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A FEASIBILITY AND NEEDS ASSESSMENT FOR THE ESTABLISHMENT OF AN
AUTO BODY CURRICULUM AT DAWSON COMMUNITY COLLEGE
GLEN DIVE, MONTANA

by

JOHN MICHAEL COLLINS

A professional paper submitted in partial fulfillment
of the requirements for the degree

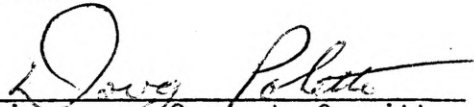
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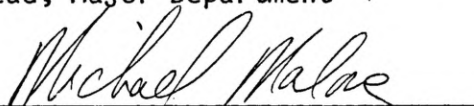
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ABSTRACT

The major purpose of this study was to determine student interest and employer needs pertaining to the establishment of an auto body repair program at Dawson Community College, Glendive, Montana.

Secondary purposes were to determine the architectural design for the proposed facility at Dawson Community College, Glendive, Montana and to provide a list of curriculum materials for an auto body repair program.

The general procedure for the study consisted of administering a mailed questionnaire. The instrument was sent May 5, 1980 to students in surrounding community high schools to determine student interest in an auto body repair program. The results were positive in that 236 students indicated an interest (on the mailed questionnaire) in enrolling in the program. A telephone interview (July 20, 1980) of 34 selected auto body repair businesses was conducted to determine their employment needs. The telephone interview showed that a majority of the employers indicated a need for qualified personnel.

Based on this study, it was concluded that there is sufficient need and interest for an auto body repair program at Dawson Community College, and one should be implemented at the earliest possible time.

CHAPTER I

INTRODUCTION

Dawson Community College is a post secondary junior college located in Glendive, Montana. Mr. Donald H. Kettner, vice-president of Dawson Community College has stated that:

"As an educational institution, Dawson Community College is charged by the State with the responsibility of meeting and filling the educational needs of the people of Montana."¹

Dawson Community College has historically tried to direct its curriculum offerings towards the wants and needs of the community it serves. The administration and vocational faculty of this community college are interested in conducting programs and services which will enhance the quality of life, the economic status, and the cultural growth of the people it serves.

The president of the college, Mr. James Hoffman, has become aware of the potential need for and interest in a new vocational program. Mr. David Oswald, the agricultural mechanics instructor at Dawson Community College, discovered a significant interest in a prospective auto body repair program while evaluating the agricultural mechanics program. In his study, "An Evaluation of the Agricultural Mechanics Curriculum at Dawson Community College," he recommends that:

¹Donald H. Kettner, "Dawson Community College Program Review," Printed for Dawson Community College in house use, effective October 28, 1977.

"Dawson Community College should explore the feasibility of incorporating additional courses such as auto body."²

In an attempt to substantiate this need, Dawson Community College has encouraged further research in the area of auto body repair. Dawson Community College wishes to determine the amount of student interest and employer need for such a program before establishing a new program.

The school authorities also hope to determine if a measurable increase in student enrollment can be achieved by this new program. With these goals in mind, the study was initiated.

Need for the Study

This study will help to determine if the needs of the people of eastern Montana are being met for the specialized training needed for the vocation of auto body repair.

There are believed to be many well paying auto body repair jobs available. The importance of the auto body repair field to the national job market can be illustrated by the following excerpt from The Occupational Outlook Handbook, a job description printed by the Department of Labor:

²David Oswald, "An Evaluation of the Agricultural Mechanics Curriculum at Dawson Community College," A professional paper, Montana State University, Bozeman, Montana, August 1980, p. 44.

"The auto body industry does over one billion dollars of business per year. About 30,000 persons worked as automobile painters in 1976. Approximately 174,000 persons were employed in the same year as auto body repairers. Most worked for shops that specialized in body repairs and painting, and for automobile and truck dealers.

Body repairers employed by automobile dealers in 36 large cities had estimated average hourly earnings of \$8.20 in 1976, about one and three-fourths times the average for all non-supervisory workers in private industry. Skilled body repairers usually earn between two and three times as much as inexperienced helpers and trainers."³

A review of the literature indicates that no formal survey has been conducted to determine if there is a need for auto body repair persons in Montana. It is not known if existing vocational programs are meeting the need, or if the resources of Dawson Community College should be focused in another direction because of lack of interest or jobs available. With these factors in mind, it was the researcher's desire to assess the feasibility of establishing an auto body repair program to be included in the curriculum at Dawson Community College, Glendive, Montana.

³Thomas M. Thompson, "Motor Vehicle and Machinery Repairers," Reprinted from The Occupational Outlook Handbook, 1978-1979 ed. (Washington, D. C.: Bureau of Labor Statistics, D. O. L.), p. 25.

Purpose of the Study

The major purpose of this study was to determine student interest and employer needs pertaining to the establishment of an auto body repair program at Dawson Community College, Glendive, Montana.

Secondary purposes were to determine the architectural design for the proposed facility at Dawson Community College, Glendive, Montana and to provide a list of curriculum materials for an auto body repair program at Dawson Community College, Glendive, Montana.

Objectives of the Study

The study had the following objectives:

- (1) To determine student interest for an auto body repair program at Dawson Community College, Glendive, Montana.
- (2) To determine the employment needs of selected auto body repair businesses for employees, with entry-level skills, in the area of auto body repair.
- (3) To develop an optimum facility plan to accommodate an auto body repair program at Dawson Community College, Glendive, Montana.
- (4) To prepare a list of available auto body repair program curriculum materials.

Assumptions

The study was based on the following assumptions:

- (1) Cooperation with the population of high schools to be surveyed in eastern Montana can be obtained.
- (2) Students in the industrial arts program who are surveyed will provide valid and reliable data to the researcher.
- (3) Cooperation from persons among auto body repair businesses can be obtained.

Limitations

The following limitations apply to this study:

- (1) Student Population: The students surveyed in the study were limited to high school industrial arts students in the counties of Custer, Dawson, Fallon, Garfield, McCone, Prairie, Richland, Roosevelt, Rosebud, and Wibaux.
- (2) Employer Population: The employers surveyed in the study are representative only of auto body businesses in the major cities of Billings, Bozeman, Butte, Great Falls, Helena, and Missoula, Montana.
- (3) Clientele Population: The major portion of the clientele of the community being served by Dawson Community College shall be specified as living within a 150 mile radius of Glendive, Montana.

(4) Instrument Reliability: The students surveyed might not have finished their career goals, thus the student interest instrument may be of limited reliability.

Definition of Terms

For the purpose of this study, the following terms were defined:

(1) Agricultural Mechanics Program: "Subject content and activities designed to develop abilities necessary for performing and/or assisting with the common and important operations or processes involved in the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural mechanics shop."⁴

(2) Auto Body Community: "Auto body repair oriented businesses. An example: Factory franchised auto dealers, independent repair shops, auto body repair shops, independently owned, fleet owned auto body repair shops."⁵

⁴Gordon F. Law, Vocational Technical Terminology, (Washington D.C.: American Vocational Association, 1976), p. 6.

