	----
March - May	1976	6	10.35
June - August	1976	5	8.62
TOTAL		58	100.00

on the number of respondents, rather than the number of responses to each course.

The Bookkeeper/Accountant course was selected by 18 or 31.05 percent, of the respondents. Of the 58 former

students who answered the questionnaire, 21, or 36.21 percent, enrolled in the Clerk/Typist curriculum. Three students, or 5.17 percent, enrolled in both the Computer Operator and Computer Programmer courses. The Key Punch Operator course of study had 20, or 34.48 percent, of the students enrolled. Four students, or 6.90 percent, were enrolled in the Legal Secretary and Medical Secretary curriculums. The Stenographer/Secretary course had 15, or 25.86 percent, students enrolled in its curriculum.

TABLE IV
COURSE OF STUDY IN WHICH STUDENTS WERE ENROLLED

Course of Study	Number	Percent
Bookkeeper/Accountant	18	31.05
Clerk/Typist	21	36.21
Computer Operator	3	5.17
Computer Programmer	3	5.17
Key Punch Operator	20	34.48
Legal Secretary	4	6.90
Medical Secretary	4	6.90
Stenographer/Secretary	15	25.86

STUDENTS EARNING A CERTIFICATE OF COMPLETION

The major thrust at the Butte Vocational Technical Center was not for students to earn certificates of completion, but rather that they were employed. Therefore, students withdrew from the Center whenever they were employed. Table V, below, indicates that 20, or 34.48 percent of the students earned certificates of completion before leaving the Center. On the other hand, 36, or 62.07 percent, of the students who left the Center had not earned certificates of completion. Two students chose not to respond.

TABLE V
STUDENTS EARNING A CERTIFICATE OF COMPLETION

Response	Number	Percent
Yes	20	34.48
No	36	62.07
Nonrespondents	2	3.45
TOTAL	58	100.00

COURSES NEEDED FOR CERTIFICATION

Table VI, on page 47, gives the responses of 31 former students as to the courses they needed in order to earn certificates of completion. Percentages are based on the 31 students answering the question. Eighteen, or 58.07 percent, respondents needed to complete accounting. Business English and shorthand had 13, or 49.94 percent, of the students lacking their completions. Seven respondents, or 22.58 percent, each indicated they needed dictaphone, interpersonal relations, and typing to complete their course of study.

Business letter writing, introduction to data processing, and key punch each had 19.36 percent, or 6 students, who listed them as missing from their programs. Five, or 16.13 percent, of the students indicated they needed office simulation and word power. Only four students, or 12.90 percent, indicated they needed each of the following courses: business machines/math, filing, and steno pool. Composer typing, computer programming, Magnetic Card typing, and office procedures were listed by 3, or 9.68 percent, of the respondents as needed. Two, or 6.45 percent, of the students needed legal shorthand, legal

TABLE VI
COURSES NEEDED FOR CERTIFICATION

Course	Number	Percent
Accounting	18	58.07
Business English	13	49.94
Business Letter Writing	6	19.36
Business Machines/Math	4	12.90
Composer Typing	3	9.68
Computer Programming	3	9.68
Data Station	-	----
Dictaphone	7	22.58
Filing	4	12.90
General Business	1	3.23
Interpersonal Relations	7	22.58
Introduction to Data Processing	6	19.36
Key Punch	6	19.36
Legal Shorthand	2	6.45
Legal Terminology	2	6.45
Legal Typing	1	3.23
Magnetic Card Typing	3	9.68
Medical Office Practice	1	3.23
Medical Shorthand	2	6.45
Medical Terminology	1	3.23
Medical Typing	1	3.23
Memory Unit Typing	2	6.45
Office Procedures	3	9.68
Office Simulation	5	16.13
Peg Board Accounting	1	3.23
Recordkeeping	2	6.45
Shorthand	13	49.94
Steno Pool	4	12.90
Stenotype	1	3.23
Typing	7	22.58
Word Power	5	16.13

terminology, medical shorthand, memory unit typewriter, or recordkeeping to complete their courses. Only one

student each, or 3.23 percent, listed the following classes as needed for certification: general business, legal typing, medical office practice, medical terminology, medical typing, peg board accounting, and stenotype.

STUDENTS' PRESENT SCHOOL ENROLLMENT

Students were asked to indicate if they had attended any schools following their Vo-Tech enrollment. Seven students answered that they had attended another institution. In Table VII, page 49, one student, or 1.72 percent each was enrolled in a four-year college, At Montana College of Mineral Science and Technology was one student majoring in physical education, health, and recreation. Another student was enrolled at the same college, but he/she chose not to indicate his/her major. Montana State University had one former Butte Vo-Tech student enrolled in general studies; and at the University of Montana was a student studying interpersonal relations. One student indicated he/she was attending another institution, but chose not to give further information.

No students indicated enrollment in a two-year college, a vo-tech school, nor adult education. Two students, or 3.45 percent, listed other training; one student (1.72

percent) was studying to a beautician at the Butte Academy of Beauty, and another student (1.72 percent) was an intern in medical technology at St. James Hospital.

TABLE VII
STUDENTS' PRESENT SCHOOL ENROLLMENT

Type of School	Name of School	Course of Study	#	%
4-year college	Montana College of Mineral Science & Technology	Physical education, health & recreation	1	1.72
	Montana State University	General studies	1	1.72
	University of Montana	Interpersonal Relations	1	1.72
	Other		1	1.72
2-year college	---	---	---	---
Vo-tech school	----	---	---	---
Adult education	---	---	---	---
Other training:				
	Butte Academy of Beauty	Beautician	1	1.72
	St. James Hospital	Intern/Medical Technology	1	1.72
	Unlisted		1	1.72

STUDENTS WHO WOULD HAVE ATTENDED THE VO-TECH RATHER THAN
OTHER INSTITUTIONS IF THE CENTER HAD OFFERED
THEIR DESIRED COURSES

In order to determine if additional courses should be added to the Butte Vocational Technical Center curriculum, students who attended other institutions were asked if they would have remained at the Butte Center if their desired courses had been offered. As can be noted in referring to Table VIII, below, of the five students responding to the question, 2 or 33.33 percent, answered "yes" they would have attended the BVTC had the course been offered, and 3 or 50.00 percent answered "no." One, or 16.67 percent, chose not to respond.

