# FORMER STUDENTS' OPINIONS CONCERNING THE RELATION OF THEIR COLLEGE TRAINING TO THEIR CAREERS

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# FORMER STUDENTS' OPINIONS CONCERNING THE RELATION OF THEIR COLLEGE TRAINING TO THEIR CAREERS

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# CHAPTER I

## INTRODUCTION

In the last half century Oklahoma State University has trained approximately six thousand young men and women in the science of agriculture and related subjects. Oklahoma State University is proud of their accomplishments which are many. Their work on farms, in industry, and in public services has brought about a new dignity to agriculture and has raised the standard of living, not only for the people of Oklahoma, but for humanity around the world. This is exemplified by the splendid work which graduates of Oklahoma State University are doing in countries such as Pakistan and Ethiopia.

The staff of the College of Agriculture was interested in the opinions of the graduates concerning the relation of their college training to their careers. It was thought that information secured from alumni would be of value in revising curriculums and in counseling and guiding students.

### Statement of the Problem

The College of Agriculture of the Oklahoma State University is ever conscious of its obligations to its students. To do its best to stay abreast of the ever changing conditions in the field of agriculture, so as to properly advise students as to what they can expect in

their training and in their respective chosen careers, is the College of Agriculture's challenge. With this realization foremost in mind, how can this best be done?

Thus, the alumni were asked to express their opinions by giving first-hand information so as to aid in deciding how much emphasis and revision should be made by the College of Agriculture concerning such items as the changes and amount of emphasis in certain parts of the College curriculum and course work; to determine those factors needed in properly advising students concerning their own curriculum and extra curricular activities; and the proper guidance and help needed in job placement.

## Purpose of Study

The intent of this study was to ascertain the alumni opinions on such questions as: (1) what factors influenced the former students to prepare for a vocation; (2) what factors determined or contributed to the first employment; and (3) what are their opinions concerning the relation of their training to their career? To seek possible answers to these questions was the purpose of this research project.

## Procedure

To resolve these questions and problems, a study was formulated and instigated originally by Dr. Randall Jones, Dean of Resident Instruction of the College of Agriculture. The writer was privileged to complete the study after it was planned. The conduct of this study required the following steps:

1. Determining what information was needed.

2. Deciding which method to use in procuring the information needed.

3. Formulating a questionnaire to use after it was decided this would be the best way to secure information.

4. Mailing out questionnaires to all graduates of the College of Agriculture whose addresses were known or could be determined. Approximately 3,000 questionnaires were mailed to all parts of the world. Five hundred and nine responses were used in making this report.

5. An introductory and transmittal letter was formulated and mailed with the questionnaire.*

6. A follow-up postal card was also mailed to the alumni reminding and encouraging them to return the completed questionnaires.

7. Classifying, compiling, and analyzing the information obtained from the 509 questionnaires received at the time tabulation was started.

8. The author coded the questionnaire and set up an I.B.M. card tabulation system for the project.

9. Certain selected related studies and material were reviewed to discover information useful in the conduct of this study.

10. Final and concluding step consists of formulating and writing up the information received in this research project.

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*Copies of the questionnaire, transmittal letter and follow-up postal card can be found in the appendix.

## CHAPTER II

## REVIEW OF LITERATURE

The faculty of the College of Agriculture of the Oklahoma State University is vitally concerned about the adequacy of the present curriculum and the guidance given to students training for careers in agriculture. In evaluating the adequacy of the present curriculum or even evaluating revisions made in the curriculum, follow-up studies are necessary.

In commenting about the value of alumni opinions concerning the work of the College of Agriculture, Professor Irving R. Wyeth presented the following opinion:

> The instructional program of the School of Agriculture, to be effective must keep abreast the changing science of agriculture, the needs of students, the rapidly developing agricultural industry and the political-economic conditions of our times. The cooperation, support and counsel of the alumni is essential if Michigan State is to provide its students the best possible training for the future.[1]

In reviewing the purposes of a land-grant university such as Oklahoma State University, Dean Davenport stated:

> Today, the college or university which is inspired by the land-grant spirit considers itself not simply or mainly as a teaching organization, but as a public service institution, not simply in and for agriculture and engineering but in all the affairs of life.[2]

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[1]Irving R. Wyeth, What the Agricultural Alumni Think, Michigan State College (1953), p. 3.

[2]Eugene Davenport, Address before Association of Land-Grant Colleges and Universities (1931).

The preceding quotation illustrates that the educational program must consist of more than technical training. Even with the best planned technical information to include in the educational program, there is still a missing ingredient. Professor Wilbur R. Meredith, in commenting about success in one's career, stated that, "It cannot be repeated too frequently that the missing ingredient is adequate consideration of the human element."[3]

H. M. Hamlin stated:

> The way they manage their relationships in working with others will 'make or break' them. Repeated studies have consistently shown that 90 per cent or more of workers in business and industry who lose their jobs lose them, not because of incompetence in their work, but because of bad relationships with fellow-workers and supervisors. Persons who make their way to the tops of their professions are commonly experts in 'human relationships'.[4]

Lydia Strong reported that 214 top executives indicated that the ability to work with people as the characteristic most important for success in their careers.[5]

Dr. Roy W. Dugger states that "follow-up studies are one of the most important means available in evaluation of any educational program."[6]

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[3]Wilbur R. Meredith, Associate Professor of Engineering Administration Case Institute of Technology, as published in The Journal of Industrial Engineering (August, 1953).

[4]H. M. Hamlin, "Teacher Education," Agricultural Education Magazine (May, 1950).

[5]Lydia Strong, "Man and Manager: An Executive Profile," The Management Review (Oct., 1956), p. 871.

[6]Roy W. Dugger, as reported by Bill Whitt in "Opinions Expressed By Agricultural Education Graduates Regarding the Adequacy of the Agricultural Education Curriculum at the Oklahoma Agricultural and Mechanical College" (unpub. Master's thesis, Oklahoma State University, 1957).

Holman presents the thought that "follow-up studies have a tremendous effect upon education, for it serves as an opening wedge for continuous faculty study and improvement in education."[7]

Thus, we see the need for follow-up studies in determining the effectiveness of our present curriculum, guidance, and job placement program; as well as the need for future changes to keep pace with the rapidly developing agricultural industry and economic conditions of our time.

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[7] W. Holman and R. J. Young, "Follow-up: New Variety," Clearing House (January, 1954), p. 296.

# CHAPTER III

## PRESENTATION AND ANALYSIS OF DATA

Data presented in this chapter were obtained from questionnaires which were mailed to 3,000 agricultural alumni whose addresses were known. Some 509 questionnaires were returned by the time final tabulation had been started on this report.

Tables I through III show the alumni opinions concerning the factors which influenced them in preparing for a vocation. Tables IV through IX present the graduates' indications of the factors which determined or contributed to their first employment. Tables X through XXII present opinions concerning the relation of training to the careers of the alumni.

### Factors Which Influenced Former Students to Prepare for a Vocation

Time of decision to enter present occupation. Table I shows the approximate time at which former students decided to enter their present occupation. Of the 509 alumni who returned questionnaires, only 71 failed to indicate the approximate time of deciding when they would enter their present occupation. As the table shows, 111 or 20.8 per cent decided to enter their present occupation previous to college entrance, while 15.4 per cent selected an occupation after military service. A large number of the group indicated other periods at which

time decisions were reached as shown by the 19.9 per cent. The smallest number of decisions concerning occupational choice were made during the first year of college. This represented only 6.2 per cent of the group. Poultry majors constituted the largest number of the group choosing occupation previous to college entrance. This was indicated in the tabulation but is not shown in Table I. They comprised 42 per cent of the total or 20.8 per cent by the group as a whole. The agricultural economics majors comprised the lowest percentage, or 14 per cent of the group who made occupational choices previous to enrolling in college.

TABLE I

APPROXIMATE TIME AT WHICH FORMER STUDENTS DECIDED TO ENTER THEIR PRESENT OCCUPATIONS

| Approximate time of deciding to enter present occupation | Responses | |
|---|---|---|
| | Number | Per cent |
| Previous to college entrance | 111 | 20.8 |
| After military service | 82 | 15.4 |
| During fourth year in college | 62 | 11.6 |
| Immediately after graduation | 55 | 10.3 |
| During third year in college | 39 | 7.3 |
| During second year in college | 34 | 6.4 |
| During first year in college | 33 | 6.2 |
| Miscellaneous indications | 106 | 19.9 |
| No time given | 11 | 2.1 |

The reason for the total of 533 choices is that some indicated more than one choice, while there were others who indicated no time of making a choice of occupation.

No one time seems to stand out much more prominently than another for students or prospective students to decide on the occupations they will enter. A significant number, however, indicated that they had made a choice of occupation previous to entering college. This would suggest the importance of home background and other factors.

Factors that influenced former students in making career selections. Table II indicates that the most influential factors determining career selection were natural aptitude and liking for the type of work. This comprised 30.1 per cent of the total group, while college advisors were indicated as influencing only 3.5 per cent of the group. Available positions in the field was next in line with 13.8 per cent by the total group. Graduates of the animal husbandry department made up the largest part of the group indicating natural aptitude and interest as the determining factors. They comprised 40 per cent of the 153 persons reporting these factors. Parents had much less influence on their children that one might suspect, unless it might be a hidden factor not revealing itself. In this survey, parents ranked sixth in importance among the ten factors listed as influencing students in choosing careers. Only 6.9 per cent of the alumni reported parental influence compared to 30.1 per cent reporting natural aptitude and liking for the work. Relatives, college advisors, and college teachers were reported as having relatively small influence on the choice of occupations by the respondents.