⁵Peter J. Emberg, Motor Vehicle Facts and Figures, (Detroit, Michigan: Motor Vehicle Manufacturers Association, 1978), p. 14.

(3) Auto Body Repairman: "That skilled worker who repairs automobile collision damage, replaces defective parts, and refinishes or repaints damaged parts or the complete vehicle."⁶

(3) Community College: "A two year post-secondary institution operated by the board of education of a local basic administrative unit or units (including the independent local board for one or more community colleges). Instruction is adopted by the local community."⁷

(4) Industrial Arts Education: "An area of education that includes the preparation, growth, and guidance of the individual for modern living through individual or cooperative group experiences in working with industrial materials, tools, and processes and studying their social and economic significance to the individual and the nation."⁸

Organization of the Study

The research was divided into four sub-parts. The sub-parts were:

(1) student interest, (2) business needs, (3) architectural design,

⁶Albert H. Marckwardt and Others, Funk and Wagnalls Standard Desk Dictionary (New York, New York: Funk and Wagnalls Publishing Company, 1974), p. 43.

⁷Gordon F. Law, Vocational Technical Terminology (Washington, D. C.: American Vocational Association, 1976), p. 13.

⁸Ibid., p. 36.

and (4) curriculum materials. The study treats each sub-part separately and presents the material in Chapters Three and Four.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

It is difficult to deny the impact of post-secondary vocational education on the employability of graduating students. The historical rationale for supporting such education is that it is in the best interest of individuals and society to delegate to public education the responsibility of preparing a portion of the student population with entry level skills for specific technical level occupations.

Federal law now dictates that it is the responsibility of vocational education to provide educational experience in the trades. The vocational act of 1963 was:

"A law enacted to authorize federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis so that persons of all ages in all communities of the states - those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps - will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."⁹

⁹Gordon F. Law, Vocational Technical Terminology (Washington, D.C.: American Vocational Association, 1976), p. 6.

Clearly, the challenge of vocational education is to prepare people for work. Local, state, and federal funds are available for this purpose. The study addressed the question of assessing the possibility of extending the educational programs at Dawson Community College to include the area of auto body repair. Part of the study was a potential justification of the proposed program based upon a demonstrated need for auto body workers. A general national need was documented by Thompson when he stated:

"The employment outlook of automobile painters and body men is expected to increase about as fast as the average for all occupations through the mid 1980's."¹⁰

In addition to jobs created by growth, several hundred openings are expected to be available each year because of the need to replace experienced workers who retire or die. Openings will also occur as some personnel transfer to other occupations. Higgins states that:

"Employment of auto body painters and repairmen is expected to increase primarily because more motor vehicles will be damaged in traffic accidents. As the number of vehicles on the road increases, accident losses will grow; even though better highways, lower speed limits, driver training courses, and improved bumpers and other safety features on new vehicles may slow the rate of growth."¹¹

¹⁰Thomas M. Thompson, "Motor Vehicle and Machinery Repairers," Reprinted from The Occupational Outlook Handbook, 1978-1979 ed. (Washington, D. C.: Bureau of Labor Statistics, D. O. L.), p. 8.

¹¹Harold Colin Higgins, "Work in America. A Report of a Special Task Force to the Secretary of Health, Education and Welfare." Prepared under the auspices of W. E. Upjohn Institute for Employment Research, M. I. T. Press, January 1973.

Most persons who enter the occupation can expect steady work because the automobile repair business is little affected by changes in economic conditions. Job opportunities will be best in heavily populated areas.

Worker Demand

The literature indicated that trained journeymen are at a premium. Higgins also states that:

"Skilled auto body workers enjoy an open job market of available positions to be filled."¹²

There is a definite turnover rate in the work force. The researcher can personally attest to the health hazards inherent in the trade, as he has worked in the auto body field as a repairman and shop foreman for a period of fifteen years. Boyd points this out by saying:

"Workers are exposed to respiratory pollutants, physical danger, (eye, ear, hand, foot and limb injury) and psychological fatigue."¹³

The physical demands upon the worker are strenuous. Persons who want to learn the trade should be in good physical condition.

¹²Ibid., p. 9.

¹³Ronald R. Boyd, "Auto Body Instructors Workshop," Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin, April 17-18, 1975, p. 3.

Auto Body School Success

Auto body schools enjoy high placement rates. Boyd emphasized this by writing:

"Placement rates from established auto body schools are high. For example, the auto body programs in Wisconsin, at the end of the school year for 1974, graduated 156 students of which 77% secured employment. Only 6 graduates who sought employment were unable to find employment. Thirty graduates sought no employment."¹⁴

Training, Other Qualifications and Advancement

Most auto body personnel learn the trade on the job. They usually start as helpers and pick up skills from experienced workers.

Most training authorities recommend a three or four year apprenticeship program as the best way to learn the trade, but relatively few of these programs are available. Apprenticeship includes both on the job and classroom instruction. Thompson wrote:

"Generally three to four years of on the job training are needed to become skilled in all aspects of body repair."¹⁵

Worker experience has proven economically valuable stated Boyd, he determined that:

¹⁴Ibid., p. 4.

¹⁵Thomas M. Thompson, "Motor Vehicle and Machinery Repairers," Reprinted from The Occupational Outlook Handbook, 1978-1979 ed. (Washington, D. C.: Bureau of Labor Statistics, D. O. L.), p. 8.

"An experienced auto body repairer with supervisory ability may advance to shop supervisor. Many workers open their own body repair shops. In fact, about one out of every eight automobile body repairmen is self-employed."¹⁶

When dealing with cost figures Thompson found that:

"It takes about \$100,000 to \$150,000 to open a body shop, as of April 1975. It costs about \$20.00 per hour to operate the shop."¹⁷

Boyd also writes that worker benefits are both psychological and monetary.

"In this industry there is a high degree of worker satisfaction in that one can produce a finished product, receive a good wage, and have unlimited opportunity for personal advancement."¹⁸

The economic future for auto body repair workers is bright.

For example Stranke and Speck state that:

¹⁶Ronald R. Boyd, "Auto Body Instructors Workshop," Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin, April 17-18, 1975, p. 4.

¹⁷Thomas M. Thompson, "Motor Vehicle and Machinery Repairers," Reprinted from The Occupational Outlook Handbook, 1978-1979 ed. (Washington, D. C.: Bureau of Labor Statistics, D. O. L.), p. 4.

¹⁸Ronald R. Boyd, "Auto Body Instructors Workshop," Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin, April 17-18, 1975, p. 5.

"It has been found that in Massachusetts, the average income for students who have attended a Vo-Tech or Trades and Industries Institution had a \$1,378 higher annual income upon graduation than non-vocational students in 1975."¹⁹

This general trend is confirmed by the Internal Revenue Service.

They have found that:

"The average auto body worker's combined wage was \$18,431 in 1978."²⁰

Annual earnings can be even higher for auto body workers. It is not uncommon for a skilled journeyman to earn one and one-half times this amount per year. This was a common wage for a journeyman who worked on commission, taking a percentage of the profit on work completed in the auto body repair shop.