TABLE VIII

IF COURSES WERE AVAILABLE, STUDENTS WHO WOULD HAVE
ATTENDED BVTC RATHER THAN THE OTHER SCHOOL

Response	Number	Percent
Yes	2	33.33
No	3	50.00
Nonrespondent	1	16.67
TOTAL	6	100.00

STUDENTS' PRESENT EMPLOYMENT STATUS

In order to determine how many of the former Office Occupations students were employed, students were asked their present employment status. Table IX, below, indicates that 32, or 57.14 percent, were employed full time. Part-time employment was listed by 5 students, or 8.93 percent, 2 students marked temporary employment (3.57 percent) and 17, or 30.36 percent of the students indicated that they were unemployed.

TABLE IX
STUDENTS' PRESENT EMPLOYMENT STATUS

Type of Employment	Number	Percent
Full-time	32	57.14
Part-time	5	8.93
Temporary	2	3.57
Unemployed	17	30.36
TOTAL	56	100.00

STUDENT EMPLOYMENT IN OCCUPATION FOR WHICH HE/SHE TRAINED

In order to do appropriate curriculum changing and revising, it is necessary to know if former students are employed in the occupations for which they trained. Table

X, below, indicates that 14, or 29.17 percent, of the students responded "yes" when asked if they were presently working in the area for which they trained. Thirty-four, or 70.83 percent, answered that they were not presently working in their occupational area.

TABLE X

STUDENT EMPLOYMENT IN OCCUPATION FOR WHICH HE/SHE TRAINED

Response	Number	Percent
Yes	14	29.17
No	34	70.83
TOTAL	48	100.00

STUDENTS EMPLOYED IN AN OCCUPATIONAL AREA
RELATED TO THEIR TRAINING

In Table XI on page 53, students' responses to being asked if they were employed in their occupational area resulted in the following answers. Fourteen students, or 41.18 percent, believed they were employed in an occupational area related to their training; and 20, or 58.82 percent, felt they were not working in an area relative to their educational training. It should be noted that in this question, the term "related training" was not

explained, but left to the student to define. The writer, when tabulating the responses, would have defined the term "related training" differently, thus listing more students as working in an area relative to their training.

TABLE XI
STUDENTS EMPLOYED IN AN OCCUPATIONAL AREA
RELATED TO THEIR TRAINING

Response	Number	Percent
Yes	14	41.18
No	20	58.82
TOTAL	34	100.00

WAS THE STUDENT HIRED BECAUSE OF HIS/HER TRAINING?

To determine if students were hired because of the training they received at the Butte Vo-Tech Center, they were asked if they were hired because of their training. On page 54, Table XII shows that 24, or 58.14 percent of the students responding believed they were hired for their jobs because of the training they received at the Center. Eighteen students, or 41.86 percent, felt their Vo-Tech training was not the main reason they were hired.

TABLE XII

WAS STUDENT HIRED BECAUSE OF HIS/HER TRAINING?

Response	Number	Percent
Yes	25	58.14
No	18	41.86
TOTAL	43	100.00

REASONS UNEMPLOYED STUDENTS ARE NOT SEEKING WORK

In Table XIII, on page 55, students' responses are given as to why they were not seeking work, though they were unemployed. As can readily be seen on the table, the greatest number, 7, or 35.00 percent, were not seeking jobs because of marriage. Three, or 15.00 percent, of the students listed disability as the reason for not looking for jobs. Retired and inadequate training were each only mentioned by one student or 5.00 percent.

Students were given the option of listing other possible reasons for not looking for work. Four students, 20.00 percent, claimed attending school as their reason, and one student each, or 5.00 percent, noted the following: funding expired, laid off, too old, and unexplained.

TABLE XIII

REASONS UNEMPLOYED STUDENTS ARE NOT SEEKING WORK

Reason	Number	Percent
Marriage	7	35.00
Inadequate training	1	5.00
Retired	1	5.00
Disability	3	15.00
Other:		
Funding expired	1	5.00
Attending school	4	20.00
Laid off	1	5.00
Too old	1	5.00
Unexplained	1	5.00
TOTAL	20	100.00

CURRENT MONTHLY SALARY

When asked about their current monthly salary, as indicated on Table XIV, page 56, seven students, or 15.22 percent, stated they received none. Two students or 4.35 percent, listed below \$299. Three students, or 6.52 percent, listed \$299 - \$399 and \$400 - \$499 as their monthly salaries. The monthly salary of \$500 - \$599 was noted as earned by 5, or 10.87 percent, of the respondents.

Six persons, or 13.04 percent, indicated they earned \$600 - \$699 per month; and 15.22 percent, or seven students, checked \$700 - \$799 as their income figure. Suprisingly, 13, or 28.26 percent, of the respondents said they earned above \$800 per month.

TABLE XIV
CURRENT MONTHLY SALARY

Amount	Number	Percent
None	7	15.22
Below \$299	2	4.35
\$299 - \$399	3	6.52
\$400 - \$499	3	6.52
\$500 - \$599	5	10.87
\$600 - \$699	6	13.04
\$700 - \$799	7	15.22
Above \$800	13	28.26
TOTAL	46	100.00

ORGANIZATIONS WHERE STUDENTS ARE CURRENTLY EMPLOYED

In order to determine where Office Occupations students are employed, students were asked to name their place of employment. Forty-one students answered the question which is tabulated on page 57, Table XV.

TABLE XV

ORGANIZATIONS WHERE STUDENTS ARE CURRENTLY EMPLOYED

Organization	Number	Percent
Anaconda Company	2	4.77
Anaconda Federal Credit Union	1	2.38
Butte, Anaconda, Pacific RR Co.	1	2.38
Butte Realty	1	2.38
Butte-Silver Bow County	3	7.14
Butte Vo-Tech Center	1	2.38
CAP	1	2.38
EDP	1	2.38
Hauge, Ober, Thompson, and Goldstein, Attorneys	1	2.38
J & J Floral	1	2.38
Jerry's RV Center, Inc.	1	2.38
Johnson, Johnson & Kebe, Attorneys	1	2.38
Johnston Electric	1	2.38
Law Center	1	2.38
Max Factor	1	2.38
Mineral Research Center	1	2.38
Montana Abstracts & Title Insurance Co.	1	2.38
Montana College of Mineral Science & Technology	1	2.38
Montana Power Company	7	16.67
Montana State Department of Health	1	2.38
Montana State Department of Highways	1	2.38
Mountain Bell	1	2.38
Mutual of Omaha	1	2.38
Safeway	1	2.38
School District No. 1	2	4.77
Sears, Roebuck Co.	1	2.38
Silver Bow General Hospital	2	4.77
State Farm Insurance	1	2.38
University of Montana	1	2.38
Wells National Service	1	2.38
a hospital	1	2.38