## TABLE II

## FACTORS THAT INFLUENCED FORMER STUDENTS IN MAKING CAREER SELECTIONS

| Factors that Influenced Career Selection | Number and per cent* of Department Graduates | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agricultural Economics | | Horticulture | | Poultry Science | | Agricultural Engineering | | Dairy Science | | Animal Husbandry | | Agronomy | | Agricultural Education | | Total | |
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| Natural aptitude and liking for type of work | 30 | 22.9 | 24 | 38.1 | 18 | 36.0 | 15 | 30.0 | 19 | 29.2 | 20 | 40.0 | 18 | 36.0 | 9 | 18.0 | 153 | 30.1 |
| Availability of positions in field | 19 | 14.5 | 10 | 15.9 | 5 | 10.0 | 9 | 18.0 | 6 | 9.2 | 8 | 16.0 | 9 | 18.0 | 4 | 8.0 | 70 | 13.8 |
| Experience while attending college | 23 | 17.6 | 6 | 9.5 | 9 | 18.0 | 5 | 10.0 | 11 | 16.9 | 6 | 12.0 | 5 | 10.0 | 3 | 6.0 | 68 | 13.4 |
| Counsel and influence of elementary school teacher, county extension, or high school teacher | 9 | 6.9 | 4 | 6.3 | 6 | 12.0 | 5 | 10.0 | 5 | 7.7 | 4 | 8.0 | 1 | 2.0 | 14 | 28.0 | 48 | 9.4 |
| Experience in the field | 16 | 12.2 | 4 | 6.3 | 2 | 4.0 | 1 | 2.0 | 6 | 9.2 | 5 | 10.0 | 1 | 2.0 | 4 | 8.0 | 39 | 7.7 |
| Parents' desires, approval and/or encouragement | 3 | 2.3 | 4 | 6.3 | 1 | 2.0 | 7 | 14.0 | 4 | 6.2 | 5 | 10.0 | 6 | 12.0 | 5 | 10.0 | 35 | 6.9 |
| Experiences while attending high school | 6 | 4.6 | 3 | 4.8 | 1 | 2.0 | 1 | 2.0 | 1 | 2.0 | 3 | 4.6 | 1 | 2.0 | 7 | 14.0 | 23 | 4.5 |
| Counsel and influence by college teacher | 7 | 5.3 | 1 | 1.6 | 2 | 4.0 | 2 | 4.0 | 4 | 6.2 | 0 | 0.0 | 2 | 4.0 | 3 | 6.0 | 21 | 4.5 |
| Counsel and influence of college advisor or counselor | 7 | 5.3 | 3 | 4.8 | 4 | 8.0 | 2 | 4.0 | 1 | 1.6 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 18 | 3.5 |
| Counsel and influence of close relatives | 6 | 4.6 | 1 | 1.6 | 1 | 2.0 | 2 | 4.0 | 3 | 4.6 | 0 | 0.0 | 2 | 4.0 | 1 | 2.0 | 16 | 3.1 |
| No factors indicated | 5 | 3.8 | 3 | 5.8 | 1 | 2.0 | 1 | 2.0 | 3 | 4.6 | 1 | 2.0 | 4 | 8.0 | 0 | 0.0 | 18 | 3.5 |
| Number Replying | 131 | | 63 | | 50 | | 50 | | 65 | | 50 | | 50 | | 50 | | 509 | 100.0 |

Avaiability of positions was reported by 13.8 per cent of the alumni as influencing their choice of careers and 13.4 per cent reported that experiences while in college were the determining factors in deciding upon a vocation.

Items or persons that gave assistance in making decisions regarding career while alumni were in college. Table III shows that

TABLE III

ITEMS OR PERSONS THAT GAVE ASSISTANCE IN MAKING DECISIONS REGARDING CAREER WHILE ALUMNI WERE IN COLLEGE

| Items or persons who assisted | Relative importance of assistance | | | | | |
|---|---|---|---|---|---|---|
| | First importance | | Second importance | | Third importance | |
| | Number | Per cent | Number | Per cent | Number | Per cent |
| College instructor or instructors | 173 | 34.0 | 103 | 20.2 | 55 | 10.8 |
| Part-time employment experiences | 81 | 15.9 | 98 | 19.3 | 72 | 14.1 |
| Personal advisor or counselor | 80 | 15.7 | 58 | 11.4 | 50 | 9.8 |
| A particular course | 40 | 7.9 | 52 | 10.2 | 69 | 13.6 |
| Student associations or student contacts | 40 | 7.9 | 60 | 11.8 | 71 | 13.9 |
| Aptitude tests | 17 | 3.3 | 10 | 1.9 | 19 | 3.7 |
| Orientation course | 7 | 1.4 | 1 | 0.2 | 3 | 0.6 |
| Experiences in student organizations | 4 | 0.8 | 33 | 6.5 | 29 | 5.8 |
| None of these | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| No choice indicated | 66 | 12.9 | 94 | 18.4 | 141 | 27.7 |
| Totals | 509 | | 509 | | 509 | |

34 per cent of the cooperating alumni indicated that college instructors ranked first in importance of sources of help, while in college in deciding on a career. This type of help was also ranked as being of second importance by 20.2 per cent of the respondents. A personal advisor or personal counselor was ranked of first importance by 15.7 per cent and a particular course was ranked of first importance by 7.9 per cent of the reporting alumni. These factors tend to emphasize the strong influence of college staff in helping college students select vocations. Aptitude tests and orientation courses were of minor importance to this group of alumni. This maybe due to the fact that orientation courses and aptitude tests have been given only during the past five years. Part-time employment while in college was of enough importance to be listed of first importance by 15.9 per cent of the group reporting.

Factors that Determined or Contributed to First Employment of 509 Alumni

The most important contacts that led to first employment of agricultural alumni. Table IV shows that 24.1 per cent of the alumni reported that the most important contacts that led to their first employment were made on their own initiative. The major department and major advisor were reported by 17.6 per cent and 10.4 per cent respectively as the most important contacts leading to first employment. A total of 35.9 per cent of the alumni reported that the major department, major advisor or other college staff member provided the most important contacts that led to their first employment. Not many of the College of Agriculture graduates have made use of the college placement bureau.

TABLE IV

THE MOST IMPORTANT CONTACTS THAT LED TO FIRST EMPLOYMENT OF AGRICULTURAL ALUMNI

| Contacts that led to the first employment of 509 alumni | Alumni response | |
|---|---|---|
| | Number | Per cent |
| Contacts made on own initiative | 245 | 24.1 |
| Major department | 179 | 17.6 |
| Major advisor | 106 | 10.4 |
| Interviews with personnel men | 80 | 7.9 |
| Other college staff members | 74 | 7.3 |
| Students and friends | 58 | 5.7 |
| Other than these | 47 | 4.6 |
| Parents or close relatives | 42 | 4.1 |
| College placement bureau | 21 | 2.0 |
| No answer given | 166 | 16.3 |
| Total | 1,018 | |

A further analysis of responses concerning contacts leading to the first employment of alumni, but not reported in any table, indicates a high percentage of the respondents felt that they secured their first employment on their own initiative.

Importance of success in first job to present career as reported by agricultural alumni.

Table V shows that 60 per cent of the agricultural education alumni compared to 32.0 per cent of the agricultural engineering alumni indicated that success on the first job was very important to the success

in their present careers. The importance of success on the first job is emphasized when the columns headed "very important" and "important" in Table V are added together by major departments. When this is done, the lowest percentage is 69.9 per cent (horticulture majors) indicating that success on the first job was either very important or important to success in their present careers. Forty-four per cent, or 227 of the total 509 alumni reporting, indicated that success in the first job was important to their present career.

The former students indicating that the success of their first job was not important to their present career was the poultry science alumni reporting 14.0 per cent, compared to a low of 4.0 per cent as reported by the agricultural education alumni. Almost 16.0 per cent of the horticulture alumni indicated that there was no relationship between the success of their first job to their present career, compared to a low of 4.0 per cent reported by the agronomy alumni concerning the same relationship.

TABLE V

IMPORTANCE OF SUCCESS IN FIRST JOB TO PRESENT CAREER REPORTED BY AGRICULTURAL ALUMNI

| Major Department | Very Important | | Important | | Not Important | | No Relationship | | No Indication | | Total Number Replying |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Agricultural education | 30 | 60.0 | 13 | 26.0 | 2 | 4.0 | 5 | 10.0 | | | 50 |
| Dairy science | 31 | 47.7 | 13 | 20.0 | 8 | 12.3 | 5 | 7.7 | 8 | 12.3 | 65 |
| Poultry science | 23 | 46.0 | 13 | 26.0 | 7 | 14.0 | 5 | 10.0 | 2 | 4.0 | 50 |
| Agricultural economics | 60 | 45.8 | 44 | 33.6 | 13 | 9.9 | 8 | 6.1 | 6 | 4.6 | 131 |
| Agronomy | 22 | 44.0 | 17 | 34.0 | 4 | 8.0 | 2 | 4.0 | 5 | 10.0 | 50 |
| Horticulture | 27 | 42.9 | 17 | 27.0 | 6 | 9.5 | 10 | 15.8 | 3 | 4.8 | 63 |
| Animal husbandry | 18 | 36.0 | 19 | 38.0 | 6 | 12.0 | 4 | 8.0 | 3 | 6.0 | 50 |
| Agricultural engineering | 16 | 32.0 | 19 | 38.0 | 5 | 10.0 | 8 | 16.0 | 2 | 4.0 | 50 |
| Totals | 227 | 44.6 | 155 | 30.5 | 51 | 10.0 | 47 | 9.2 | 29 | 5.7 | 509 |

Reasons given for making changes in occupations reported by 419 alumni. In Table VI, 419 reasons were given on the 509 questionnaires

TABLE VI

REASONS GIVEN FOR MAKING CHANGES IN OCCUPATIONS REPORTED BY 419 ALUMNI

| Reasons given for making changes in occupations | Alumni indicating | |
|---|---|---|
| | Number | Per cent |
| Salary increase | 110 | 26.2 |
| Work more to my liking | 97 | 23.2 |
| Better opportunity for advancement | 95 | 22.7 |
| Better working conditions | 47 | 11.2 |
| Improved retirement benefits | 17 | 4.1 |
| Personal or family health | 16 | 3.8 |
| Improved living conditions | 13 | 3.1 |
| Other reasons than these | 24 | 5.7 |
| Totals | 419 | 100.0 |

received. Approximately 26.2 per cent gave salary increase as the reason for a change in occupation compared to 3.1 per cent indicating improved living conditions as the reason for making changes in occupations. Work more to my liking was the second highest reason given with 23.2 per cent giving this reason. In reviewing data not listed in the table, it was noted that 34.0 per cent of the animal husbandry alumni listed salary increase as the largest single factor causing them to make changes in occupations. Second to the animal husbandry alumni in signifying salary increase as the most important factor in changing

occupations, 26.0 per cent of the dairy majors listed the same reason. It would seem that salary increase and improved living conditions would go hand in hand, but this table does not bear this out. Improved living conditions was listed at the bottom of the list with only 3.1 per cent. Reasons for making changes in occupations were about equally divided among the following: salary increase; work more to my liking; and better opportunity for advancement. Seventy per cent of the responses was in these categories.