Student Interest

Today students are turning to vocational education to develop the skills necessary to compete in the job market. Law says that in the United States:

¹⁹Edward J. Stranke and Samuel R. Speck, An Analysis of the Auto Body Repair Occupation, State Department of Vocational Education, Ohio State University, Columbus, Ohio,: ERIC Document Reproduction Service, ED 118 781, p. 12.

²⁰IRS Annual Income Figures for 1978, Printed by the Department of Internal Revenue, Washington, D. C., p. 41.

"There is a trend towards life long learning and retraining to meet a changing job market."²¹

Students show high motivational levels when an achievable goal is available in the working world. General educational trends show students coming from non-traditional areas for training in the trades.

This emphasizes the need for vocational education for youths and adults. The groups being now served by vocational education are very goal and job oriented says Law. He has determined that:

"A new interest has been shown by students for vocational education. This is perhaps linked to changing economic priorities and conditions developing within the United States."²²

Business Need

The business need of the country is shown by Thompson to be substantial. He has determined that:

"An estimated number of 191,000 persons worked as auto body repairmen in 1979. Many of these people worked for shops specializing in body restoration and painting. Workers were also found employed by automobile, light truck, and fleet rental dealers. Other employers included organizations that maintain their own motor vehicles, such as trucking companies and bus lines. Motor vehicle manufacturers employed a small number of

²¹Gordon F. Law, "Contemporary Concepts in Vocational Education," Journal of the American Automobile Association 29 (December 1975), p. 16.

²²Ibid., p. 22.

these workers. Automobile body repairers work in every section of the country, with jobs in this occupation distributed in about the same way as population."²³

Summary

Federal law dictates partial responsibility for educating the workers of America to vocational training institutions with the Vocational Act of 1963. These institutions have accepted the challenge to prepare new people for working careers. These newly trained or re-trained workers face a demand for skilled labor by their prospective employers. New technology and natural worker attrition contribute to a stable job market in which wages are high.

Auto body schools have been successful in the past by being able to supply trained workers for the auto body repair industry. Those auto body workers now enjoy a high standard of living and a comfortable life style, thus the research shows a strong student interest for this area of trade and technology.

²³Thomas M. Thompson, "Motor Vehicle and Machinery Repairers," Reprinted from The Occupational Outlook Handbook, 1978-1979 ed. (Washington, D. C.: Bureau of Labor Statistics, D. O. L.), p. 12.

Addendum

Laboratory floor plans to be discussed in Chapters Three and Four were derived from the review of literature. Many helpful suggestions are presented in the study by Joseph T. Nerdy.²⁴

²⁴ Joseph T. Nerdy, Vocational-Technical Facilities for Secondary Schools, A Planning Guide, Columbus, Ohio: ERIC Document Reproduction Service, ED 043 102, March 1970.

CHAPTER III

METHODS AND PROCEDURES

Overview

The following is a general outline of the methods used in order to clarify the development of the study; it shall be presented in four parts.

PART I - Student Interest Assessment

The first part of the study was concerned with the assessment of student interest for an auto body repair program if initiated at Dawson Community College, Glendive, Montana.

Population and Sampling Procedures

A plan for sampling the industrial arts population of freshmen, sophomore, junior, and senior classes of high schools surrounding Glendive, Montana was developed. The student population was determined as per set limitations in geography. The population included all the industrial arts students of the high schools lying within a 150 mile radius of the city of Glendive, Montana. This selected area contains the majority of student clientele being served by Dawson Community College.

Sample

The reasons for choosing the high school industrial arts student as a representative type of sample were as follows:

(1) The high school student is traditionally the main portion of the student population at Dawson Community College.

(2) According to past college records the traditional high school student comprises 83.6% of the Dawson Community College Vo-Tech program's student body. Ten counties containing twenty-one high schools were surveyed. School locations were drawn from the Montana Education Directory for the year 1977 to 1978. The listing of the schools are as follows:

A. Custer County

1. Custer County High School

B. Dawson County

1. Dawson County High School

2. Richey High School

C. Fallon County

1. Baker County High School

2. Plevna County High School

D. Garfield County

1. Garfield County High School, Jordan, Montana

- E. McCone County
 - 1. Circle High School
- F. Prairie County
 - 1. Terry High School
- G. Richland County
 - 1. Sidney High School
 - 2. Savage High School
 - 3. Fairview High School
 - 4. Lambert High School
- H. Roosevelt County
 - 1. Poplar High School
 - 2. Culbertson High School
 - 3. Wolf Point High School
 - 4. Brockton High School
 - 5. Bainville High School
 - 6. Froid High School
- I. Rosebud County
 - 1. Rosebud High School
 - 2. Colstrip High School
- J. Wibaux County
 - 1. Wibaux County High School

Development of the Instrument

To test the utility of the instrument a pilot test-retest was run on the student interest questionnaire. The results of the pilot test were used to finalize the finished form of the questionnaire. The pilot test was conducted upon all the classes at Dawson County High School. The industrial arts students scored the retest instrument nine days after the pilot test. Pilot test results were that twelve students indicated an interest in the new program. The instrument, following a little over a week later, came up with a total of eleven interested students. Attendance at school, or the changeable nature of people, might account for the difference. The variance in percent is 8.4. Ninety-one percent of the students responded the same as on the first trial.

A test for validity was run on the instrument. A panel of graduate students studying Research Evaluation at Montana State University was used to determine both face and content validity. The findings of this group were that the validity was high; the instrument did indeed measure what the researcher wanted it to.

They did, however, question the possible reliability of the instrument. The group felt that high school students have not yet finalized their career goals, and that some variance must be expected.

Collection of the Data

With the form and content of the instrument having been finalized, the questionnaire was sent with a cover letter printed on Dawson Community College letterhead. The cover letter presented the reasons for the study and future plans at the school for an auto body program.

The questionnaire sought to collect data about the number of freshmen, sophomore, junior, and senior class members interested in the prospective program. The return rate of the instrument was computed to be eighty-five percent. An example of the questionnaire can be found in Appendix A.

PART II - Business Needs Assessment

The second part of the study was concerned with the assessment of the needs of the prospective auto body repair businesses for skilled employees.

Population and Sampling Procedures

A plan for sampling the employment needs of auto body repair business was designed to determine if a new program could be justified by the existing job market. The review of literature suggested that a significant demand for auto body personnel is present in the United

States. It was in the scope of the study to assess demand for the workers in the auto body trade in Montana.

Close attention was given to gather data to determine if:

- (1) The job market reflects the national picture.
- (2) The job market could employ a majority of graduates from the new program.
- (3) The job market was being presently supplied with an adequate number of workers from existing auto body schools in the state of Montana.

Only by determining these unknown factors could a viable decision be made. The three factors as presented helped in the design of the study by directing the inquiry in its selection of population of the businessmen to be surveyed. The major cities of Montana were chosen for the study because they possibly reflect national and state employment trends.

Geographical Limits and Selection of the Population

The auto body repair businesses selected to participate in the study were in the major Montana cities of: Billings, Great Falls, Bozeman, Helena, Butte, and Missoula.