The Montana Power Company was listed as the employer for the greatest number of students, 7, or 16.67 percent. Three students, or 7.14 percent, named Butte/Silver Bow County. The Anaconda Company, School District No. 1, and Silver Bow General Hospital were each listed by two students, or 4.77 percent. The following organizations were each named by one student, or 2.38 percent: Anaconda Federal Credit Union; Butte, Anaconda, Pacific RR Co.; Butte Realty; Butte Vo-Tech Center; CAP; EDP; Hauge, Ober, Thompson, and Goldstein, Attorneys; J & J Floral; Jerry's RV Center, Inc.; Johnson, Johnson & Kebe, Attorneys; Johnston Electric; the Law Center; Max Factor; the Mineral Research Center; Montana Abstracts & Title Insurance Co.; Montana College of Mineral Science and Technology; Montana State Department of Health; Montana State Department of Highways; Mountain Bell; Mutual of Omaha; Safeway; Sears, Roebuck Co.; State Farm Insurance; the University of Montana; Wells National Service; and a hospital which was not named. It should be noted that one student indicated two organizations for which he/she worked.

STUDENTS' CURRENT JOB TITLES

On page 60 is Table XVI listing the current job titles of students now working. Secretary was the title most often used according to 6, or 14.63 percent, of the forty-one students answering this question. Three students, or 7.32 percent, listed key punch operator. Computer operator, legal secretary, and secretary/bookkeeper each were listed by 2 students, or 4.87 percent. The following job titles were each named by one, or 2.44 percent, of the students: assistant treasurer, car record clerk, checker, clerk/typist, commissioned salesperson, cost engineer, food stamp cashier, general office clerk III, insurance adjuster, key punch instructor, kitchen worker, laundry worker, medical technologist, payroll clerk, planner, plant reports clerk, project assistant, purchasing clerk, real estate salesperson, receptionist, special education aide, stenographer, tv sales representative, technician, typist/switchboard operator, and writer of land titles.

TABLE XVI
STUDENTS' CURRENT JOB TITLES

Title	Number	Percent
Assistant treasurer	1	2.44
Car record clerk	1	2.44
Checker	1	2.44
Clerk/typist	1	2.44
Commissioned salesperson	1	2.44
Computer operator	2	4.87
Cost engineer	1	2.44
Food stamp cashier	1	2.44
General office clerk III	1	2.44
Insurance adjuster	1	2.44
Key punch instructor	1	2.44
Key punch operator	3	7.32
Kitchen worker	1	2.44
Laundry worker	1	2.44
Legal secretary	2	4.87
Medical technologist	1	2.44
Payroll clerk	1	2.44
Planner	1	2.44
Plant reports clerk	1	2.44
Project assistant	1	2.44
Purchasing clerk	1	2.44
Real estate salesperson	1	2.44
Receptionist	1	2.44
Secretary	6	14.63
Secretary/bookkeeper	2	4.87
Special education aide	1	2.44
Stenographer	1	2.44
TV sales Representative	1	2.44
Technician	1	2.44
Typist/switchboard operator	1	2.44
Writer of land titles	1	2.44
TOTAL	41	100.00

STUDENTS HOLDING ONLY ONE JOB SINCE LEAVING
THE BUTTE VO-TECH CENTER

Table XVII, below, shows the number of students who have held only one position since leaving the Vo-Tech Center. Thirteen, or 35.14 percent, responded "yes" to the question, and 24, or 64.86 percent, answered "no."

TABLE XVII

STUDENTS HOLDING ONLY ONE JOB SINCE LEAVING THE BVTC

Response	Number	Percent
Yes	13	35.14
No	24	64.86
TOTAL	37	100.00

BVTC STUDENTS' JOBS HELD PRIOR TO THEIR PRESENT POSITION

To determine the amount of mobility of former BVTC students, they were asked to name all jobs they had held since leaving the Center. Table XVIII, page 62, shows all the positions held by the thirty-seven students who answered the question. Obviously, many students gave more than one answer. Six students, or 16.22 percent, had been secretaries. Five students, or 13.51 percent, marked key

TABLE XVIII

BVTC STUDENTS' JOBS HELD PRIOR TO THEIR PRESENT POSITION

Job Title	Number	Percent
Assistant cashier	1	2.70
Bookkeeper	4	10.81
Cashier	3	8.11
Child welfare worker	1	2.70
Clerk	4	10.81
Clerk/typist	3	8.11
Clerk/cashier	1	2.70
Computer programmer	1	2.70
Cook	1	2.70
Counterman	1	2.70
Court reporter	1	2.70
Data controller tape librarian	1	2.70
Dental assistant	2	5.41
Dishwasher	1	2.70
Drafter	1	2.70
Executive secretary	1	2.70
Forester helper	1	2.70
Housekeeper	1	2.70
Insurance adjuster	1	2.70
Keno operator	1	2.70
Key punch operator	5	13.51
Kitchen help	1	2.70
Lab aide	1	2.70
Letter carrier	1	2.70
Legal secretary	1	2.70
Maid	1	2.70
Mailgirl	1	2.70
Manager	1	2.70
Medical secretary	1	2.70
Nurse's aide	1	2.70
Proprietor	1	2.70
Receptionist	5	13.51
Secretary	6	16.22
Secretary/bookkeeper/public relations	1	2.70
Secretary/receptionist	1	2.70
Swim instructor and life guard	1	2.70
Switchboard operator	1	2.70
Teamster	1	2.70

TABLE XVIII (continued)
BVTC STUDENTS' JOBS HELD PRIOR TO THEIR PRESENT POSITION

Job Title	Number	Percent
Typesetter	1	2.70
Typist	3	8.11

punch operator and receptionist. Bookkeeper and clerk were each listed by four, or 10.81 percent, of the students. Three respondents, or 8.11, marked cashier, clerk/typist, or typist. Only two students, or 5.44 percent, noted dental assistant. One student each, or 2.70 percent, listed the following occupations: assistant cashier, child welfare worker, clerk/cashier, computer programmer, cook, counterwoman, court reporter, data controller tape librarian, dishwasher, drafter, executive secretary, forester helper, housekeeper, insurance adjuster keno operator, kitchen help, lab aide, letter carrier, legal secretary, maid, mailgirl, manager, medical secretary, nurse's aide, proprietor, secretary/bookkeeper/public relations, secretary/receptionist, swim instructor/life guard, switchboard operator, teamster and typesetter.