Number of alumni expressing interest in changing their fields of work. In Table VII, it is noticed that the agricultural education

TABLE VII

NUMBER OF ALUMNI EXPRESSING INTEREST IN CHANGING THEIR FIELDS OF WORK

| Major departments expressing interest in changing fields of work | Number questionnaires returned | Alumni desiring change | |
|---|---|---|---|
| | | Number | Per cent* |
| Agricultural education | 50 | 18 | 36.0 |
| Horticulture | 63 | 14 | 22.2 |
| Agronomy | 50 | 11 | 22.0 |
| Poultry science | 50 | 8 | 16.0 |
| Animal husbandry | 50 | 8 | 16.0 |
| Agricultural economics | 131 | 18 | 13.6 |
| Agricultural engineering | 50 | 5 | 10.0 |
| Dairy | 65 | 6 | 9.2 |
| Totals | 509 | 88 | 100.0 |

*Percentage based only on the number questionnaires returned by graduates of each major department.

alumni constituted the group with the greatest interest in changing the field of work. Thirty-six per cent of this group desired a change. In this data concerning reasons for making changes in work, the agricultural education alumni gave two reasons: first, salary increases followed closely by the desire for work more to their liking. The alumni group which seemed to be the most contented with its present field of work was the dairy group, followed by agricultural engineering, agricultural economics, animal husbandry, poultry science, agronomy, and horticulture, in the order listed. It should be pointed out also that only approximately 17.3 per cent of the total group indicated an interest in changing the field of work.

Reasons given for desiring a change from field of work as indicated by 88 alumni. In Table VIII only 88 alumni, or 15.3 per cent, indicated that they were interested in changing their fields of work. The alumni group signifying the largest interest in changing were the agricultural education majors with 14.0 per cent, indicating salary increase as the reason for desiring changes. The groups indicating the least interest in changing their fields of work were the agricultural engineering and the dairy alumni with a low of approximately 10.0 per cent signifying a desire for change in their field of work. Concerning the item of improved retirement benefits, only one person indicated this as the reason for a change in the field of work.

## TABLE VIII

## REASONS GIVEN FOR DESIRING A CHANGE FROM FIELD OF WORK INDICATED BY 88 ALUMNI

| Reasons | Number and per cent* of Department Graduates | | | | | | | | | | | | | | | | Total times each reason listed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agricultural Education | | Horticulture | | Poultry Science | | Agricultural Engineering | | Dairy Science | | Animal Husbandry | | Agronomy | | Agricultural Economics | | |
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Salary increase | 7 | 14.0 | 6 | 9.5 | 6 | 12.0 | 0 | 0.0 | 1 | 1.5 | 5 | 10.0 | 3 | 6.0 | 5 | 3.8 | 33 |
| Work more to my liking | 4 | 8.0 | 1 | 1.6 | 0 | 0.0 | 2 | 4.0 | 2 | 3.0 | 1 | 2.0 | 4 | 8.0 | 6 | 4.6 | 20 |
| Improved advancement opportunities | 3 | 6.0 | 5 | 7.9 | 1 | 2.0 | 1 | 2.0 | 3 | 4.6 | 0 | 0.0 | 3 | 6.0 | 2 | 1.5 | 18 |
| Better working conditions | 1 | 2.0 | 1 | 1.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 1 | 2.0 | 1 | 0.8 | 5 |
| Personal or family health | 2 | 4.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 1 | 0.8 | 5 |
| Improved retirement benefits | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 |
| Other than these | 0 | 0.0 | 1 | 1.6 | 1 | 2.0 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 2.3 | 6 |
| Totals | 18 | 36.0 | 14 | 22.2 | 8 | 16.0 | 5 | 10.0 | 6 | 9.1 | 8 | 16.0 | 11 | 24.0 | 18 | 13.8 | 88 |
| *Total questionnaires returned by each department | 50 | | 63 | | 50 | | 50 | | 65 | | 50 | | 50 | | 131 | | |

Careers that 509 alumni indicated they would recommend to their 18-year-old sons entering college. Table IX shows that 25.9 per cent

TABLE IX

CAREERS THAT 509 ALUMNI INDICATED THEY WOULD RECOMMEND TO THEIR 18 YEAR-OLD SONS ENTERING COLLEGE

| Recommendations | Alumni response | |
|---|---|---|
| | Number | Per cent |
| His own choice and interest | 106 | 20.8 |
| College of Engineering | 86 | 16.9 |
| College of Medicine | 56 | 11.0 |
| Science major | 44 | 8.6 |
| College of Agriculture* | 39 | 7.6 |
| Agricultural engineering | 30 | 5.9 |
| College of Business | 27 | 5.3 |
| Agricultural economics | 20 | 3.9 |
| College of Veterinary Medicine | 14 | 2.7 |
| Physics major | 8 | 1.6 |
| College of Arts and Science | 7 | 1.4 |
| Agricultural education | 6 | 1.2 |
| Animal husbandry | 5 | 1.0 |
| College of Education | 4 | 0.8 |
| Horticulture | 4 | 0.8 |
| Ministry | 4 | 0.8 |
| Law school | 4 | 0.8 |
| Agricultural chemistry | 2 | 0.4 |
| Agronomy | 2 | 0.4 |

TABLE IX (Cont'd)

| | | |
|---|---|---|
| Poultry science | 2 | 0.4 |
| Statistician | 2 | 0.4 |
| Chemistry | 2 | 0.4 |
| Agriculture research | 1 | 0.2 |
| Agricultural journalism | 1 | 0.2 |
| Dairy | 1 | 0.2 |
| Home economics | 1 | 0.2 |
| Agriculture business | 1 | 0.2 |
| Armed services | 1 | 0.2 |
| Agricultural law | 1 | 0.2 |
| Foreign services | 1 | 0.2 |
| Not agriculture | 1 | 0.2 |
| No indication | 26 | 5.1 |

*132, or 25.9 per cent, recommended some major in the College of Agriculture.

of the 509 agriculture alumni would recommend some major in the College of Agriculture for their sons. One hundred nine or 20.8 per cent of the 509 alumni indicated that they would leave the decision to their sons. Seventeen per cent of the agricultural alumni indicated that they would recommend a major in the field of engineering and 11.0 per cent indicated that they would recommend medicine as a career field for their sons.

Preparation for ministry, law school, foreign service, and various other recommendations were listed. There were 31 different majors recommended by the group as a whole. It is interesting to note in some of the data not listed in Table IX that one father with a net profit of $23,000

for the previous year's farming operation recommended any major other than agriculture.

Due to amount of space which would have been required to present these recommendations by alumni, it was not set up in table form. The more interesting facts, however, will be covered in the following paragraphs.

Only 25.9 per cent of the total alumni recommended that their son major in some field of agriculture. Agricultural education majors ranked the highest of the different departments with 48.0 per cent of its alumni recommending some major in the College of Agriculture. Animal husbandry majors were next in line with 44.0 per cent recommending a major in agriculture. They were followed respectively by:

| | |
|---|---|
| Agricultural engineering alumni | 32.0 per cent |
| Agronomy alumni | 28.0 per cent |
| Agriculture economics alumni | 24.5 per cent |
| Poultry alumni | 24.0 per cent |
| Dairy alumni | 18.5 per cent |
| Horticulture alumni | 14.2 per cent |

In data not possible to include in Table IX, the agricultural engineering alumni led all other groups in recommending to their sons the same training they had received.

The alumni who recommended that they would recommend that their sons would major in the same field in which they majored were as follows:

| | |
|---|---|
| Agricultural engineering alumni | 28.0 per cent |
| Agricultural education alumni | 12.0 per cent |
| Agriculture economics alumni | 10.7 per cent |
| Horticulture alumni | 6.4 per cent |
| Dairy alumni | 0.0 per cent |

It might be unfair not to point out that some of these alumni might have and did recommend some major in agriculture even though they did not specifically recommend their own major.

Present occupation of agricultural alumni in relation to their major courses of study while in college. It may be noted in Table X that the

TABLE X

PRESENT OCCUPATION OF AGRICULTURAL ALUMNI IN RELATION TO THEIR MAJOR COURSES OF STUDY WHILE IN COLLEGE

| Major course of study | Is present occupation same as your major course of study | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | To a degree | | No indication | |
| | Number | Per cent* | Number | Per cent* | Number | Per cent* | Number | Per cent* |
| Agricultural engineering | 34 | 68.0 | 8 | 16.0 | 8 | 16.0 | | |
| Agricultural education | 32 | 64.0 | 4 | 8.0 | 14 | 28.0 | | |
| Poultry science | 30 | 60.0 | 6 | 12.0 | 14 | 28.0 | | |
| Agronomy | 30 | 60.0 | 6 | 12.0 | 12 | 24.0 | 2 | 4.0 |
| Dairy | 35 | 53.9 | 14 | 21.5 | 16 | 24.6 | | |
| Agricultural economics | 63 | 48.1 | 28 | 21.4 | 39 | 29.7 | 1 | 0.8 |
| Animal husbandry | 23 | 46.0 | 9 | 18.0 | 18 | 36.0 | | |
| Horticulture | 28 | 44.5 | 15 | 23.8 | 20 | 31.7 | | |
| Totals | 275 | | 90 | | 141 | | 3 | |

*Percentage based on number questionnaires returned by each department: agricultural economics 131; horticulture 63; poultry science 50; agricultural engineering 50; dairy 65; animal husbandry 50; agronomy 50; and agricultural education 50.

alumni of the agricultural engineering and agricultural education departments indicated the highest percentages still in occupations similar to their major courses of study. Sixty-eight per cent and sixty-four

per cent respectively indicated this situation. Twenty-three per cent of the horticulture alumni indicated they were not in an occupation which was the same as their major study while in college. It is interesting to note that approximately one-fourth to one-third of the total alumni indicated that they were in occupations related to a degree with their college training.