Population Sample

A sample list was made of 136 auto body repair businesses in the six major cities of Montana with a population greater than 18,000 people. This total list of businesses was drawn from the telephone directories of the cities under study. The list contained business name, address, and phone number. No attempt was made to locate businesses not in the directories.

Each business name was assigned a card number, the card was placed in a closed container and thoroughly shaken. A one-fourth random sample of 136 businesses was selected for the study. Thirty-four were ultimately used.

Development of the Business Instrument

A telephone interview technique was then chosen to survey business needs because this method would have the following advantages:

- (1) High reliability and validity.
- (2) Speediness of implementation.
- (3) High rate of response.
- (4) Greater depth in interviewing.
- (5) Greater accuracy and clarity of the instrument.
- (6) An unbiased sample.

Having chosen a method, the next step was to provide a workable instrument. An interview response form was compiled and pilot tested for workability and usefulness. Please see Appendix D.

Reliability Test

A reliability test procedure of test-retest was done on a pilot group of five randomly sampled businesses. The five interview questions were re-administered and the answers recorded upon a response form. The results of both instruments were compared. Questions (2) and (3) were the only questions showing discrepancy. These questions were:

(2) How many persons could you now hire?

(3) How many persons could you hire over the next five years?

Perhaps this discrepancy arose because both questions required estimation by the respondents. The number stated possibly reflected trends in the economy of our nation. This is substantiated by the fact that during the time of the study the Seattle Post Intelligencer stated that:

"....the nation was in the most severe period of economic downturn since the middle 1930's."²⁵

²⁵Michael Lamm, Seattle Post Intelligencer, 21 July, 1980, sec. A, p. 3.

The difference in numerical values between the trials was then statistically analyzed.

Analysis of T-Test Results

The T-test is a means of testing whether or not two trials can be considered to be equivalent on some measure. The mean score on the measure is computed for each group, and the T-test is used to see if the difference between the two means is large enough to be considered statistically significant or whether the difference is of a size that could easily have occurred by chance.

A T-value was computed. This obtained T-value (.8017064) was then compared to a T-value gathered from a table. The table T-value was based upon the number of question pairs and their standard deviation. The table T-value was found to be 2.26.

Interpretation of the Statistic

In the T-test, if the obtained T-value is larger than the T-value, then the difference between the means is statistically significant in the conventional sense. This was not the case.

The T-value was smaller, the difference was not significant (within the .05 level), and could have been the result of chance. There

is not strong evidence for saying that the reliability of the test instrument may be in doubt. Thus the result of the test/retest was that the instrument was found reliable using the T-test method.

Test for Validity

Testing for validity of the telephone interview was accomplished by the graduate students enrolled in Program Evaluation at Montana State University. The class directed by Dr. Paul R. Vaughn, associate professor of the University of New Mexico, was held summer quarter of 1980. Content, construct, and face validity of the instrument was evaluated by a panel of seven members. The content of the instrument was closely checked to see if it met the stated objectives of the study. The instrument was also repeatedly reviewed to ensure that the questions developed met the criteria necessary to measure what it must. Face validity was felt to be very high as determined by group consensus.

Collection of the Data

The general format of the telephone interview was as follows:

A brief introduction and statement of goals accompanied by an explanation of the purpose of the study. The introduction was followed

up with the questions to be asked. They were:

- (1) What is your present total number of employees?
- (2) How many persons could you now hire?
- (3) How many persons could you hire over the next 5 years?
- (4) Are present auto body schools in the state able to provide adequate personnel for your business at this time?
- (5) Would you hire someone from our school now, if they were well trained and available?

An interview response form was completed by the interviewer as the interview progressed. This was done to ensure accuracy of recorded response. A copy of the response form appears in Appendix D.

An attempt was made during the telephone interview to keep the respondents on target. Emotion laden questions were avoided. During the introduction, the importance of the study was stressed, as was the contribution being made by the respondent. An offer to provide the results of the study was made to the person being interviewed. Many showed such an interest. The interviewer was careful to make no statement which would allow the respondent to terminate the interview with a single response before all five questions were answered.

Follow-Up Procedures

Call backs were arranged, if the respondent was unavailable or busy at the moment. A future time was agreed upon for the interview. Every attempt was made to reach the respondent at his convenience.

Analysis of Procedures

The telephone interview technique used for the assessment of auto body business needs proved to be very workable. Return rate was found to be 95%. The method did indeed prove to actually have the six qualities of utility previously listed. Cost of implementation was prohibitive however.

PART III - Architectural Design

For efficient operation of the proposed facility, location of various laboratory units will be suggested in a general plan of design.

The design will show major areas, doors, classrooms, storage, and shop space. Spray room and compressor location will be pictorially displayed.

Architectural design guidelines were derived in this manner. Tours of auto body classrooms and working auto body repair shops helped delineate what an efficient architectural design might be.

No attempt will be made to develop formal drawings or building plans. By creating a floor plan the researcher wishes to illustrate comparative sizes and location of building areas and facilities. The floor plan will be presented in Chapter Four.

PART IV - Curriculum Materials

The development of curriculum materials will be concerned with listing of the location and availability of selected curriculum materials for the beginning auto body repair instructor.

An ERIC system computer search was done to locate the scholastic resources available for auto body repair at the time of the study. The list is extensive and is presented in Chapter Four.

Summary

The chapter points out how the study has been organized. ERIC system literature, professional journals, governmental sources, and the use of personal interview, were some of the methods used to design the instruments, as well as the curriculum materials list.

The study was arranged into a four part display. Part one shows student interest assessment, part two shows business needs, part three shows architectural design, and part four lists curriculum materials. This arrangement has been used throughout the study.

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Introduction

The data collected to meet the objectives of this study will be presented in a four part display. Areas being presented will be questionnaires regarding student interest and business needs. Building design and curriculum materials will also be shown.

The data in Table I show that for the student interest instrument, of the twenty-one schools that the questionnaire was mailed to, eighteen responded to the instrument on the first mailing. The return rate was determined to be 85 percent. Most questionnaires were returned within three weeks.

For the business needs instrument, the return rate was as follows. Of the 34 businesses selected, 32 were reached for response.

TABLE I
SUMMARY OF STUDENT AND BUSINESS RESPONSES

Instrument Description	Number Sent	Useable Returns	Return Rate Percent
Student Instrument	21	18	85
Business Needs	34	32	94

Of the two non-respondents, one had gone out of businesses, the other was closed for vacation. The second case information being obtained from a telephone answering service. The computed rate of return success is 94%.

PART I - Student Interest

In Part I of the study, student interest, a questionnaire was returned from ten counties containing twenty-one high schools. The data gathered from the industrial arts students of the selected schools were tabulated in this manner:

- (1) Counties were listed as to the number of students from that county.
- (2) Counties were ranked as per most to least number of students.
- (3) The absolute number of interested students was determined.
- (4) The total number of students per class was determined.
- (5) The classes were ranked in order of highest to lowest in numerical value.