ORGANIZATIONS FOR WHICH BVTC STUDENTS HAVE WORKED

In addition to listing former job titled, students who had worked at two or more jobs since leaving the Center were asked to name those organizations. Thirty-seven students completed the question whose data is given on Table XIX, page 65.

It is interesting to see that the Montana Power Company, in addition to having the greatest number of former students presently working for the company, also had the largest number of students who worked for them in the past. Eight students, or 21.62 percent, indicated having been employed by the Power Company. Montana College of Mineral Science and Technology was listed by four students, or 10.81 percent. Three students, or 8.11 percent, marked Safeway as a former employer. The Anaconda Company, Doctors Murphy and Drynan, Silver Bow General Hospital, and the United States Government were each marked by two former students, or 5.41 percent. Each of the following organizations was listed by one student, or 2.70 percent: Ashton Printing; Associated Dental Lab; Bentley O'Connell Construction; Bill's Supermarket; Butte High School; Butte/Silver Bow Youth Development Center; Cenex; Circle K; City

TABLE XIX
ORGANIZATIONS FOR WHICH BVTC STUDENTS HAVE WORKED

Organization	Number	Percent
Anaconda Company	2	5.41
Ashton Printing	1	2.70
Associated Dental Lab	1	2.70
Bentley O'Connell Construction	1	2.70
Bill's Supermarket	1	2.70
Butte High School	1	2.70
Butte/Silver Bow Youth Development Center	1	2.70
Cenex	1	2.70
Circle K	1	2.70
City of Butte	1	2.70
Copper King Mansion	1	2.70
Craig Britton	1	2.70
Crest Nursing Home	1	2.70
Curry Tire	1	2.70
Doctor Guay	1	2.70
Doctor Herzog	1	2.70
Doctor Murphy and Doctor Drynan	2	5.41
First Presbyterian Church	1	2.70
Forest Service	1	2.70
GAB	1	2.70
Galen State Hospital	1	2.70
Glacier County	1	2.70
Husky	1	2.70
Immaculate Conception Church	1	2.70
J.C. Penney	1	2.70
KXLF	1	2.70
Kunkel Pontiac	1	2.70
MERDI	1	2.70
Martha's Cafe	1	2.70
Montana College of Mineral Science & Technology	4	10.81
Montana Power Company	8	21.62
Montana State Employment Agency	1	2.70
P.O. Newsstand	1	2.70
Park Cafe	1	2.70
Payless Drug	1	2.70
Poore, McKenzie, & Roth, Attorneys	1	2.70

TABLE XIX (Continued)
ORGANIZATIONS FOR WHICH BVTC STUDENTS HAVE WORKED

Organization	Number	Percent
Port of Butte	1	2.70
Roe & Kiely, Attorneys	1	2.70
Safeway	3	8.11
St. James Hospital	1	2.70
St. Vincent Hospital	1	2.70
School District No. 1	1	2.70
Sharief's	1	2.70
Silver Bow General Hospital	2	5.41
United States Army	1	2.70
United States Government	2	5.41
Wilson & Ewing, Attorneys	1	2.70
Winter Garden Lanes	1	2.70
Worker's Compensation	1	2.70
Youth Employment Service	1	2.70

of Butte; Copper King Mansion; Craig Britton; Crest Nursing Home; Curry Tire; Doctor Guay; Doctor Herzog; First Presbyterian Church; Forest Service; GAB; Galen State Hospital; Glacier County; Husky; Immaculate Conception Church; J.C. Penney; KXLF: Kunkel Pontiac; MERDI; Martha's Cafe; Montana State Employment Agency; P.O. Newsstand; Park Cafe; Payless Drug; Poore, McKenzie & Roth, Attorneys; Port of Butte; Roe & Kiely, Attorneys; St. James Hospital; St. Vincent Hospital; School District No. 1; Sharief's; United States Army; Wilson & Ewing, Attorneys; Winter Garden Lanes; Worker's Compensation; and Youth Employment

Service.

NUMBER OF MONTHS OF EMPLOYMENT FOR STUDENTS
AFTER LEAVING THE BVTC

Students were asked to list the number of months they had been employed at the jobs listed in Table XVIII. The responses are given in Table XX, page 68.

According to the table, the greatest number of jobs were held for the shortest period of time, 29 jobs, or 78.38 percent, were only held for one-half month to six months. Seven to twelve months was the length of time spent on fifteen jobs, or 40.54 percent. Four jobs, or 10.81 percent, lasted 13 to 18 months or 25 to 30 months. Nineteen to twenty-four months and thirty-one to thirty-six months each were the times spend on six jobs, or 16.22 percent. Only one job, or 2.70 percent, was held for 37 to 52 months.

STUDENTS' REASONS FOR LEAVING THEIR JOBS

Table XXI, page 69, lists students' reasons for leaving their jobs. Eleven jobs, or 29.73 percent, were left because students got other jobs. Seven jobs, or 18.92 percent, were left because of low wages, or because they were temporary positions. Employee cutback was given as

TABLE XX
NUMBER OF MONTHS OF EMPLOYMENT FOR STUDENTS
AFTER LEAVING THE BVTC

Months	Number of Jobs	Percent
1/2 - 6	29	78.38
7 - 12	15	40.54
13 - 18	4	10.81
19 - 24	6	16.22
25 - 30	4	10.81
31 - 36	6	16.22
37 - 52	1	2.70

the reason for six changes, or 16.22 percent, and six positions (16.22 percent) were terminated because of marriage.

Students left jobs five times, or 13.51 percent, to return to school. Two positions, or 5.41 percent, were left for each of the following reasons: didn't like the work, promotion, and to look for a job in the area of training. Each of the following reasons was given once, or 2.70 percent, for leaving positions: business went bankrupt, illness, more hours desired, owner's death, partnership dissolved, personal reasons, personality conflict,

pregnancy, term in service completed--to attend college, to start internship in medical technology, and work was too heavy.