Opinions expressed concerning the adequacy of major courses of study as preparation for the present occupations of agricultural alumni. In Table XI it is interesting to note that as a whole the alumni expressed satisfaction that their major course of study prepared them for their present occupation, at least to a degree. It is noticed that the agricultural education graduates topped the list with 72.0 per cent indicating "yes" that their major course of study prepared them for their present occupation and 22.0 per cent of the rest of the group expressed that they had been prepared to a degree, leaving only 4.0 per cent indicating "no" and 2.0 per cent giving no indications. The smallest indication of satisfaction with their training for present occupations was by the animal husbandry alumni. Forty per cent indicated "yes", 48.0 per cent indicated satisfaction to a degree, and 12.0 per cent indicated "no" that in their opinion their major course of study had not prepared them for their present occupation.

TABLE XI

OPINIONS EXPRESSED CONCERNING THE ADEQUACY OF THEIR MAJOR COURSES OF STUDY AS PREPARATION FOR THE PRESENT OCCUPATIONS OF AGRICULTURAL ALUMNI

| Major Course of Study | Number of Questionnaires Returned | Yes | | To a Degree | | No | | No Indication | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| Agricultural education | 50 | 36 | 72.0 | 11 | 22.0 | 2 | 4.0 | 1 | 2.0 |
| Agricultural engineering | 50 | 31 | 62.0 | 16 | 32.0 | 3 | 6.0 | | |
| Poultry science | 50 | 28 | 56.0 | 18 | 36.0 | 4 | 8.0 | | |
| Agricultural economics | 131 | 70 | 53.4 | 53 | 40.5 | 7 | 5.3 | 1 | 0.8 |
| Dairy science | 65 | 33 | 50.8 | 26 | 40.0 | 6 | 9.2 | | |
| Agronomy | 50 | 25 | 50.0 | 19 | 38.0 | 4 | 8.0 | 2 | 4.0 |
| Horticulture | 63 | 29 | 46.0 | 26 | 41.3 | 7 | 11.1 | 1 | 1.6 |
| Animal husbandry | 50 | 20 | 40.0 | 24 | 48.0 | 6 | 12.0 | | |

Opinions expressed by alumni as to whether other courses of study would have been equally satisfactory in preparing them for their present occupations. Table XII indicates that 39.7 per cent of the horticulture alumni were of the opinion other courses of study would have been equally as satisfactory in preparing them for their present occupations. Graduates of other departments indicating the same opinion were: dairy alumni 35.4 per cent; animal husbandry alumni 34.0; agronomy alumni 32.0; agricultural economics alumni 31.3; poultry science alumni 26.0; and agricultural education 24.0. Only 18 per cent of the agricultural engineering alumni were of the opinion that other sources would have been of equal value to them. The alumni who specifically indicated that other courses would not be equally valuable were agricultural education majors, 64.0 per cent, compared to 30.2 per cent of the horticulture majors who indicated the same opinion.

TABLE XII

OPINIONS EXPRESSED BY ALUMNI AS TO WHETHER OTHER COURSES OF STUDY WOULD HAVE BEEN EQUALLY SATISFACTORY IN PREPARING THEM FOR THEIR PRESENT OCCUPATIONS

| Major Course of Study | Number of Questionnaires Returned | Yes | | No | | Partially So | | No Indication | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| Horticulture | 63 | 25 | 39.7 | 19 | 30.2 | 16 | 25.4 | 3 | 4.7 |
| Dairy science | 65 | 23 | 35.4 | 22 | 33.8 | 19 | 29.2 | 1 | 1.6 |
| Animal husbandry | 50 | 17 | 34.0 | 21 | 42.0 | 12 | 24.0 | | |
| Agronomy | 50 | 16 | 32.0 | 23 | 46.0 | 9 | 18.0 | 2 | 4.0 |
| Agricultural economics | 131 | 41 | 31.3 | 57 | 43.5 | 31 | 23.7 | 2 | 1.5 |
| Poultry science | 50 | 13 | 26.0 | 24 | 48.0 | 13 | 26.0 | | |
| Agricultural education | 50 | 12 | 24.0 | 32 | 64.0 | 6 | 12.0 | | |
| Agricultural engineering | 50 | 9 | 18.0 | 25 | 50.0 | 16 | 32.0 | | |

Choice of additional courses or fields of study that alumni felt might have been helpful in their present occupations. Table XIII shows that some alumni of all departments indicated interest in more technical training in their major fields. From 20 to 38 per cent of the alumni of agricultural engineering, agricultural education, horticulture, dairying, animal husbandry, and agricultural economics indicated an interest in more technical training in their major fields.

From 20 to 38 per cent of the alumni indicated interest in more technical subjects in areas closely related to their major fields of study. Twenty to 24.0 per cent of the alumni in poultry, agronomy, and horticulture indicated a need for more training in physical or biological science. The three alumni groups indicating strongest desire for more subjects dealing with group action were agricultural economics, 21.4 per cent; agronomy 18.0; and agricultural education majors with 16.0 per cent.

TABLE XIII

CHOICE OF ADDITIONAL COURSES OR FIELDS OF STUDY THAT ALUMNI FELT MIGHT HAVE BEEN HELPFUL IN THEIR PRESENT OCCUPATIONS

| Fields of Study | Agricultural Engineering | | Agricultural Education | | Dairy | | Animal Husbandry | | Agricultural Economics | | Horticulture | | Poultry | | Agronomy | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| Include more technical work in their major field | 19 | 38.0 | 13 | 26.0 | 16 | 24.6 | 11 | 22.0 | 28 | 21.4 | 13 | 20.7 | 9 | 18.0 | 5 | 10.0 |
| Include more technical subjects in areas closely related to major field of study | 16 | 32.0 | 19 | 38.0 | 15 | 23.1 | 13 | 26.0 | 27 | 20.6 | 17 | 27.0 | 10 | 20.0 | 12 | 24.0 |
| Include more work in biological & physical sciences | 2 | 4.0 | 4 | 8.0 | 5 | 7.7 | 4 | 8.0 | 4 | 3.1 | 13 | 20.6 | 12 | 24.0 | 11 | 22.0 |
| Include more work in social sciences | 2 | 4.0 | 4 | 8.0 | 5 | 7.7 | 5 | 10.0 | 26 | 19.8 | 7 | 11.1 | 4 | 8.0 | 2 | 4.0 |
| Include more work in subjects dealing with group action | 4 | 8.0 | 8 | 16.0 | 10 | 15.4 | 5 | 10.0 | 28 | 21.4 | 4 | 6.3 | 5 | 10.0 | 9 | 18.0 |
| Other specific course | 4 | 8.0 | 2 | 4.0 | 12 | 18.4 | 9 | 18.0 | 13 | 9.9 | 6 | 9.5 | 5 | 10.0 | 6 | 12.0 |
| No indications | 3 | 6.0 | 0 | 0.0 | 2 | 3.1 | 3 | 6.0 | 5 | 3.8 | 3 | 4.8 | 5 | 10.0 | 5 | 10.0 |
| Totals | 50 | | 50 | | 65 | | 50 | | 131 | | 63 | | 50 | | 50 | |

Opinions expressed by alumni regarding emphasis which should be placed on English. Fifty-two to 64 per cent of the horticulture, poultry, agronomy, animal husbandry, dairy science, and agricultural economics graduates indicated a desire for more emphasis on English. From 33.9 per cent to 54.0 of all the graduates indicated that they were satisfied with the emphasis on English as it was taught to them.

The alumni group expressing the strongest desire for less emphasis on English was the animal husbandry graduates with 6.0 per cent. These data are presented in Table XIV.

TABLE XIV

OPINIONS EXPRESSED BY ALUMNI REGARDING EMPHASIS WHICH SHOULD BE PLACED ON ENGLISH

| Major departments' graduates | Emphasis which should be placed on English | | | | | | | | Number questionnaires returned |
|---|---|---|---|---|---|---|---|---|---|
| | More | | Less | | Same | | No indic. | | |
| | Number | Per Cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Agricultural economics | 84 | 64.1 | 0 | 0.0 | 45 | 34.4 | 2 | 1.5 | 131 |
| Dairy science | 41 | 63.1 | 1 | 1.5 | 22 | 33.9 | 1 | 1.5 | 65 |
| Animal husbandry | 29 | 58.0 | 3 | 6.0 | 17 | 34.0 | 1 | 2.0 | 50 |
| Agronomy | 27 | 54.0 | 1 | 2.0 | 18 | 36.0 | 4 | 8.0 | 50 |
| Poultry | 27 | 54.0 | 1 | 2.0 | 21 | 42.0 | 1 | 2.0 | 50 |
| Horticulture | 33 | 52.4 | 2 | 3.2 | 27 | 42.8 | 1 | 1.6 | 63 |
| Agricultural education | 23 | 46.0 | 2 | 4.0 | 25 | 50.0 | 0 | 0.0 | 50 |
| Agricultural engineering | 20 | 40.0 | 1 | 2.0 | 27 | 54.0 | 2 | 4.0 | |

Expression of opinion by alumni regarding emphasis which should be placed on speech. Table XV shows that all alumni of all departments indicated strong interest for more emphasis on speech. In fact, 76.0 per cent to 93.8 per cent of all department graduates indicated this interest. The high was dairy science alumni with 93.8 per cent and the low was agronomy alumni with 76.0 per cent. One hundred per cent of both the dairy science and agricultural education alumni indicated at least the same, if not more, emphasis on speech. A large percentage of the entire alumni indicated a need for more training in speech by writing notes on their questionnaire in connection with this particular question.