Findings

The principle findings of Tables II and III are summarized with these statistics:

TABLE II

TABULATED NUMBERS OF STUDENTS INTERESTED IN
A PROSPECTIVE AUTO BODY REPAIR PROGRAM

County	County Total	County Rank	High School	Class				School Total
				Fr.	So.	Jr.	Sr.	
Custer	7	7	Custer	3	0	2	2	7
Dawson	49	2	Dawson County	3	9	15	12	38
			Richey	3	3	5	0	11
Fallon	28	4	Baker	8	6	4	4	22
			Plevna	2	1	0	3	6
Garfield	12	6	Jordan	2	3	3	4	12
McCone	5	9	Circle	0	0	4	1	5
Prairie	12	6	Terry	3	4	5	0	12
Richland	21	5	Sidney	0	2	1	1	4
			Savage	1	0	3	1	5
			Fairview	2	0	0	4	6
			Lambert	0	1	3	2	6
Roosevelt	66	1	Poplar	X	X	X	X	X
			Culbertson	6	8	4	8	26
			Wolf Point	6	3	5	7	21
			Brockton	0	0	4	1	5
			Bainville	4	6	1	3	14
			Froid	X	X	X	X	X

TABLE II--Continued

County	County Total	County Rank	High School	Class				School Total
				Fr.	So.	Jr.	Sr.	
Rosebud	30	3	Rosebud	X	X	X	X	X
			Colstrip	4	12	8	6	30
Wibaux	6	8	Wibaux	0	2	3	1	6

Total Number of Students 236
 Average per County 21.45
 Average per School 11.23
 Percent of Questionnaire response 85.71%

X-Denotes no response

TABLE III

A NUMERICAL SUMMARY OF STUDENTS INTERESTED
IN A PROSPECTIVE AUTO BODY REPAIR PROGRAM

Class	Number of Students	Percent Total	Class Rank
Freshmen	46	19.4%	3
Sophomore	60	25.4%	2
Junior	70	29.6%	1
Senior	60	25.4%	2

Total number of students interested in an auto body repair program-236

The total number of interested students was 236. They averaged 21.45 students per county. The average per school was 11.23 students. The percent of questionnaire response was 85.71%. The total number of freshmen was 46, sophomores 60, juniors 70, and seniors 60.

PART II - Business Needs

The general format used in the second part of the study was an interview instrument. Data were gathered from a one-fourth random sample of 136 auto body repair businesses. Thirty-four businesses were selected, but only 32 were reached for interview purposes. Five questions were asked, and the data recorded on Table IV.

Findings

The total number of employees of the 32 businesses was found to be ninety-three workers. Of the 32 businesses surveyed 16 were looking for qualified help at the time of the interview. A total of 21 positions were available to be filled. Several companies desired more than one additional employee. Please refer to Table IV, item E.

TABLE IV

COLLECTED DATA OF A TELEPHONE INTERVIEW SEEKING
INFORMATION ON AUTO BODY BUSINESS NEEDS

KEY: Question A: Number of employees working now.
 Question B: Number of employees that business would hire now.
 Question C: Number of employees that business would hire in the next 5 years.
 Question D: Are present schools filling the employment needs?
 Question E: Would you hire someone now if he were available?

Card No.	Question A	Question B	Question C	Question D	Question E
8	1	1	2	No	Yes
26	3	0	3	Yes	No
115	2	0	0	Yes	No
101	5	1	3	No	Yes
12	7	2	6	No	Yes
9	4	1	3	No	Yes
42	6	0	5	Yes	No
61	0	2	3	No	Yes
96	1	1	2	No	Yes
104	0	0	0	n/a	No
59	5	2	8	No	Yes
37	3	0	2	Yes	No
131	2	0	3	Yes	No
112	1	1	1	No	Yes
91	NO RESPONSE				
21	4	0	1	Yes	No
19	0	2	5	No	Yes
44	0	0	0	n/a	No
27	3	0	1	Yes	No

TABLE IV--Continued

KEY: Question A: Number of employees working now. Question B: Number of employees that business would hire now. Question C: Number of employees that business would hire in the next five years. Question D: Are present schools filling the employment needs? Question E: Would you hire someone if he were available?					
Card No.	Question A	Question B	Question C	Question D	Question E
83	6	1	1	No	Yes
63	4	1	4	No	Yes
33	N O R E S P O N S E				
27	3	0	3	No	No
111	2	1	1	No	Yes
40	5	0	3	No	No
5	1	1	1	No	Yes
66	4	0	2	No	No
74	1	2	2	Yes	Yes
135	2	0	0	n/a	No
15	2	0	1	Yes	No
10	3	1	2	No	Yes
79	6	0	3	No	No
125	4	0	2	Yes	No
113	3	1	1	No	Yes
TOTALS	93	21	74	No-19 Yes-10 n/a-3	No-16 Yes-16

(n/a - Not applicable, one man shop or partnership)

The long range employment needs of the businessmen can be projected to absorb an additional 74 workers over the next five years. Of the 32 businesses surveyed, only 10 felt that present auto body schools were helping to fulfill their need for workers. Nineteen businesses felt that present auto body schools were not helping them by providing qualified workers. Three businesses were ranked not-applicable on the question of auto body schools filling their need for workers, as they were one-man shops or partnerships in a two-man shop. Turn over rate for auto body repair workers was calculated to be 69% in a five year time span. See item four below.

Multiplying these one fourth random sample figures by four to represent the total projected picture of selected cities in the state of Montana, one finds that:

- (1) Three hundred seventy-two auto body workers are to be found in the six major cities of Montana.
- (2) Eighty-four jobs can be filled immediately if qualified workers were available.
- (3) Two hundred thirty-five jobs would be available to be filled over a five year time span.
- (4) Thirty-one percent of auto body businesses indicate that their employment needs are being met by existing auto body schools in the state. This figure was derived by dividing the positive answers

to Question 4 (Are present schools filling employment needs?) into the total number of businesses interviewed.

(5) Fifty-six percent of auto body businesses indicate that their employment needs are not being met by existing auto body schools in the state.

(6) Fifteen percent of businesses are one man shops or partnerships who hire no new workers.