TABLE XXI
STUDENTS' REASONS FOR LEAVING THEIR JOBS

Reason	Number	Percent
Business went bankrupt	1	2.70
Didn't like the work	2	5.41
Employee cut back	6	16.22
Got another job	11	29.73
Illness	1	2.70
Low wages	7	18.92
Marriage	6	16.22
More hours desired	1	2.70
Moved	6	16.22
Owner's death	1	2.70
Partnership dissolved	1	2.70
Personal reasons	1	2.70
Personality conflict	1	2.70
Pregnancy	1	2.70
Promotion	2	5.41
Return to school	5	13.51
Temporary position	7	18.92
Term in service completed--to attend college	1	2.70
To look for a job in area of training	2	5.41
To start internship in medical technology	1	2.70
Work was too heavy	1	2.70

JOBS HELD BY STUDENTS WHICH HAVE BEEN IN
THEIR AREA OF TRAINING

When students were asked if the jobs prior to their present one had been in the area of their training, Table XXII, below, 20, or 43.48 percent, of the jobs had met this qualification. Twenty-six positions, or 56.52 percent, were not considered to be in their training area.

TABLE XXII
JOBS PREVIOUSLY HELD BY STUDENTS WHICH HAVE BEEN IN THE
AREA OF THEIR TRAINING

Response	Number	Percent
Yes	20	43.48
No	26	56.52
TOTAL	46	100.00

JOBS HELD BY STUDENTS WHICH HAVE BEEN IN AN AREA
RELATED TO THEIR TRAINING

On page 71, Table XXIII indicates that respondents believed that 22 jobs, or 53.66 percent, were related to their training, and 19 positions, or 46.34 percent, were not relative.

TABLE XXIII

JOB FORMERLY HELD BY STUDENTS WHICH HAVE BEEN IN AN
AREA RELATED TO THEIR TRAINING

Response	Number	Percent
Yes	22	53.66
No	19	46.34
TOTAL	41	100.00

DID THE STUDENT WANT A JOB OTHER THAN THOSE HE/SHE HAS HELD?

Thirteen students, or 23.64 percent, answered that they had wanted a job other than those they had held. (Table XXIV, page 72) However, 76.36 percent, or 42 students, responded that they had not wanted any other job than those they had held.

SKILLS STUDENTS BELIEVED WERE NECESSARY FOR THEIR
DESIRED POSITION

Table XXV, page 73, shows that five students, or 26.32 percent, believed typing and shorthand were necessary for their desired positions. Bookkeeping was named by three respondents, or 15.79 percent. The following were each listed by one student, 5.26 percent, as the skills

TABLE XXIV
DID THE STUDENT WANT A JOB OTHER THAN THOSE
HE/SHE HAS HELD?

Response	Number	Percent
Yes	13	23.64
No	42	76.36
TOTAL	55	100.00

necessary for their desired position: college degree, Magnetic Card II typewriter, office skills, filing, interviewing, and stenotype.

WAS THE STUDENT NOT HIRED FOR HIS/HER DESIRED POSITION
BECAUSE OF INADEQUATE TRAINING?

Of the thirteen respondents who indicated they wished positions other than those they held, Table XXVI, page 74, 5, or 38.46 percent, believed they were not hired because they had inadequate training. Eight, or 61.54 percent, of the respondents did not believe inadequate training was responsible for their not getting the jobs they wanted. Other possible reasons mentioned by the students were age, not long enough school attendance, no openings in the Butte area, and the position was open for a computer operator.

TABLE XXV
SKILLS STUDENTS BELIEVED WERE NECESSARY
FOR THEIR DESIRED POSITION

Skill	Number	Percent
Bookkeeping	3	15.79
College degree	1	5.26
Magnetic Card II type- writer	1	5.26
Office skills	1	5.26
Filing	1	5.26
Interviewing	1	5.26
Shorthand	5	26.32
Stenotype	1	5.26
Typing	5	26.32
TOTAL	19.	100.00

TABLE XXVI

WAS THE STUDENT NOT HIRED FOR HIS/HER DESIRED POSITION
BECAUSE OF INADEQUATE TRAINING?

Response	Number	Percent
Yes	5	38.46
No	8	61.54
TOTAL	13	100.00

SKILLS STUDENTS BELIEVE WOULD HAVE HELPED
THEM ON THE JOB

Table XXVII, page 75, shows those skills respondents believed would have helped them on the job. Speed was the skill most often marked, with 9, or 18.00 percent, of the students responding. Six students, or 12.00 percent, marked self-evaluation of work and proofreading as important. Human relations and English or grammar were both marked by four students, or 8.00 percent. Three respondents, or 6.00 percent, marked each of the following skills: accuracy, arithmetic, and spelling, Two students, or 4.00 percent, indicated neatness in work would have been helpful. One student, 2.00 percent, each marked the following: business ethics, initiative, mailing procedures, penmanship,

TABLE XXVII

SKILLS STUDENTS BELIEVE WOULD HAVE HELPED THEM ON THE JOB

Skill	Number	Percent
Accuracy	3	6.00
Arithmetic	3	6.00
Business Ethics	1	2.00
Cooperation	-	----
English or Grammar	4	8.00
Following Directions	-	----
Good Grooming	-	----
Human Relations	4	8.00
Initiative	1	2.00
Interest	-	----
Mailing Procedures	1	2.00
Neatness in Work	2	4.00
Penmanship	1	2.00
Proofreading	6	12.00
Punctuality	1	2.00
Self-evaluation of Work	6	12.00
Speed	9	18.00
Spelling	3	6.00
Work Habits	-	----
Others:		
Compromising	1	2.00
Telephone with more than line	1	2.00
Health history	1	2.00
Self-confidence	1	2.00
Answering phone	1	2.00
TOTAL	50	100.00

punctuality. Respondents were encouraged to add any other skills they believed would have been helpful. The following were each marked by one student or 2.00 percent: compromising, telephone with more than one line, health

history, self-confidence, and answering the phone.

PROBLEMS ENCOUNTERED IN THE EARLY STAGES OF YOUR WORK
THAT FURTHER PREPARATION IN SCHOOL MIGHT
HAVE HELPED YOU SOLVE

Students were asked to give their comments as to problems that additional courses or workshops might have helped solve. Their comments are listed in Appendix A, page 94.

WHAT COURSES THAT WOULD HELP YOU VOCATIONALLY SHOULD BE
ADDED TO THE CURRICULUM?

Respondents' answers to this question will be found in Appendix B, page 97.

ADDITIONAL COMMENTS, CRITICISMS, AND SUGGESTIONS REGARDING
THE EVALUATION OF THE BUTTE VOCATIONAL TECHNICAL CENTER

The final question of the questionnaire was open-ended and asked for students' opinions. The answers the respondents gave are listed in Appendix C, page 99.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The functions of a vocational center are as many and as varied as the people who attend it. Thus, students attend a center for a multitude of reasons. The philosophy of the Butte Vocational Technical Center, however, is to train students so that they are able to meet the job requirements of today as well as to retrain persons for promotion and to update job skills.