TABLE XV

EXPRESSION OF OPINIONS BY ALUMNI REGARDING EMPHASIS WHICH SHOULD BE PLACED ON SPEECH

| Major Department Graduates | More | | Less | | Same | | No opinion Given | | Number Questionnaires returned |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Dairy science | 61 | 93.8 | | | 4 | 6.2 | | | 65 |
| Animal husbandry | 44 | 88.0 | 2 | 4.0 | 3 | 6.0 | 1 | 2.0 | 50 |
| Poultry science | 42 | 84.0 | | | 7 | 14.0 | 1 | 2.0 | 50 |
| Agricultural economics | 105 | 80.2 | | | 22 | 16.8 | 4 | 3.0 | 131 |
| Agricultural engineering | 40 | 80.0 | | | 9 | 18.0 | 1 | 2.0 | 50 |
| Agricultural education | 39 | 78.0 | | | 11 | 22.0 | | | 50 |
| Horticulture | 49 | 77.8 | 1 | 1.6 | 12 | 19.0 | 1 | 1.6 | 63 |
| Agronomy | 38 | 76.0 | 1 | 2.0 | 10 | 20.0 | 1 | 2.0 | 50 |

Expression of opinions by alumni regarding emphasis which should be placed on journalism. Table XVI shows that the agricultural education majors indicated the strongest desire for more emphasis to be placed on journalism. Sixty per cent of this same group indicated more emphasis on journalism. Thirty-eight per cent indicated same emphasis as their training had required. Fifty-five per cent of the dairy majors indicated that they were satisfied with the same emphasis, while 3.1 per cent indicated a desire for less emphasis and 38.5 per cent of this same group indicated they would like to see more emphasis placed on journalism. The agronomy alumni indicated the strongest desire for less emphasis on journalism with 8.0 per cent.

TABLE XVI

EXPRESSION OF OPINIONS BY ALUMNI REGARDING EMPHASIS WHICH SHOULD BE PLACED ON JOURNALISM

| Major Department Graduates | More | | Less | | Same | | No Opinion Given | | Number Questionnaires Returned |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Agricultural education | 30 | 60.0 | | | 19 | 38.0 | 1 | 2.0 | 50 |
| Poultry science | 28 | 56.0 | 2 | 4.0 | 20 | 40.0 | | | 50 |
| Agricultural engineering | 26 | 52.0 | | | 20 | 40.0 | | | 50 |
| Agricultural economics | 64 | 48.8 | 5 | 3.8 | 58 | 44.3 | 4 | 3.1 | 131 |
| Horticulture | 30 | 47.6 | 1 | 1.6 | 27 | 42.9 | 5 | 7.9 | 63 |
| Agronomy | 23 | 46.0 | 4 | 8.0 | 18 | 36.0 | 5 | 10.0 | 50 |
| Animal husbandry | 22 | 44.0 | 3 | 6.0 | 24 | 48.0 | 1 | 2.0 | 50 |
| Dairy science | 25 | 38.5 | 2 | 3.1 | 36 | 55.3 | 2 | 3.1 | 65 |

Expression of opinion by alumni regarding emphasis which should be placed on mathematics. Table XVII shows that well over half, or 52.0 to 70.8 per cent, of all the alumni from all departments, with the exception of the agricultural engineering group, were in favor of more emphasis being placed on mathematics. Seventy per cent of the dairy alumni indicated more emphasis should be placed on mathematics and 23.1 per cent thought it should receive about the same emphasis as it was given while they were in college. Only three individuals indicated that less emphasis should be placed on each.

TABLE XVII

EXPRESSION OF OPINIONS BY ALUMNI REGARDING EMPHASIS WHICH SHOULD BE PLACED ON MATHEMATICS

| Major Department Graduates | More | | Less | | Same | | No Opinion Given | | Number Questionnaires Returned |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Dairy science | 46 | 70.8 | | | 15 | 23.1 | 4 | 6.1 | 65 |
| Agronomy | 34 | 68.0 | | | 13 | 26.0 | 3 | 6.0 | 50 |
| Horticulture | 42 | 66.7 | 1 | 1.6 | 18 | 28.6 | 2 | 3.1 | 63 |
| Agricultural economics | 82 | 62.6 | 1 | 0.8 | 47 | 35.8 | 1 | 0.8 | 131 |
| Poultry science | 31 | 62.0 | 1 | 2.0 | 17 | 34.0 | 1 | 2.0 | 50 |
| Animal husbandry | 27 | 54.0 | | | 19 | 38.0 | 4 | 8.0 | 50 |
| Agricultural education | 26 | 52.0 | | | 24 | 48.0 | | | 50 |
| Agricultural engineering | 24 | 48.0 | | | 25 | 50.0 | 1 | 2.0 | 50 |

Effectiveness of courses taken in the major field of study as preparation for present employment. In Table XVIII, 22.0 per cent to 48.0 per cent of all alumni indicated that their major field of study was very effective in preparing them for their present employment. Forty-eight to 68.0 per cent of all alumni indicated that their major course of study was effective in preparing them for their present employment.

Ninety-eight per cent of the agricultural engineering alumni and 94.0 per cent of the agricultural education alumni indicated that their courses taken in the major field of study had either been very effective or effective in preparing them for their present occupation. Twelve per cent of the animal husbandry alumni and 12.0 per cent of the poultry science group indicated that their major field of study was ineffective in preparing them for their present employment.

TABLE XVIII

EFFECTIVENESS OF COURSES TAKEN IN THE MAJOR FIELD OF STUDY AS PREPARATION FOR PRESENT EMPLOYMENT

| Major Department Graduates | Very Effective | | Effective | | Ineffective | | No Opinion Given | | Number of Questionnaires Returned |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Agricultural engineering | 24 | 48.0 | 24 | 48.0 | 2 | 4.0 | | | 50 |
| Animal husbandry | 22 | 44.0 | 22 | 44.0 | 6 | 12.0 | | | 50 |
| Agricultural education | 20 | 40.0 | 27 | 54.0 | 2 | 4.0 | 1 | 2.0 | 50 |
| Dairy science | 26 | 40.0 | 34 | 52.3 | 5 | 7.7 | | | 65 |
| Poultry science | 16 | 32.0 | 27 | 54.0 | 6 | 12.0 | 1 | 2.0 | 50 |
| Horticulture | 19 | 30.2 | 37 | 58.7 | 5 | 7.9 | 2 | 3.2 | 63 |
| Agricultural economics | 37 | 28.2 | 79 | 60.3 | 14 | 10.7 | 1 | 0.8 | 131 |
| Agronomy | 11 | 22.0 | 34 | 68.0 | 3 | 6.0 | 2 | 4.0 | 50 |

Effectiveness of courses taken in the major field of study as preparation for working with others. Table XIX indicates that 32.0 per cent of the alumni of the agricultural education department felt that courses taken in their major field of study were very effective in preparing them for working with others, but only 10.0 per cent of the agronomy and agricultural engineering alumni were of the same opinion about courses in their major fields. The percentage of alumni who felt that their courses of study were ineffective in preparing them for working with others were: agricultural engineering, 38.0 per cent; horticulture 33.3; agronomy 32.0; animal husbandry 24.0; dairy science 23.1; agricultural economics 22.2; and poultry science 14.0 per cent. Only 10.0 per cent of the agricultural education alumni were of the opinion that their major field of study did not prepare them for working with others.

TABLE XIX

EFFECTIVENESS OF COURSES TAKEN IN THE MAJOR FIELD OF STUDY AS PREPARATION FOR WORKING WITH OTHERS

| Major Department Graduates | Very Effective | | Effective | | Ineffective | | No opinion Given | | Number Questionnaires returned |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Agricultural education | 16 | 32.0 | 28 | 56.0 | 5 | 10.0 | 1 | 2.0 | 50 |
| Animal husbandry | 14 | 28.0 | 24 | 48.0 | 12 | 24.0 | | | 50 |
| Dairy science | 17 | 26.2 | 32 | 49.2 | 15 | 23.1 | 1 | 1.5 | 65 |
| Agricultural economics | 32 | 24.4 | 68 | 51.9 | 29 | 22.2 | 2 | 1.5 | 131 |
| Horticulture | 9 | 14.3 | 30 | 47.6 | 21 | 33.3 | 3 | 4.8 | 63 |
| Poultry science | 6 | 12.0 | 35 | 70.0 | 7 | 14.0 | 2 | 4.0 | 50 |
| Agricultural engineering | 5 | 10.0 | 25 | 50.0 | 19 | 38.0 | 1 | 2.0 | 50 |
| Agronomy | 5 | 10.0 | 27 | 54.0 | 16 | 32.0 | 2 | 4.0 | 50 |

Opinions concerning the helpfulness of training received in securing their first jobs after graduation. Table XX shows that 66.0 per cent to 92.1 per cent of all alumni indicated that their training was helpful in securing their first job after graduation. Ninety-eight per cent and 95.4 per cent, respectively, of the poultry science and dairy science alumni indicated that their training was either definitely helpful or helpful to a degree in securing their first employment after graduation.

The average for the entire group for expressing favorable opinions in that their training was helpful in securing their first jobs was 81.7 per cent. Eleven per cent of the horticulture alumni and 18.0 per cent of the animal husbandry alumni indicated that their training was not helpful in securing their first employment after graduation.

TABLE XX

OPINIONS CONCERNING THE HELPFULNESS OF TRAINING RECEIVED IN SECURING THEIR FIRST JOB AFTER GRADUATION

| Major Department Graduates | Yes | | No | | To a Degree | | No Indication | | Number Questionnaires Returned |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Poultry science | 46 | 92.0 | 1 | 2.0 | 3 | 6.0 | | | 50 |
| Agricultural engineering | 44 | 88.0 | 1 | 2.0 | 3 | 6.0 | 2 | 4.0 | 50 |
| Dairy science | 56 | 86.2 | 2 | 3.1 | 6 | 9.2 | 1 | 1.5 | 65 |
| Agronomy | 42 | 84.0 | 1 | 2.0 | 3 | 6.0 | 4 | 8.0 | 50 |
| Agricultural education | 41 | 82.0 | 3 | 6.0 | 5 | 10.0 | 1 | 2.0 | 50 |
| Agricultural economics | 102 | 77.9 | 13 | 9.9 | 15 | 11.5 | 1 | 0.7 | 131 |
| Horticulture | 49 | 77.8 | 7 | 11.1 | 6 | 9.5 | 1 | 1.6 | 63 |
| Animal husbandry | 33 | 66.0 | 9 | 18.0 | 6 | 12.0 | 2 | 4.0 | 50 |

Items of training most helpful to alumni in securing their first jobs after graduation. Table XXI shows that 58.0 per cent of the agricultural education alumni indicated that the college degree was the most helpful item in securing their first employment after graduation. Twenty-four to 44.0 per cent of the rest of the alumni indicated also that the college degree was the most helpful item in securing their first employment after graduation.