PART III - Architectural Design

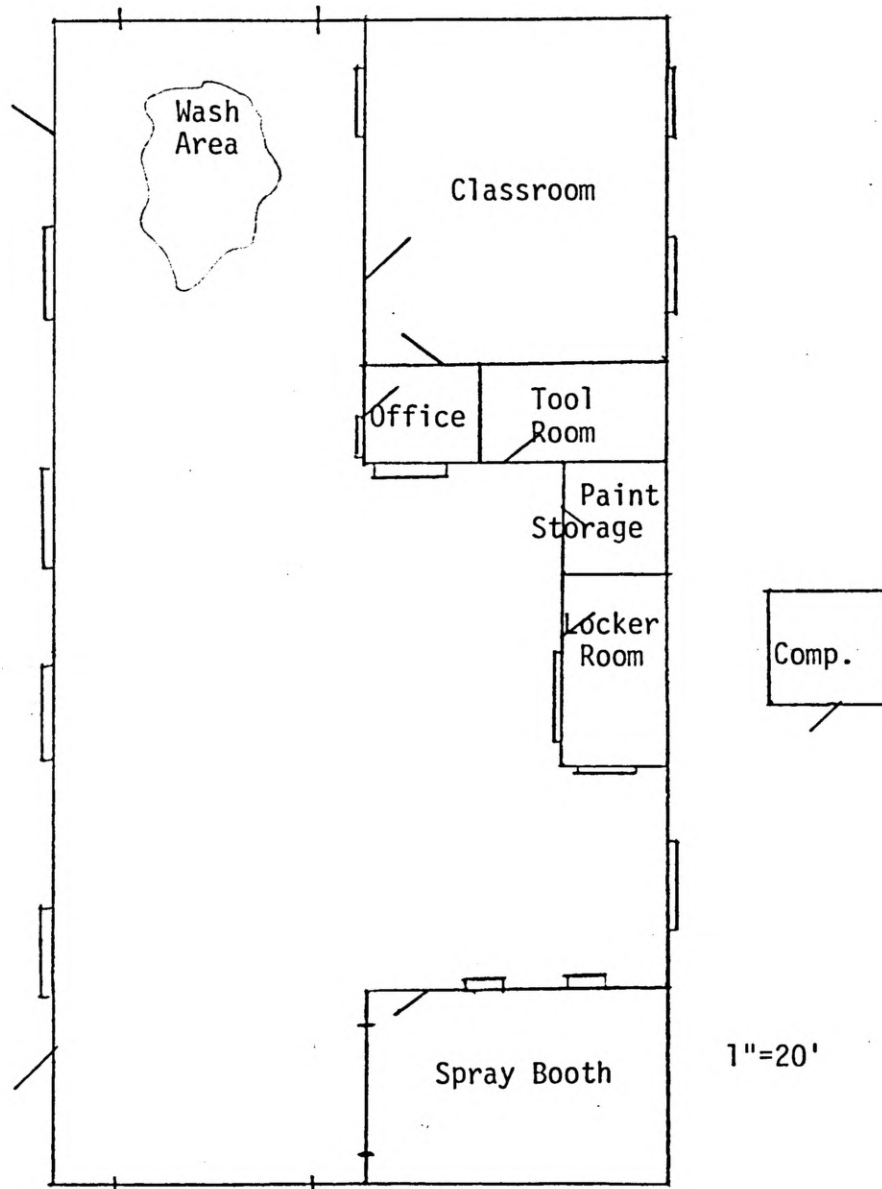
A basic floor plan for a 7500 square foot auto body repair classroom and laboratory facility is presented in Table V.

It shows basic structure outlines and relationships.

The purpose of this effort was to help the reader visualize what an auto body repair school floor plan might be. The diagram also can help to illustrate some of the best ideas of contemporary school building design.

A deliberate attempt was made to design a facility in which all areas of the laboratory are open to view. The researcher felt that obscured areas represented a safety hazard, and should be minimized.

TABLE V
LABORATORY FLOOR PLAN



Dimensional Description of Floor Plan

The approximate comparative sizes of the rooms are as follows:

- (1) The overall building measures 120 by 62 feet for a total of 7440 approximate square feet.
- (2) The classroom measures 35 by 30 feet for a planned 1050 square feet.
- (3) The office is 12 by 10 feet for a recommended 120 square feet.
- (4) The tool room measures 18 by 10 feet, thus a minimum of 180 square feet is included in the design..
- (5) The paint storage area measures 10 by 10 feet for 100 square feet of storage space.
- (6) The locker room with showers measures 20 x 10 feet. Two hundred is a minimal recommendation for class sizes up to 15 students.
- (7) The spray booth measures 30 by 20 feet. Six hundred square feet is generally adequate for most lab applications.
- (8) The main doors are 20 feet wide to insure large vehicle clearance.
- (9) The compressor building measures 10 by 10 feet or 100 square feet. This should supply sufficient compressor cooling and work space.

- (10) The spray room main door is 15 feet wide to provide easy access for large vehicles.
- (11) All entry doors are 36 inches wide (standard building size).

PART IV - Curriculum Materials

The objectives of this study state that it is in the scope of the study to establish a list of curriculum materials that might prove useful to an instructor seeking to start an auto body repair program.

Such a list shall be presented. Fine work has been done in this area and is available through the ERIC system. Only selected sources will be listed. Many other quality materials are available to the interested instructor and can be found in the magazine format presented by Peterson Publishing Company. These and other auto body repair books are available on many newspaper stands and in auto parts stores.

Findings

ERIC system sources show 41 curriculum listings for auto body repair. Workbooks, courses of study, area objectives, and auto body competencies to be developed are listed. Study guides, instructor's manuals, and student activity guides are also available through the system. A developmental program for special needs students is also

TABLE VI

A SUMMARY OF SELECTED AUTO BODY CURRICULUM MATERIALS
CONTAINED IN THE ERIC SYSTEM

ED Number	Material Description
ED 174 840	Auto Body Repair--Student Material. Competency based education curriculum. Radio Corp. of America, Palo Alto, Calif. Education Systems; West Virginia State Vocational Curriculum Lab, Cedar Lakes, 186p; for a related document see CE 022 478 Feb 79, EDRS Price-MF01/PC08 Plus Postage.
ED 174 839	Auto Body Repair--Teacher's Guide. Competency based education curriculum. Radio Corp. of America, Palo Alto, Calif. Education Systems; West Virginia State Vocational Curriculum Lab, Cedar Lakes, 84p; for a related document see CE 022 479 Feb 79, EDRS Price-MF01/PC04 Plus Postage.
ED 169 338	T & I Automotive Body Repair, Kit No. 49. Instructor's Manual and Student Learning Activity Guide. Langford, Frank Clemson Univ., S.C. Vocational Education Media Center; South Carolina State Dept. of Education, Columbia. Office of Vocational Education. 65p; for related documents see CE 020 474-566 78 Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes. \$260.00; set of 87 student modules, \$42.50) EDRS Price-MF01 Plus Postage. PC Not Available from EDRS.
ED 149 150	Trade and Industrial Education Course of Study for Automotive Body and Fender. Bishop, Ivan, Comp.: and Others Pennsylvania State University, University Park, Coll. of Education. 611p. 77 EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

TABLE VI--Continued

ED Number	Material Description
ED 147 480	Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1. Department of Manpower and Immigration, Ottawa (Ontario). 328p. 77 Programs Analysis and Development Group, Manpower Training Branch, Department of Manpower and Immigration, Ottawa, Ontario K1A 0J5 EDRS Price MF-\$.83 Plus Postage. HC Not Available from EDRS.
ED 139 957	Automotive Body Repair. Performance Objectives. Intermediate Course. Lans, Thomas Duval County School Board, Jacksonville, Florida 33p; For a related Document see CE 010 968. Several pages may not reproduce well due to faint type Jul 75 EDRS Price MF-\$.83 Plus Postage. HC not available from EDRS.
ED 139 950	Automotive Body Repair. Performance Objectives. Basic Course. Lans, Thomas Duval County School Board, Jacksonville, Florida 47p; For a related document see CE 010 978 Jul 75 EDRS Price MF-\$.83 HC-\$2.06 plus postage.
ED 118 781	Determination of Required Skills Necessary for Job Entry Level of Employment in the Auto Body Trade. Final Report. Schindler, John; and Others. Southwest Wisconsin Vocational-Technical Inst., Fennimore. 63p; Appendices E and F may reproduce poorly due to quality of original document Jun 75 EDRS Price MF-\$.83 HC-\$3.50 plus postage.
ED 102 354	Automotive Modules. Vocational Behavioral Objectives; A Guide for Individualizing Instruction. Westinghouse Learning Corp., New York N. Y. 89p; For related guides, see CE 003 058-061 73 Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017 (\$29.50 for the set of four related guides) Document not available from EDRS.
ED 174 840	Auto Body Repair--Student Material. Competency Based Education Curriculum.