For the purpose of determining whether the Butte Vocational Technical Center is meeting the needs of the students, the community of Butte, and the surrounding area, this study was undertaken. A questionnaire was sent to 100 former Office Occupations students of the Vo-Tech Center who had been enrolled in one or more of the eight courses of study during the years 1972, 1973, 1974, 1975, or 1976. Responses were received from 62 former students (62.00 percent of those surveyed). Of that number 58 (58.00 percent) questionnaires were judged usable.

The responses showed that the majority of students withdrew from the Center within nine months, or during the first three quarters of their entrance. A smaller number of students stayed through twenty-four months, and fewer still remained through twenty-seven months, or nine quarters of training. However, the general suggested training time period for the longest course of study is five quarters, as listed in the Butte Vo-Tech catalog.

More students withdrew from the Center during the March to May quarter than during any other quarter.

More students (74) had been enrolled in the Clerk/Typist, Key Punch Operator, Bookkeeper/Accountant, or Stenographer/Secretary courses of study than in all other courses of study combined.

Only 34.48 percent of the students had earned certificates of completion compared to 62.07 percent of the students who had not earned the certificates.

Of the courses listed as needed for certification, those which took the longest to complete were the courses most often not completed in the students' programs; namely, accounting, business English, and shorthand.

A small minority of respondents had continued their education beyond the Butte Vo-Tech Center; only seven of

the fifty-eight respondents indicated they had undertaken further education. Of these respondents, 50.00 percent said they would not have returned to the Butte Vo-Tech even if their needed courses had been offered. The reason most often given was that a college degree was what they were seeking.

Most of the former Vo-Tech students were presently employed. Only 28 indicated they were employed in an occupation for which they had been trained or in a related occupation. However, the definition of a related occupation was not given to the respondents, which may lead to the conclusion that more jobs could have been listed as related to their training.

Of those students who were not employed, the reasons most often given for not seeking work were marriage, disability, and attending school.

The majority of the students, 58.14 percent, believed they were hired for their jobs because of the training they had received at the Vo-Tech Center.

Discounting those students not presently working, 67.39 percent of the former students were earning over \$500 per month.

When asked the names of organizations where students were currently employed, the large organizations were named most often. The most frequently listed job titles were secretary, key punch operator, computer operator, legal secretary, and secretary/bookkeeper.

More students (64.86 percent) indicated they had held more than one job since leaving the Butte Vo-Tech than those who had not. The jobs most frequently named as having been held were secretary, receptionist, key punch operator, bookkeeper, and clerk.

Students' past employers listed most often were the larger organizations: Montana Power Company, Montana College of Mineral Science and Technology, and Safeway.

The students had a great deal of mobility; 78.38 percent of the jobs were left after only six months of employment, and 40.54 percent of the jobs were left after seven to twelve months. Only one student had worked at the same job for from 37 to 52 months.

When asked the reasons for leaving their positions, the most frequent answers were that they had obtained another job, there was an employee cutback, they had moved, the wages were too low, they had married, or the position was temporary.

More students said that their prior positions were in their area of training or in a related area than believed their present positions were related to their training.

Students tended not to want jobs other than those which they held. Only 23.64 percent wished positions different from those they had obtained. Skills most often listed that students believed were necessary for their desired position were shorthand, typing, and bookkeeping. However, more than one-half of the students did not believe inadequate training was the reason they were not hired for the job they wanted.

Speed, self-evaluation of work, proofreading, English, and human relations were named as skills respondents believed would have helped them on their present jobs.

Students listed several courses they believed would have helped them on the job: more medical courses, insurance training, realty courses, mag card II, and more interpersonal relations.

CONCLUSIONS

From the tables and discussion in Chapter IV, the following conclusions were drawn.

1. Only 28 students indicated they were working at an occupation in their area of training or in a related area. This number was lower than expected; however, the term "related training" was not defined for the students. Therefore, several positions considered related by the writer may not have been so defined by the respondents.

2. Students were mobile in their jobs; 64.86 percent of the students said they had held more than one position since they left the Center.

3. Respondents indicated they changed positions more frequently the newer they were at the job. More than half of the job changes occurred during the first twelve months of work.

4. The reasons given for leaving a particular job were not necessarily a dissatisfaction with the job, rather that they had been hired for another position, the job they had was only temporary, they had moved, they had married, the organization had an employee cutback, or they returned to school. The only reason for leaving which indicated dissatisfaction with some aspect of the job was low wages.

5. When asked about the positions they had held prior to their present position, more students believed their

previous jobs were related to their area of training or directly in their training field than their present jobs were.

6. Based on a comparison of previous and present job titles, students' present positions tended to be more in the business or business-related area than their prior positions.

7. In addition, students' past and present employers were more likely to be large organizations.

8. Students did not always work at the job they most desired. The majority had not wanted any position other than the one they held at the time of the survey. Most of them did not believe the reason they were not given their desired position was lack of training.

9. The majority of students stay at the Center until they either finish their training or are employed. A certificate of completion was not the ultimate objective, but being hired for the job they wanted was.

RECOMMENDATIONS

As a result of the findings and conclusions of this study and comments made by former students, the following recommendations are made:

1. Future follow-up studies should be undertaken, and students should be prepared before they leave school for these follow-ups. Preparation must include the obtaining of up-dated personal information on the students and stressing that students should notify the Vo-Tech Center whenever they change residence. Also, students must be advised of the meanings of certain terms used; namely, related occupations and area of training.

2. A unit explaining the procedure to follow when leaving a job should be included in the curriculum. In addition, students should be advised that too frequent job changes may not be regarded favorably by prospective employers.

3. Students must be further advised to know the salary necessary for them to live on before they go on job interviews so that low wages will not be a factor for their leaving a position.

4. Students should be made aware of the positive factors in working for a small organization as well as a large one.

5. A follow-up should be made of employers and former employers of Office Occupations students to determine whether the employers had the same feeling regarding

the Vo-Tech curriculum as the students.

6. Students requested more exposure to telephone techniques. In-depth telephone training has been in effect at the Center for several quarters.

7. More emphasis should be placed on courses such as interpersonal relations and personality improvement.

8. An additional course in mailing procedures should be included in the curriculum.

9. Students should be encouraged at the beginning of their training to enroll first in the courses that take the longest to complete. Thus, they would more likely finish these courses before they withdraw from the Center.