Only 26.0 per cent of the animal husbandry and 24.0 per cent of the poultry science alumni indicated that the college degree was the most helpful factor in securing their first employment after graduation. Forty-eight per cent of the poultry science alumni stood out among the alumni groups, as indicating that specialized training in their major field of study was the most helpful item in securing their first job. Sixty-four per cent of the horticulture alumni indicated that the college degree and their broad training in agriculture were equally important to them in securing their first jobs. Sixteen per cent and 15.4 per cent, respectively, of the agronomy and dairy science alumni indicated that both broad and specialized training were the most helpful items in securing their first jobs after graduation.

## TABLE XXI

## ITEMS OF TRAINING MOST HELPFUL TO ALUMNI IN SECURING THEIR FIRST JOBS AFTER GRADUATION

| Major Department Graduates | College Degree | | Broad Training in Agriculture | | Specialized Training in Major Field | | Both Broad and Specialized Training | | Other Than These | | No Indication | | Number of Questionnaires Returned |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | |
| Agricultural education | 29 | 58.0 | 4 | 8.0 | 8 | 16.0 | 2 | 4.0 | 0 | 0.0 | 7 | 14.0 | 50 |
| Agricultural engineering | 22 | 44.0 | 2 | 4.0 | 14 | 28.0 | 6 | 12.0 | 1 | 2.0 | 5 | 10.0 | 50 |
| Agronomy | 20 | 40.0 | 4 | 8.0 | 10 | 20.0 | 8 | 16.0 | 0 | 0.0 | 8 | 16.0 | 50 |
| Dairy science | 24 | 36.9 | 2 | 3.1 | 21 | 32.3 | 10 | 15.4 | 0 | 0.0 | 8 | 12.3 | 65 |
| Agricultural economics | 48 | 36.6 | 18 | 13.8 | 19 | 14.5 | 19 | 14.5 | 3 | 2.3 | 24 | 18.3 | 131 |
| Horticulture | 20 | 31.7 | 7 | 11.1 | 20 | 31.7 | 4 | 6.4 | 1 | 1.6 | 11 | 17.5 | 63 |
| Animal husbandry | 13 | 26.0 | 4 | 8.0 | 7 | 14.0 | 7 | 14.0 | 3 | 6.0 | 16 | 32.0 | 50 |
| Poultry science | 12 | 24.0 | 5 | 10.0 | 24 | 48.0 | 4 | 8.0 | 1 | 2.0 | 4 | 8.0 | 50 |

First choice opinions of 509 alumni concerning the aptitudes and abilities most important in securing employment and in advancing in their present occupations. Table XXII shows that a high percentage of all groups indicated the ability to get along with people was the ability or aptitude most needed in securing employment and advancing in their present occupations. Only 36.0 per cent of the animal husbandry alumni indicated the ability to get along with people first choice and 22.0 per cent of this same group rated technical knowledge and skill as most important. It may be noticed that 64.0 per cent of the agricultural education alumni indicated that the ability to get along with others was the most important ability in securing employment and in advancing in their present occupations. The next two items rated by this group were moral and professional integrity and technical knowledge with 10.0 per cent, respectively. Ten per cent of the agricultural education alumni rated moral and professional integrity first choice as a factor most important in securing employment and advancement. This might have been due to their realization of their responsibility to set a good example before the young men with whom they have to counsel and work.

It was also observed by the author that as a specific job classification group, the college professors who responded had a tendency to rank technical knowledge and skill above all other aptitudes and abilities most important in securing employment and in advancing in their present occupations.

## TABLE XXII

### FIRST CHOICE OPINIONS OF 509 ALUMNI CONCERNING THE APTITUDES AND ABILITIES MOST IMPORTANT IN SECURING EMPLOYMENT AND IN ADVANCING IN THEIR PRESENT OCCUPATIONS*

| Major Department Graduates | Getting Along With Other People | | Technical Knowledge and Skill | | Getting Things Accomplished | | Moral and Professional Integrity | | Ability to Speak and Write | | Hard Work | | Scholastic Record | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent ** | Number | Per cent ** | Number | Per cent ** | Number | Per cent ** | Number | Per cent ** | Number | Per cent ** | Number | Per cent ** |
| Agricultural education | 32 | 64.0 | 5 | 10.0 | 1 | 2.0 | 5 | 10.0 | 2 | 4.0 | 2 | 4.0 | 0 | 0,0 |
| Poultry science | 30 | 60.0 | 11 | 22.0 | 3 | 6.0 | 3 | 6.0 | 2 | 4.0 | 0 | 0.0 | 0 | 0.0 |
| Agricultural engineering | 27 | 54.0 | 15 | 30.0 | 7 | 14.0 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agricultural economics | 70 | 53.4 | 18 | 13.7 | 13 | 10.0 | 9 | 6.9 | 5 | 3.8 | 11 | 8.4 | 2 | 1.5 |
| Agronomy | 23 | 46.0 | 12 | 24.0 | 6 | 12.0 | 0 | 0.0 | 4 | 8.0 | 3 | 6.0 | 0 | 0.0 |
| Dairy Science | 26 | 40.0 | 14 | 21.5 | 9 | 13.8 | 5 | 7.7 | 4 | 6.2 | 7 | 10.8 | 0 | 0.0 |
| Horticulture | 24 | 38.2 | 21 | 33.4 | 4 | 6.3 | 4 | 6.3 | 5 | 7.9 | 4 | 6.3 | 1 | 1.6 |
| Animal husbandry | 18 | 36.0 | 11 | 22.0 | 9 | 18.0 | 1 | 2.0 | 3 | 6.0 | 6 | 12.0 | 0 | 0.0 |

* Included on questionnaire, but not on Table was item of "participation in community service." It did not, however, receive a single first choice.

** Percentage was based on returns from each major department alumni: Agricultural education 50; poultry science 50; agricultural engineering 50; agricultural economics 131; agronomy 50; dairy science 65; horticulture 63; and animal husbandry 50.

# CHAPTER III

## SUMMARY AND CONCLUSIONS

### Summary

The primary purpose of the study was to secure opinions of former students concerning the relation of their college training to their career. Secondary purposes were: (1) to ascertain what factors influenced the former students to prepare for a vacation; (2) to ascertain what factors determined or contributed to their first employment; and (3) to gain information which might be of value to student advisors and counselors.

Approximately 3,000 questionnaires were mailed to the alumni of the College of Agriculture whose addresses were known or could be determined. Only 509 questionnaires had been returned when tabulation of the data used in this report was started.

Data, including expressed opinions from these questionnaires, were classified, compiled, and an analysis was attempted with the following results being obtained:

Approximately 75 per cent of the alumni of the agricultural education department expressed the opinion that their major course of study was adequate preparation for their present occupation, whereas approximately 25 per cent indicated it was adequate to a degree. Only 4.0 per cent of this group indicated the opinion that their major course

of study was inadequate to their present occupation, even in fields other than teaching. Alumni from other major departments, however, did not express the same satisfaction concerning their training in their major field in relation to their present occupations. Only 40 per cent of the alumni of the animal husbandry department indicated satisfaction with their training, while 12.0 per cent of the same group were of the opinion that their major course was inadequate. Forty-eight per cent indicated that their major course of study was adequate to a degree in preparing them for their present occupations.

Approximately 20.0 per cent of the former students contacted indicated that they decided to enter their present occupation previous to enrolling in college. The replies concerning the time of deciding to enter the occupation reported by 509 alumni are grouped by frequency of reporting as follows: (1) previous to college entrance; (2) after military service; (3) during fourth year of college; (4) immediately after graduation; (5) during third year in college; (6) during second year in college; (7) during first year in college; and (8) other reasons. Eleven alumni gave no approximate time.

Thirty and one-tenth per cent of the alumni reported that natural aptitude and liking for type of work were the factors which influenced them most in making career selections. Factors influencing alumni in the choice of occupation are listed in the order of frequency of reporting: (1) natural aptitude and liking for type of work; (2) availability of positions in field; (3) experience while attending college; (4) counsel and influence of an elementary school teacher, county extension agent, or high school teacher; (5) experience in the field;

(6) parents' desires, approval, and/or encouragement; (7) experiences while attending high school; (8) counsel and influence by college teacher; (9) counsel and influence of college advisor or counselor; and (10) counsel and influence of close relatives.

Thirty-four per cent of the alumni indicated that college instructors gave assistance in making decisions regarding career selections while in college. Ranked as to frequency reporting, the items or persons indicated were: (1) college instructor or instructors; (2) part-time employment experiences; (3) per sonal advisor or counselor; (4) a particular course; (5) student associations or student contacts; (6) aptitude tests; (7) orientation course; and (8) experiences in student organizations. One alumnus indicated none of these were beneficial to him in making a decision regarding career selection and 66 made no choice.

Twenty four per cent of the alumni indicated that contacts made on their own initiative was the most important contact that led to first employment. The contacts mentioned are listed in the order of frequency mentioned: (1) contacts made on own initiative; (2) major department; (3) major advisor; (4) interviews with personnel men; (5) other college staff members;(6) students and friends; (7) other than any of these; (8) parents or close relatives; and (9) college placement bureau. No indication of any kind was reported by 166 of the alumni.

Forty-four per cent of the alumni expressed the opinion that success on the first job in relation to their present career was very important, while 30.5 per cent indicated this factor as important; 10.0 per cent indicated it of no importance; and 9.2 per cent indicated no relationship of success on the first job to their present careers. Five and seven-tenths per cent made no reply to this question.

Approximately 26.2 per cent of the alumni indicated salary increase as the reason for making a change of occupations. Listed in the order of frequency of reporting, the reasons given for changing occupations were: (1) salary increase; (2) work more to my liking; (3) better opportunity for advancement; (4) better working conditions; (5) improved retirement benefits; (6) personal or family health; (7) improved living conditions; and (8) other reasons than these.

Fifteen per cent of the alumni expressed interest in changing their fields of work. Of this number, the agricultural education graduates comprised 36.0 per cent, while the dairy graduates constituted only 9.2 per cent. The departments are listed in the order of frequency of indicating a desire to change employment: (1) agricultural education; (2) horticulture; (3) agronomy; (4) poultry science; (5) animal husbandry; (6) agricultural economics; (7) agricultural engineering; and (8) dairy.