TABLE VI--Continued

ED Number	Material Description
ED 593 385	Curriculum Guide for Metals. Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education. 181 p. Sep 69 Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310 (\$2.50) Document Not Available from EDRS.
ED 174 839	Auto Body Repair--Teacher's Guide. Competency Based Education Curriculum.
ED 169 338	T & I--Automotive Body Repair, Kit No. 49. Instructor's Manual and Student Learning Activity Guide.
ED 149 150	Trade and Industrial Education Course of Study for Automobile Body and Fender.
ED 147 466	National Apprenticeship Standards for Automotive Service Councils.
ED 147 480	Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. No. 1.
ED 139 957	Automotive Body Repair. Performance Objectives. Intermediate Course.
ED 139 950	Automotive Body Repair. Performance Objectives. Basic Course.
ED 133 504	Painting Services: An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 118 781	Determination of Required Skills Necessary for Job Entry Level of Employment in the Auto Body Trade. Final Report.
ED 118 731	Instructional Guide for Autobody Repair.
ED 117 564	Auto Body. An Adaptive and Developmental Program for Special Needs Students. Teacher's Guide.

TABLE VI--Continued

ED Number	Material Description
ED 114 594	Auto Body Repair and Repainting: Instructional Units.
ED 101 058	Curriculum and Planning Guide for Developing a Program in Auto Mechanics. Bulletin No. 49-174.
ED 097 586	Body Shell Alignment; Auto Body Repair and Refinishing 2: 9035.02.
ED 097 581	Auto Body Repair and Refinishing 2; Automobile Refinishing 1: 9035.04.
ED 097 580	Automotive Mechanics as Applied to Auto Body; Auto Body Repair and Refinishing 3: 9037.02.
ED 097 579	Automotive Body Fillers; Auto Body Repair and Refinishing 2: 9035.03.
ED 092 715	Body Shop Management; Automotive Body Repair and Refinishing 3: 9037.04.
ED 092 714	Cost Estimating Collision Damage; Automotive Body Repair and Refinishing 3: 9037.03.
ED 092 710	Automotive Body Trim and Glass; Automotive Mechanics 2: 9045.05.
ED 092 702	Unibody Construction and Frame Alignment; Automotive Body Repair and Refinishing 3: 9037.01.
ED 092 701	Automotive Body Sheet Metal Maintenance I; Automotive Body Repair and Refinishing 1: 9033.05.
ED 092 700	Automotive Body Sheet Metal Maintenance II; Auto Body Refinishing and Repair 2: 9035.01.
ED 092 699	Automotive Refinishing I; Automotive Body Repair and Refinishing 2: 9035.05.

TABLE VI--Continued

ED Number	Material Description
ED 092 698	Auto Body Welding 2 (Course Outline), Automotive Body Repair and Refinishing 1: 9033.04.
ED 092 697	Auto Body Welding 1 (Course Outline), Automotive Body Repair and Refinishing 1: 9033.03.
ED 092 696	Body Construction and Trim (Course Outline), Auto Body Repair and Refinishing 1: 9033.02.
ED 067 417	Painter Automobile (auto serv.) 845.781--Technical Report on Development of USES Aptitude Test Batteries.
ED 066 475	Automobile-Body Repairman (auto. ser.) 807.381--Technical Report on Development of USES Aptitude Test Battery.
ED 013 929	Automobile Body and Fender Repair and Refinishing, Study guide and progression record in automobile body and fender repair and refinishing.

listed as are specific unit areas of trade interest. Examples of the later include, body shell alignment, refinishing, fillers, and collision damage estimating.

Summary

It seems that auto body educators are not at a loss for pre-developed materials to be used in their classroom and labs. Many "established" programs are available, and their course objectives seem

to be well defined. Texts, workbooks, teacher guides and test questions have all been developed and are available.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study, which was an investigation of the feasibility of starting an auto body rebuild program at Dawson Community College, Glendive, Montana. The need, purpose and specific objectives are briefly reviewed, and the techniques and procedures employed while conducting the study are briefly considered. The major findings are summarized and conclusions set forth. Finally, on the basis of the findings and conclusions of the study, recommendations for action relative to this subject are presented.

Need for the Study

We live in a period of time when a great deal of concern is placed on vocational education's need to provide trained workers to supply the businesses needs of American industry. This concern should also extend to the area of feasibility of specific vocational programs.

A formalized inquiry into the justification of an auto body repair program has never been done in Montana. All prior auto body repair programs have been initiated without any concern for the feasibility of what was being attempted,

It was the researcher's desire to address this concern for feasibility before recommending that a new and costly program be started.

Statement of the Problem

Despite the need suggested by the research and literature in the field there is no post-secondary vocational auto body repair training program in eastern Montana. It is not known if a post-secondary auto body repair training program can be justified in this geographical region.

Purpose and Objectives

Purpose

The major purpose of this study was to determine student interest and employer needs pertaining to the establishment of an auto body repair program at Dawson Community College, Glendive, Montana.

Secondary purposes were to determine the architectural design for the proposed new facility at Dawson Community College and to provide a list of curriculum materials for an auto body repair program.

Objectives

In order to accomplish the major purpose of this study, specific objectives were formulated. The objectives were:

(1) To determine the student interest for an auto body repair program at Dawson Community College, Glendive, Montana.

(2) To determine the employment needs of selected auto body repair businesses for employees, with entry-level skills, in the area of auto body repair.

(3) To develop an optimum facility plan to accommodate an auto body repair program at Dawson Community College, Glendive, Montana.

(4) To prepare a list of available auto body repair program curriculum materials.

Review of Literature

A review of the pertinent literature suggests activities for the proper development of the survey instrument. Experimental design, the blueprint of the procedures to be used by the researcher to test his hypothesis or problem, was carefully mapped out step-by-step in the literature.

Helpful methodology for the evaluation of gathered data was presented in the literature reviewed. The pre-test post-test design of the telephone interview (used to survey business needs) was found to be one method of assessment and evaluation commonly used in papers of this type.

Method of Procedure

The study was designed around four major objectives. The general procedure for the study to achieve the stated objectives consisted of designing and administering two survey instruments.

The first instrument, a mailed questionnaire to survey student interest for an auto body repair program to be offered at Dawson Community College, Glendive, Montana was designed, pilot tested, and administered.

The second instrument, a telephone interview to assess business needs in selected Montana cities was designed, pilot tested, and initiated.