10. No courses should be deleted from the curriculum. Attention should be given to expanding course offerings.

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APPENDICES

APPENDIX A

QUOTED COMMENTS OF STUDENTS AS TO WHAT PROBLEMS THEY
ENCOUNTERED IN THE EARLY STAGES IN THEIR WORK
THAT FURTHER PREPARATION IN SCHOOL MIGHT HAVE SOLVED

1. no self confidence
2. communicating with coworkers
3. getting involved with the rest of the employees
4. I might have been able to get another job
5. should have finished course
6. had no legal knowledge on first job
7. itinerary and reporting deadlines
8. make mag cards
9. should have spent more time on English
10. learning 3742 key punch machine
11. steadiness
12. not enough accounting--I went back fall 1976 for night school at BVTC
13. legal forms relating to bookkeeping
14. taken a better course of English and grammar than I did
15. telephone procedures--coping with anger, people, etc.
16. speed and accuracy in typing
17. none--I felt my training to be a definite asset
18. spelling

19. how to answer problems with customers on the phone

20. mailing procedures

APPENDIX B

QUOTED COMMENTS OF STUDENTS REGARDING COURSES WHICH
SHOULD BE ADDED TO THE BUTTE VO-TECH CURRICULUM

1. I would like to go into the medical field
2. comprehensive business course--insurance training
3. realty
4. computer programming
5. get better teachers
6. mag card II
7. on-the-job training
8. word power, spelling night classes
9. computer programming
10. yes, anything that would improve education
11. deeper interpersonal relations

APPENDIX C

QUOTED COMMENTS FROM STUDENTS REGARDING EVALUATION
OF THE BVTC

1. training was excellent
2. place students into more realistic situations
3. after completing bookkeeping which I really enjoyed, I realized the pay was far too low. When I quit Husky and was looking for a bookkeeping job, I was on unemployment. When I got a bookkeeping job, I earned \$4 less than on unemployment.
4. The Butte Vo-Tech taught me the skills of obtaining and keeping a good job.
5. more skilled teacher
6. the instructors and equipment were great. It is, of course, up to the individual
7. In a few cases, the teachers should consider their profession as a livelihood rather than a second job or hobby.
8. I learned a lot. Teachers good and could spend a little more time with students who have a slower time or reflex of learning.
9. Let people be themselves. Do not tell them how to fix their hair. If they want a job they will decide what they have to do to get it.
10. Vo-Tech should increase courses of study.
11. The training at the Butte Vo-Tech was very good.
12. Quit because I couldn't afford to attend.
13. Attending Vo-Tech helped me a great deal to get a good job. I enjoy my job very much thanks to Vo-Tech.

14. Inform teachers to keep personal opinions to themselves and not get in the way of their teaching.
15. Cut out coffee breaks.
16. Teachers and staff are all excellent.
17. The Butte Vo-Tech Center is a very worthwhile school.
18. I think the Butte Vo-Tech is a great school. I would recommend anyone to go there.
19. The New Assertive Woman and Your Erroneous Zones course.
20. I highly recommend Butte Vo-Tech for its training program.
21. My days at the Vo-Tech were some of the best days of my life and I look back on them fondly.
22. If _____ had taught shorthand I would have taken the course. Everything she taught has been of such help to me. She is probably one of the best teachers I have ever had. She probably doesn't get the appreciation she deserves.
23. Although the training I got from Vo-Tech is not the reason I got my present job, I don't think it is wasted either. I feel it has helped me indirectly on the job and also in everyday life.
24. If it wasn't for the training and courses I took I wouldn't be where I am now.
25. I don't think the public really realizes that the Vo-Tech has such excellent programs. I did not know it until I attended. My instructors did "super jobs."
26. I have found the training which I received at the Vo-Tech to be more valuable than that I received at the university.
27. I feel Vo-Tech helped me to get a job because I had little more knowledge of what goes on in an office.

28. I feel I had more than adequate training at Butte Vo-Tech. All the fields I had an interest in were taught. I wish I had taken shorthand because it would prove invaluable to me now. Maybe in the future I may go back and take a course in shorthand or speedwriting if it is offered.
29. Vo-Tech is the perfect answer for dropouts, low-income education, and older adults wishing to brush up. In fact, all high school students could benefit whether or not they attend college.
30. _____ should have given more oral and verbal instruction than what he did.
31. When I was there, I thought it was excellent. Since Maurice Driscoll left it hasn't been very good.
32. After being the only secretary in the office, I found everything I learned at the Butte Vo-Tech invaluable--don't drop any of the classes as all are needed.
33. I enjoyed my year at Vo-Tech. I know I received a good background in most office procedures, but also I found most companies have their own methods, which you must follow.
34. Vo-Tech gave me confidence to apply for the job I have now.

APPENDIX D

EVALUATION SURVEY INSTRUMENT FOR BUTTE VOCATIONAL
TECHNICAL CENTER OFFICE OCCUPATIONS DEPARTMENT

PLEASE ANSWER THE FOLLOWING QUESTIONS AS THOROUGHLY AND
COMPLETELY AS YOU ARE ABLE.

1. How long did you attend the Butte Vocational Technical
Center?

_____ months _____ years

2. When did you last regularly attend the Butte Vo-Tech
Center's day-time program?

month _____, 19 _____

3. In what course(s) of study were you enrolled? (Please
check appropriate items.)

_____ Clerk/Typist	_____ Medical Secretary
_____ Computer Operator	_____ Legal Secretary
_____ Stenographer/Secretary	_____ Key Punch Operator
_____ Bookkeeper/Accountant	_____ Computer Programmer

4. Did you complete all course work necessary to earn a
Certificate(s) of Completion? _____ Yes _____ No

5. If you answered no to question 4, please check the
remaining courses you had to complete for certification
in your occupational area of training.