Only 25.9 per cent of the alumni indicated that they would advise their 18-year old sons to major in some field of agriculture. Forty-eight per cent of the agricultural education graduates indicated that they would recommend that their sons major in some field of agriculture. Of the 31 different recommendations mentioned, the one ranking highest was that of leaving the decision to the son.

Only 8.0 per cent of the agricultural education graduates indicated that they were not in a field of work related to their major course of study in college. Twenty three and eight-tenths per cent of the horticulture graduates indicated they had changed fields. Sixty eight per cent and 64.0 per cent, respectively, of the agricultural engineering and agricultural education graduates indicated that their present

occupations were still in the area of their major course of study taken in college. The departments are listed in the order of frequency of response by alumni that they were presently employed in occupational fields in which they majored: (1) agricultural engineering; (2) agricultural education; (3) poultry science; (4) agronomy; (5) dairy; (6) agricultural economics; (7) animal husbandry; and (8) horticulture. Only three did not list an indication.

Seventy-two per cent of the agricultural education graduates indicated that their major course of study prepared them adequately for their present occupation. The animal husbandry graduates expressed by 48.0 per cent that their training was adequate to a degree. The departments are listed in order of their frequence of reporting by alumni that their major courses of study were adequate preparation for their present employment: (1) agricultural education; (2) agricultural engineering; (3) poultry science; (4) agricultural economics; (5) dairy science; (6) agronomy; (7) horticulture; and (8) animal husbandry. Only five did not indicate an opinion.

The following departments are listed in the order of frequency of reporting by alumni that other courses of study, other than their own majors, would have been equally as satisfactory in preparing them for their present occupations: (1) horticulture; (2) dairy science; (3) animal husbandry; (4) agronomy; (5) agricultural economics; (6) poultry science; (7) agricultural education; and (8) agricultural engineering. Only eight did not give an indication.

Thirty-eight per cent of the agricultural engineering graduates and 26.0 per cent of the agricultural education graduates indicated the choice of including more technical work in their major fields, which might

be more helpful to them in their present occupations. This same two groups of graduates also were the highest in indicating a desire for more technical subjects in areas closely related to their major fields of study. As to including more work in biological and physical science, the graduates of poultry science and agronomy ranked the highest with 24.0 per cent and 22.0 per cent, respectively. The agricultural economics and horticulture graduates indicated more work in social sciences with 19.8 per cent and 11.1 per cent, respectively. The agricultural economics and agricultural education graduates indicated the strongest desire for including more work in subjects dealing with group action. Their responses were 21.4 per cent and 16.0 per cent, respectively.

The agricultural economics graduates indicated 64.1 per cent as being in favor of more emphasis which should be placed on English. From 40.0 to 64.1 per cent of all alumni indicated a desire for more emphasis on English. The departments are listed in order of frequency of reporting by alumni that more emphasis should be placed upon English: (1) agricultural economics; (2) dairy science; (3) animal husbandry; (4) agronomy; (5) poultry; (6) horticulture; (7) agricultural education; and (8) agricultural engineering. Only 12 of the 509 respondents did not list an indication of opinion.

Seventy-six per cent to 93.8 per cent of all alumni indicated a strong interest for more emphasis on speech. The dairy alumni ranked the highest with 93.8 per cent, while the agronomy alumni indicated by 76.0 per cent that they were in favor of more emphasis on speech. The departments are listed in order of frequency of reporting by alumni that more emphasis should be placed on speech: (1) dairy science; (2) animal husbandry; (3) poultry science; (4) agricultural economics;

(5) agricultural engineering; (6) agricultural education; (7) horticulture; and (8) agronomy. Only nine did not list an opinion.

The indication of opinions of alumni regarding emphasis which should be placed on journalism varied considerably from that indicated concerning speech. However, significant indications were made by the different department alumni such as the agricultural education group expressed the strongest opinion for more proficiency in journalism with 60.0 per cent and the dairy science alumni indicated the same opinion with 38.5 per cent reporting, but 55.3 per cent of the dairy alumni indicated their opinion in favor of the same emphasis on journalism. The departments are listed in order of frequency of reporting by alumni that more emphasis should be placed on journalism: (1) agricultural education; (2) poultry science; (3) agricultural engineering; (4) agricultural economics; (5) horticulture; (6) agronomy; (7) animal husbandry; and (8) dairy science. Twenty-two alumni gave no indication of their opinion.

Dairy science graduates indicated the strongest desire for more emphasis on mathematics with 70.8 per cent reporting. Only three alumni indicated that less emphasis should be placed on mathematics. The departments are listed in order of frequency of reporting by alumni that more emphasis should be placed on mathematics: (1) dairy science; (2) agronomy; (3) horticulture; (4) agricultural economics; (5) poultry science; (6) animal husbandry; (7) agricultural education; and (8) agricultural engineering. Only 16 did not give an opinion.

Forty-eight per cent of the agricultural engineering graduates indicated that the courses taken in their major fields were very effective in preparation for their present employment. Only 22.0 per cent of the

agronomy graduates indicated that the courses taken in their major fields were very effective in preparation for their present employment. Four per cent of the graduates of agricultural education and agricultural engineering indicated that their major courses were ineffective. The departments are listed in order of frequency of reporting by alumni that the courses taken in their major field were effective in preparing them for their present occupations: (1) agricultural engineering; (2) animal husbandry; (3) agricultural education; (4) dairy science; (5) poultry science; (6) horticulture; (7) agricultural economics; and (8) agronomy. Only seven did not give an indication.

Thirty-two per cent of the agricultural education graduates, which was the highest for the departments reporting, ranked the effectiveness of courses taken in major field as preparation for working with others as very effective. Fifty-six per cent of this group indicated an opinion that their courses taken in the major field of study were only effective in working with others; only 10.0 per cent indicated that courses in the major field were not effective in preparation for working with others. The following departments are listed in order of frequency of reporting by alumni that the courses taken in their major field were effective in working with others: (1) agricultural education; (2) animal husbandry; (3) dairy science; (4) agricultural economics; (5) horticulture; (6) poultry science; (7) agricultural engineering; and (8) agronomy. Only 12 did not list an indication.

Ninety-two per cent of the poultry science graduates indicated that the training received was definitely helpful in securing the first job after graduation, while 18.0 per cent of the animal husbandry graduates

expressed an opinion that their training was not helpful in securing a first job after graduation. The following departments are listed in order of frequency of reporting by alumni that the training they received while in college was helpful in securing their first job after graduation: (1) poultry science; (2) agricultural engineering; (3) dairy science; (4) agronomy; (5) agricultural education; (6) agricultural economics; (7) horticulture; and (8) animal husbandry. Only 12 did not give an indication.

Sixty-four per cent of the agricultural education graduates indicated that their first choice opinion concerning the aptitudes and abilities most important in securing employment and in advancing in present occupations was the ability to get along with people. This same ability was chosen by only 36.0 per cent of the animal husbandry graduates. The three choices which were indicated most frequently on the questionnaire were: (1) getting along with people; (2) technical knowledge and skill; and (3) getting things accomplished. In the fourth item of moral and professional integrity, 10.0 per cent of the agricultural education graduates chose this item as number one choice, which was the highest indication for this item by any of the major department alumni.

## Conclusions

The purposes of this study were to ascertain alumni opinions regarding such questions as: (1) what factors influenced former students to prepare for specific vocations; (2) what factors contributed to obtaining their first employment; and (3) what are their opinions concerning the relation of their training to their careers? Another

important reason for undertaking this study was to gain information which might enable university advisors to more effectively counsel undergraduate students. Another purpose of this study was to secure information that might help evaluate the present curriculum and proposed curriculum changes.

On the basis of opinions expressed by the alumni cooperating in this study, the following conclusions seem apparent:

1. Although 20.8 per cent of the total alumni indicated that the approximate time at which they decided to enter their present occupations was previous to college entrance, it is significant to note that approximately 31.5 per cent of the alumni made their decision sometime during the four years they were in college. Twenty-one per cent of this group indicated that college personnel and college experiences influenced them in the choice of their present occupations. This suggests that college professors, advisors and others have had a significant part in helping these alumni make their decisions. Thus, it may be assumed that relatives and other items influenced the remaining 10.5 per cent who indicated they also made their decisions for careers while in college.

2. The data collected indicated that the most important single factor contributing to the first employment of alumni was the contacts made on their own initiative. In summarizing the data present in Table IV, it may be noted that 43.0 per cent of the alumni reporting indicated that contacts or associations made at the University contributed to their first employment.

3. In reference to the reasons given for making changes in occupations, no single item appeared to be greatly emphasized above any of the

others. It might be concluded that salary increases, work more to one's liking, and better opportunity for advancement were the items which respondents most frequently felt to be of the greatest significance.

4. Responses indicated that the fathers did not have the proper information necessary to advise their 18-year old sons in selecting occupations. Thus, it seems apparent that there is some indication of need for properly orienting these young men as to what they may expect in various vocations. Some parents have been out of school from 20 to 30 years and they do not realize that many aspects of vocations have changed during this period of time.

5. In general, responses were gratifying in regards to opinions as to the adequacy of their major courses of study as preparation for their present occupations. The majority of the alumni indicated that their major courses of study were adequate, or at least adequate to a degree, as preparation for their present occupations. It is realized that many alumni have changed their fields of work from what they specifically were trained to do. Nevertheless, the fact that they indicated their training was, to a degree, adequate suggests a transfer of training of a desirable nature.

6. Sixty-four per cent of the alumni of one department who responded indicated that the most essential ability or aptitude in securing advancement in their present occupation was the ability to get along with people. H. M. Hamlin stated, "that repeated studies have consistently shown that 90 per cent or more of the workers in business and industry who lose their jobs lose them, not because of incompetence in their work, but because of bad relationships with fellow-workers."[1]

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[1] Hamlin, p. 45.