The third objective of how to determine the basic architectural floor plan for the facility, was accomplished by the researcher in this way: Literature on school building design was reviewed, evaluated and combined with many years of personal experience of working in the auto body repair and vocational education fields. A generalized plan was drawn, reviewed by the researcher for it's utility in daily classroom and laboratory use, and finalized into a floor plan. This general floor plan is to be used as a suggestion for input, to be used by an architect who shall draw the preliminary and final plans actually used to construct the facility.

The fourth and last objective was met in this manner: A resource list of selected curriculum materials was gathered from a computer search of the ERIC system files of material related to the question of interest. The gathered data were displayed in Table VI.

Information gathered from the review of literature, facts and descriptive information obtained from the survey questionnaire and telephone instrument, along with an analysis of the collected data will be the basis for recommendations to be presented later in the study.

Summary of Findings

To satisfy the major objectives of the study, this investigation used many resources. Data and information were obtained for all four major areas of the study. The presentation of the findings shall be organized in a similar four part display.

(1) The questionnaire sent to high school students of the limited area indicated student interest in the prospective auto body repair program. The total number of interested students was 236. The average per school surveyed was 11.23. The total number of interested freshmen was 46, sophomores 60, juniors 70, and seniors 60.

(2) The telephone interview of 34 selected auto body repair businesses provided employment information. The data gathered indicate that a sufficient job market is available to absorb 84 workers each

year in the auto body repair industry found in Montana. Two hundred thirty five jobs should be available over the five year time span between 1980 and 1985. The research indicates a comfortable margin of surplus jobs available to be filled by Dawson graduates.

(3) Architectural design was established for a basic floor plan and presented in Table V. The design stressed large open work areas, accessible entry and exit to the building, and adequate lighting.

(4) A curriculum list containing 41 different ERIC resources was accumulated. Most areas of future instructor need are covered by the list.

The analysis of the data and the findings of this study warrant the following statements:

(A) The detailed descriptive data derived from the survey of student interest for an auto body repair program at Dawson Community College indicate a number of students are interested in an auto body repair program.

(B) Based on the information revealed through the completion of the survey instrument on business needs, there is a need for additional workers in the auto body repair businesses.

(C) A floor plan has been established to a degree that will allow input for the final planning of an auto body repair facility by a qualified architect.

(D) A sufficient list of curriculum materials is now available to aid an interested instructor in the development of an auto body repair program.

Conclusions

The following conclusions have been drawn from the findings of this study:

- (1) The need for trained workers is not being met for the auto body repair industry in the state of Montana.
- (2) Existing auto body repair training facilities are only able to supply 31% of the actual number of needed auto body repair workers.
- (3) Projected figures for the next five years indicate a strong continuing need for well trained auto body repair workers. This need will apparently not be met unless additional auto body repair training facilities are constructed.

Implications

- (1) Dawson Community College can supply a number of trained graduates to help fill the need for auto body workers in Montana.
- (2) Additional funding will be required to construct a new auto body repair facility.

(3) The total number of students enrolled at Dawson Community College, will significantly increase by the addition of an auto body repair program.

Recommendations

(1) It is recommended that an auto body repair program be given consideration at Dawson Community College, Glendive, Montana in the near future. By doing so, Dawson Community College can fill the need for a post-secondary vocational auto body repair program in the communities it serves in eastern Montana.

(2) It is recommended that if such a program is initiated at Dawson Community College, that a follow up study of graduates of the auto body program be initiated. The study would seek to find if graduates are actually fulfilling the needs of the auto body business community for trained workers.

APPENDIX A

Cover Letter and Instrument for the Assessment
of Student Interest, First Mailing



Dawson Community College

TELEPHONE (406) 365-3396

BOX 421

GLENDDIVE, MONTANA 59330

JAMES HOFFMAN
PRESIDENT

DONALD KETTNER
VICE-PRESIDENT

May 5, 1980

Dear Fellow Instructor:

Dawson Community College is undertaking a study to determine the feasibility of establishing an auto body rebuild program as part of the college curriculum. To justify such a new and costly program, it is necessary to have an accurate picture of student interest in this area.

We are hoping, that if enough student interest is shown, we will have sufficient ammunition to win the battle for financing this project.

Enclosed is a questionnaire. To complete it, just take a "show of hands" vote of your freshmen, sophomore, junior, and senior classes. Record any positive votes.

Your cooperation is sincerely appreciated.

Please feel free to visit our new Vo-Tech Center here in Glendive. Our door is always open!

Yours sincerely,

John M. Collins
Vo-Tech Instructor
Dawson Community College

Enclosure

STUDENT INTEREST QUESTIONNAIRE

Number of positive responses:

Freshmen Class

.....

Sophomore Class

.....

Junior Class

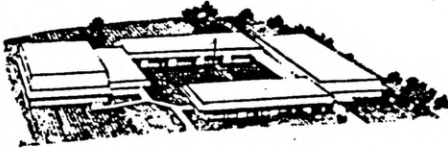
.....

Senior Class

.....

APPENDIX B

Cover Letter and Instrument for the Assessment
of Student Interest, First Follow Up



Dawson Community College

TELEPHONE (406) 365-3396

BOX 421

GLENDIVE, MONTANA 59330

JAMES HOFFMAN

PRESIDENT

DONALD KETTNER

VICE-PRESIDENT

May 10, 1980

Dear

Dawson Community College is undertaking a study to determine the feasibility of establishing an auto body rebuild program as part of the college curriculum. To justify such a new and costly program, it is necessary to have an accurate picture of student interest in this area.

I cannot stress too much the value of your contribution to this very important study. Your data is vitally needed. The information gained from you will be critical in establishing a foundation of support for the new program. I will be happy to send you a copy of the results of the study if you desire one.

Enclosed is a dollar to help defray your expenses in this matter. Also enclosed is another instrument. To complete it, just take a "show of hands" vote of your freshmen, sophomore, junior, and senior classes. Record any positive votes and return by May 15, 1980.

Please feel free to call 365-6456 collect if you have any questions.

Thank you very much,

John M. Collins
Vo-Tech Instructor

Enclosures

STUDENT INTEREST SURVEY INSTRUMENT

Number of Positive Responses:

Freshmen Class

.....

Sophomore Class

.....

Junior Class

.....

Senior Class

.....

APPENDIX C

A Proposed Plan For A Telephone Follow Up
Instrument Number 1, Student Interest

A Telephone Follow Up For The Student Interest Instrument

The telephone follow up would cover these areas:

- (1) A brief greeting and statement of the reason for the call.
- (2) A statement that "I know you probably lost the instrument or never received it in the mail."
- (3) An offer to send another instrument.
- (4) A statement stressing the desperate need for his information.
- (5) An offer to send the results of the study.
- (6) An invitation to tour our present new vocational facility.
- (7) A very warm thank you!
- (8) Good bye.

APPENDIX D

The Telephone Interview Check Schedule

Interview Check Schedule

Question 1:

Number of employees working now. _____

Question 2:

Number of employees that the business would hire now. _____

Question 3:

Number of employees that the business would hire
in the next 5 years. _____

Question 4:

Are present schools filling your employment needs? _____

Question 5:

Would you hire someone now if he were available? _____

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