_____ Accounting	_____ Business English
_____ Business Letter Writing	_____ Business Machines/Math
_____ Composer Typing	_____ Computer Programming
_____ Data Station	_____ Dictaphone
_____ Filing	_____ General Business
_____ Interpersonal Relations	_____ Intro. to Data Pro- cessing
_____ Key Punch	_____ Legal Shorthand

☐ Legal Terminology	☐ Legal Typing
☐ Mag Card Typing	☐ Medical Office Practice
☐ Medical Shorthand	☐ Medical Terminology
☐ Medical Typing	☐ Memory Unit Typing
☐ Office Procedures	☐ Office Simulation
☐ Peg Board Accounting	☐ Record Keeping
☐ Shorthand	☐ Steno Pool
☐ Stenotype	☐ Typing
☐ Word Power	

6. Are you presently enrolled in: ☐ 4-Year College
☐ 2-Year College ☐ Vo-Tech School
☐ Adult Education ☐ Other Training ☐ None

(Name of Institution)

(Area of study)

7. If the area of study in which you are presently enrolled had been available at the Butte Vo-Tech Center, would you have enrolled for further training?
☐ Yes ☐ No If no, why not? _____
8. Are you presently employed? ☐ Yes ☐ No
☐ Full-Time employment ☐ Part-Time employment
☐ Temporary employment
9. Are you employed in the occupation for which you trained?
☐ Yes ☐ No
10. If not employed in the occupation for which you trained, are you employed in a related occupation?
☐ Yes ☐ No

11. Do you believe you were hired because of your training?
____ Yes ____ No
12. If you are unemployed and not seeking work, check the appropriate reason:
____ Marriage ____ Retired ____ Disability
____ Inadequate training ____ Other (specify)
13. What is your current monthly salary? (Please check correct answer.)
____ None ____ \$400 - \$499 ____ \$700 - \$799
____ Below \$299 ____ \$500 - \$599 ____ Above \$800
____ \$299 - \$399 ____ \$600 - \$699
14. What is the name of the company where you are currently employed?

15. State the title of your current job.

16. Is this the only job you have held since leaving the Butte Vo-Tech Center? ____ Yes ____ No

17. If you have held any jobs since leaving the Butte Vo-Tech, please list them in order beginning with your first job after leaving the Center and ending with your present position.

Job Title	Com-pany	Mos. Employed	Reason for Leaving	In Occupa-tional area of training		In a rela-tive area of training	
				Yes	No	Yes	No
1.				Yes	No	Yes	No
2.				Yes	No	Yes	No
3.				Yes	No	Yes	No
4.				Yes	No	Yes	No
5.				Yes	No	Yes	No
6.				Yes	No	Yes	No

IF FURTHER SPACE IS REQUIRED, PLEASE USE THE BACK OF THIS SHEET.

18. Is there any job you wanted other than those you have held? ☐ Yes ☐ No

19. What were the skills required? _____

20. Were you not hired for your desired position because of inadequate training? ☐ Yes ☐ No

If inadequate training was not the reason, what was?

21. Check any definite difficulty you have experienced through the lack of a specific skill or qualification such as:

☐ Accuracy	☐ Arithmetic
☐ Business Ethics	☐ Cooperation
☐ English or Grammar	☐ Following Directions
☐ Good Grooming	☐ Human Relations
☐ Initiative	☐ Interest

_____ Mailing Procedures

_____ Penmanship

_____ Punctuality

_____ Speed

_____ Work Habits

_____ Neatness in Work

_____ Proofreading

_____ Self-evaluation of
work

_____ Spelling

_____ Others:

22. What problems did you encounter in the early stages of your work that further preparation in school might have helped you solve?

23. Are there any courses which would aid in your vocational development that should be added to the Butte Vo-Tech curriculum?

24. Please add any additional comments, criticisms and suggestions you have regarding evaluation of the Butte Vo-Tech Center.

.APPENDIX E

Dear :

I need your help, and in return I would like to help you. As you know, our job as instructors at the Butte Vocational Technical Center is to train persons for entry-level positions and to assist businesses in retraining employees for more advanced jobs. This is where I need your help.

As partial requirement for a Master's degree at Montana State University, I am taking a survey of former Butte Vo-Tech students. As a former student of the Center, your opinions are most valuable.

Enclosed is a questionnaire relating to your retraining at the Vo-Tech Center. The question form also suggests possibilities for your own retraining for job promotions, vocational development, and continuing education.

Please fill out by April 24, 1978, the questionnaire to the best of your ability, and return it in the self-addressed envelope which is also enclosed. Of course all information and survey forms will be kept strictly confidential.

Now, how can I help you? By your completing this survey, the Center will be able to more adequately determine ways to revise our curriculum and be better equipped to retrain you for a promotion and a better paying job.

Thank you very much for taking the time to fill out this information.

Sincerely,

Diane Murray
Instructor

Enclosures

APPENDIX F

Dear :

I need your help, and in return I would like to help you. As you know, our job as instructors at the Butte Vocational Technical Center is to train persons for entry-level positions and to assist businesses in retraining employees for more advanced jobs. This is where I need your help.

As partial requirement for a Master's degree at Montana State University, I am taking a survey of former Butte Vo-Tech students. As a former student of the Center, your opinions are most valuable.

Enclosed is a questionnaire relating to your training at the Vo-Tech Center. The question form also suggests possibilities for your own retraining for job promotions, vocational development, and continuing education.

Please fill out by May 29, 1978, the questionnaire to the best of your ability, and return it in the self-addressed envelope which is also enclosed. Of course all information and survey forms will be kept strictly confidential.

Now, how can I help you? By your completing this survey, the Center will be able to more adequately determine ways to revise our curriculum and be better equipped to retrain you for a promotion and a better paying job.

Thank you very much for taking the time to fill out this information.

Sincerely,

Diane Murray
Instructor

Enclosures

P.S. _____, please take a few minutes to fill out and return the questionnaire. I really need your comments.

APPENDIX G

Dear :

I need your help, and in return I would like to help you. As you know, our job as instructors at the Butte Vocational Technical Center is to train persons for entry-level positions and to assist businesses in retraining employees for more advanced jobs. This is where I need your help.

As partial requirement for a Master's degree at Montana State University, I am taking a survey of former Butte Vo-Tech students. As a former student of the Center, your opinions are most valuable.

Enclosed is a questionnaire relating to your training at the Vo-Tech Center. The question form also suggests possibilities for your own retraining for job promotions, vocational development, and continuing education.

Please fill out by June 19, 1978, the questionnaire to the best of your ability, and return it in the self-addressed envelope which is also enclosed. Of course all information and survey forms will be kept strictly confidential.

Now, how can I help you? By your completing this survey, the Center will be able to more adequately determine ways to revise our curriculum and be better equipped to retrain you for a promotion and a better paying job.

Thank you very much for taking the time to fill out this information.

Sincerely,

Diane Murray
Instructor

Enclosures

P.S. _____, please do fill out and return the questionnaire. I really need the information--and the postage is costing me a fortune.