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# APPENDIX

A. Letter of Transmittal

B. Questionnaire

C. Follow-up Postal Card

# APPENDIX A

## LETTER OF TRANSMITTAL

Dear Aggie Alum:

The current situation in agriculture, and the need for additional graduates in many fields, has prompted us to make a survey of those who have graduated from the College of Agriculture at Oklahoma State University. Therefore, we are enclosing a questionnaire which we feel will give us important information to more accurately advise students who are interested in careers in agriculture.

Although the questionnaire may seem to be rather lengthy, it will require only a few minutes of your time to complete. You will be doing a great service to the College of Agriculture if you will furnish the information requested, and return the questionnaire at your earliest convenience.

This material will be kept confidential and reported only as a summary of the data.

We send you greetings from the campus, and invite you to come back for a visit at every opportunity.

Sincerely yours,

Randall J. Jones, Dean
Resident Instruction

RJJ:cl

# APPENDIX B

## WHAT DO YOU THINK?

The purpose of this questionnaire is to collect information from alumni relative to the job opportunities for those trained in agriculture and to seek advice as to career selection, curricula development, and other factors important in the training of college students studying agriculture at Oklahoma State University.

I. PERSONAL DATA

A. Name:_____
(first) (middle) (last)

B. Address:_____

C. Years at Oklahoma State University:_____

D. Year of graduation (BS):_____Age at graduation:_____

E. Your undergraduate major:_____

F. Advanced study: Yes_____ No _____

| Institution | Major Field | Degree | Date |
|---|---|---|---|
| 1. | | | |
| 2. | | | |

G. Marital status as undergraduate student at Oklahoma State:

_____Single _____Married before entering school

_____Married as undergraduate in school

H. Military Service: Yes_____ No _____

II. YOUR OCCUPATIONAL RECORD AND EXPERIENCES

Students are continually asking the question, "What kind of jobs are available to agriculture graduates?". Information concerning your experiences will help answer their questions more accurately. Salary and income information will be handled confidentially and never used in a manner that it can be identified with any one person.

A. What is your present occupation? Please be specific. For example: indicate dairy farmer, feed salesman, soil conservation engineer, agricultural journal reporter, etc. Never just farmer, journalist, salesman, or engineer.

_____

B. Occupations are grouped generally into three major classes. Check the class that applies in your situation.

_____1. Public employment (federal, state, local, etc.)

_____2. Private employment (working for individual or corporation)

_____3. Self employment (in own business, i.e., farming, contracting, etc.)

C. Your occupational record: Students always ask about starting salaries, advancement, rate of advancement, and maximum income from different occupations. Your record will serve to help answer these questions. Read instructional note before checking items and filling out record.

List full-time jobs beginning with your present job and going back to include all full-time jobs you have had since graduation.

| Kind of Job Held* | Period Employed | | Salary | | Number of salary increases in each job | Did the change in jobs or professional advancement require a move? Yes No |
|---|---|---|---|---|---|---|
| | From | To | Beginning | Ending or Present | | |
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*Use the number preceding the general classifications of occupations as outlined below to indicate the kind of jobs held.

Classification of occupations:
1. Farming, i.e., dairying, ranching
2. Business related to agriculture
3. Industry related to agriculture
4. Profession related to agriculture
5. Business not related to agriculture
6. Industry not related to agriculture
7. Profession not related to agriculture

D. Your Income Record: What was your annual income at the end of the following specific periods?

| First year | Third year | Fifth year | Tenth year |
|---|---|---|---|
| $_____ | $_____ | $_____ | $_____ |

III. CAREER SUMMARY TO DATE

A. What contacts led to your first employment? (Check no more than two.)

_____1. College placement bureau

_____2. Major advisor

_____3. Major department

_____4. Other college staff member

_____5. Students and friends

_____6. Parents or close relatives

_____7. Contacts made on own initiative

_____8. Interviews with personnel men

_____9. Other (Specify)_____

B. How important was success in your first job to your career?

_____1. Very important _____3. Not important

_____2. Important _____4. No relationship

C. Have you made definite changes in your field of work since graduation?

Yes _____ No _____

If "yes" indicate: (A) Number of changes made _____, and (B) Two reasons for making changes.

_____1. Increase in salary

_____2. Better working conditions

_____3. Personal or family health

_____4. Improved living conditions

_____5. Improved retirement benefits

_____6. Better opportunity for advancement

_____7. Work more to my liking

_____8. Other (Specify)_____

D. Are you interested in changing your field of work?

Yes_____ No _____

If "Yes" indicate the three most important reasons in 1,2,3 order.

_____1. Salary increase

_____2. Better working conditions

_____3. Personal or family health

_____4. Better living conditions

_____5. Improved retirement benefits

_____6. Improved advancement opportunities

_____7. Work more to my liking

_____8. Other (Specify)_____

E. If you had an 18-year old son entering college, what career would you recommend that he consider?

_____

IV. YOUR EXPERIENCES IN SELECTING YOUR CAREER

A. Check below the approximate time of your decision to enter the occupation in which you are now engaged.

_____1. Previous to college entrance

_____2. During first year of college

_____3. During second year of college

_____4. During third year of college

_____5. During fourth year of college

_____6. Immediately after graduation

_____7. After military service

_____8. Other (Specify)_____

B. Select three of the following items and rank them in the order of their greatest influence to you in making your career selection.

_____1. Parents' desires, approval and/or encouragement

_____2. Counsel and influence of close relatives

_____3. Counsel and influence of elementary school teacher, county extension agent, or high school teacher.

_____4. Experiences while attending high school

_____5. Experiences while attending college

_____6. Counsel and influence of college teacher

_____7. Counsel and influence of college advisor or counselor

_____8. Availability of positions in field

_____9. Experience in the field

_____10. Natural aptitude and liking for type of work

_____11. Other (Specify)_____

C. Rank in 1, 2, 3, order the following items or persons that, in your college experience, were of assitance to you in the decisions made regarding your career.

_____1. Orientation course

_____2. Aptitude tests

_____3. Personal advisor or counselor

_____4. College instructor or instructors

_____5. A particular course

_____6. Student associations or student contacts

_____7. Experiences in student organizations

_____8. Part--time employment experiences

V. YOUR TRAINING AS RELATED TO YOUR CAREER

A. Your Course of Study and Your Career

1. Is your present occupation in the same field as your major course of study in college?

A. YES_____ B. NO_____ C. CLOSELY RELATED_____

2. Do you feel that your major course of study prepared you for your present occupation?

A. YES _____ B. NO._____ C. PARTIALLY SO_____

3. Do you feel some other course of study would have been equally as satisfactory in preparing you for your occupation?

A. YES_____ B. NO._____ C. PARTIALLY SO_____

4. Rank two (1, 2) additional courses or fields of study you feel might have been helpful to you in your present occupation.

_____a. Include more technical work in major field

_____b. Include more technical subjects in areas closely related to major field of study

_____c. Include more work in biological and physical sciences

_____d. Include more work in social sciences

_____e. Include more work in subjects dealing with group action

_____f. Specific course_____

5. In regard to the following courses would you recommend:

A. English

____1. More emphasis
____2. Less emphasis
____3. Same emphasis

B. Speech

____1. More emphasis
____2. Less emphasis
____3. Same emphasis

C. Journalism

____1. More emphasis
____2. Less emphasis
____3. Same emphasis

D. Mathematics

____1. More emphasis
____2. Less emphasis
____3. Same emphasis

6. How effective do you feel the courses taken in your major field of study were in preparing you for your present occupation?

A. Technical Training

____1. Very effective
____2. Effective
____3. Ineffective

B. Training in dealing with Others

____1. Very effective
____2. Effective
____3. Ineffective

7. Was the type of training you received helpful in securing your first job after graduation?

A. Yes _____ B. No_____ C. To a Degree _____

If "Yes" rank the following in the order they were most helpful to you.

_____1. The college degree

_____2. Broad training in agriculture

_____3. Specialized training in major field

_____4. Both Broad and specialized training

_____5. Other (Specify)_____

B. Rank in 1, 2, 3, order the aptitudes and abilities you feel most important in securing employment and in advancing in your occupation.

_____1. Getting along with other people

_____2. Technical knowledge and skill

_____3. Getting things accomplished

_____4. Moral and professional integrity

_____5. Ability to speak and write

_____6. Hard work

_____7. Scholastic record

_____8. Participation in community affairs

_____9. Other (Specify)_____

C. What emphasis (more, less, same) would you place on these courses in preparing you for teaching vocational agriculture?

| | More | Less | Same |
|---|---|---|---|
| Agricultural Economics | _____ | _____ | _____ |
| Agricultural Engineering | _____ | _____ | _____ |
| Animal Husbandry | _____ | _____ | _____ |
| Dairying | _____ | _____ | _____ |
| Entomology | _____ | _____ | _____ |
| Field Crops | _____ | _____ | _____ |
| Horticulture | _____ | _____ | _____ |
| Poultry | _____ | _____ | _____ |
| Soils | _____ | _____ | _____ |

# APPENDIX C

## FOLLOW-UP POSTAL CARD

Dear Aggie:

Some weeks ago we mailed to you a questionnaire concerning graduates of the College of Agriculture at Oklahoma State University. As yet, we have not received your copy of the questionnaire. We would appreciate very much your filling it out and returning it at your earliest convenience in order that the survey may be completed.

Thanks very much for your help.

Sincerely yours,

s/Randall J. Jones
Randall J. Jones, Dean
Resident Instruction

VITA

Billy Gene Powers

Candidate for the Degree of

Master of Science

Thesis: FORMER STUDENTS' OPINIONS CONCERNING THE RELATION OF THEIR COLLEGE TRAINING TO THEIR CAREERS

Major Field: Agricultural Education

Biographical:

Personal data: Born near Coweta, Oklahoma, March 29, 1930, the son of Fred E. and Grace Elizabeth Powers.

Education: Attended grade school at Coweta, Oklahoma; graduated from Coweta High School in 1948; received the Bachelor of Science degree from the Oklahoma State University in 1953, with a major in Agricultural Education; completed the requirements for the Master of Science degree in August, 1958.

Experiences: Taught vocational agriculture in the Mountain Park Schools, Mountain Park, Oklahoma, 1953-1955; Assistant Director of Short Course Department of the Oklahoma State University, 1955-1958.

Honors: Phi Delta Kappa, Alpha Zeta.

Date of Final Examination: July, 1958