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A Follow-Up Study of the 1974 and 1975 Graduates of the Vocational, Block-Time Distributive Education II Class at Ishpeming High School, Ishpeming, Michigan.

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A FOLLOW-UP STUDY OF THE 1974 AND 1975 GRADUATES OF THE
VOCATIONAL, BLOCK-TIME DISTRIBUTIVE EDUCATION II
CLASS AT ISHPEMING HIGH SCHOOL,
ISHPEMING, MICHIGAN

by

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Bachelor of Science, 1967
Northern Michigan University

An Independent Study

Submitted To

Dr. Robert N. Hanson, Professor

Office Administration and Business Education Department

of

Northern Michigan University

in partial fulfillment of the requirements

for the degree of

Master of Science in Business Education

Marquette, Michigan

April
1977

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This independent study submitted by John W. Tripp in partial fulfillment of the requirements for the degree of Master of Science in Business Education at Northern Michigan University, Marquette, Michigan, is hereby approved by the Advisor under whom the work has been done.


Dr. Robert N. Hanson, Advisor

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ABSTRACT

A FOLLOW-UP STUDY OF THE 1974 AND 1975 GRADUATES OF THE
VOCATIONAL, BLOCK-TIME DISTRIBUTIVE EDUCATION II
CLASS AT ISHPEMING HIGH SCHOOL,
ISHPEMING, MICHIGAN

John W. Tripp, Master of Science in Business Education
Northern Michigan University, 1977

Purpose

The purpose of this study was to evaluate the effectiveness of the 1973-1974 and 1974-1975 Distributive Education II course offered at Ishpeming High School, Ishpeming, Michigan, in the Ishpeming, Negaunee, N.I.C.E. Shared-Time Program.

Method and Sources

Questionnaire-opinionnaires were sent to 44 graduates of the 1973-1974 and 1974-1975 Distributive Education II Class on June 25, 1976. On July 19, 1976, follow-up questionnaire-opinionnaires were sent to those who had not yet responded. On August 1, 1976, 37 or 84 percent of the graduates had returned the completed questionnaire-opinionnaires.

Summary of Findings

Regarding marital status, 51 percent were married, and 49 percent were single.

Forty-six percent of the graduates were employed full time and 16 percent were housewives not seeking employment.

Eleven percent were working part time and 11 percent were unemployed and seeking employment. Eight percent of the graduates were full-time students plus employed and five percent were part-time students plus employed. Three percent of the graduates were full-time students.

Ninety-five percent of the graduates were employed at some time since graduation. Fifty-four percent were employed in retail sales, 23 percent in some service type business, and 23 percent in a non-related occupation.

Sixty-two percent of the employed graduates worked for their present employer more than one year, 13 percent worked between 3 and 12 months, and 25 percent worked less than three months with their present employer.

When all employment since graduation was totaled, 49 percent worked between one and two years, 26 percent over two years, 14 percent three to 12 months, and 11 percent worked less than three months.

Sixty percent of the employed graduates had one employer, 28 percent had two, 9 percent had three, and 3 percent had four employers.

Fifty-one percent of the employed graduates worked 31 to 40 hours per week, 20 percent worked 41 plus hours, 14 percent worked 21-30 hours, 11 percent worked 11-20 hours, and 4 percent worked 10 or less hours per week.

Thirty-seven percent of the students earned between \$2.00 and \$2.49 per hour, 29 percent between \$2.50 and \$2.99, 14 percent between \$3.00 and \$3.49, and 17 percent earned more

than \$3.50 per hour. One was self-employed and did not have an hourly rate.

Most of the employed graduates (54 percent) were satisfied in their present position, 43 percent were somewhat satisfied, and 3 percent were not satisfied.

The most commonly used machine used by former graduates on their job was the cash register (60 percent); the ten-key adding machine was close behind with 49 percent. Twenty percent used a calculator and 17 percent, a typewriter.

The most common method of securing employment was through application (37 percent). Thirty-two percent secured their employment through a relative with 14 percent through a friend, 11 percent through a teacher, and 6 percent through a want ad.

Most of the former graduates (69 percent) are working between 0-5 miles from the high school from which they graduated. Fourteen percent work 6-10 miles away, 11 percent work 11-20 miles away, and 6 percent work over 50 miles from their high school.

Ninety-two percent considered the Distributive Education II Class a valuable part of their high school education.

Of the 37 returned surveys, 92 percent would take the Distributive Education II Class again.

All of the students surveyed would recommend the Distributive Education II Class to other high school students planning on going into retailing.

Seventy percent of the class felt that some time should be spent on basic English.

Seventy-six percent felt that enough time was spent on Merchandising Math.

Eighty-four percent found the unit on Business Law beneficial.

Fifty-nine percent of the respondents were involved in the Co-op Program.

Fifty-five percent of the Co-op students felt that their Co-op training helped them very much since graduation; 45 percent felt it helped them a little.

Sixty-eight percent of the Co-op students stayed at their training stations after graduation.

Ninety-four percent of the 1975 graduates that responded felt that working in the school store was a worthwhile learning experience.

Thirty-two percent of the respondents had attended some type of training school since graduation. Eighty-four percent of those attending some type of training school were attending Northern Michigan University. Forty-two percent of the training school students were enrolled in a business curriculum.

Some students suggested that more realistic experiences like the school store and more field trips should be included in the course.

Forty-six percent of the students had comments but few had suggestions to improve the Business Department.

CHAPTER I

INTRODUCTION

Evaluation is necessary in vocational education programs in order to determine if the entry-level skill competencies are being met. A follow-up study was conducted for the 1973-1974 and 1974-1975 Distributive Education II course offered at Ishpeming High School, Ishpeming, Michigan, in the Ishpeming, Negaunee, N.I.C.E. Shared-Time Program.

With the information gathered from the survey, the objectives of the Distributive Education II course can be evaluated for their strengths and weaknesses.

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the 1973-1974 and 1974-1975 Distributive Education II course offered at Ishpeming High School, Ishpeming, Michigan, in the Ishpeming, Negaunee, N.I.C.E. Shared-Time Program.

Need for the Study

It is easy for an educator to keep doing what he has been doing in the past and not change; he just assumes he has been doing a good job. Information gathered from this survey could shed light on what should be continued, eliminated, or

added to the Distributive Education II Block program. This study could serve as a guide to the instructor to make improvements in the Distributive Education II Block course.

Follow-up studies of vocational programs are being financed by the State of Michigan through added cost monies.

The State of Michigan requires that follow-up studies be conducted on all secondary vocational graduates.

Definitions of Terms

The following definitions apply to this study:

Distributive Education II Block - A two-hour, vocationally reimbursed class with instruction in retailing related activities.

Ishpeming, Negaunee, N.I.C.E. Shared-Time Program - A program whereby students from Ishpeming, Negaunee, and Westwood share class, instructors, and equipment. Classes are in both Ishpeming and Westwood High Schools. They are designed in areas where the class size of one school would be too small and therefore the class would not be offered.

Limitations

This study has two limitations:

1. An 84 percent return of the questionnaire-opinionnaires was received.
2. The data gathered through the use of the questionnaire-opinionnaire is limited to the degree of accuracy of the respondents.

Delimitation

This study is delimited to include only the 1974 and 1975 graduates of Ishpeming, Negaunee, and Westwood High Schools who completed the Distributive Education II Block class offered at Ishpeming High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

Vocational Education

High school students should be given a salable entry-level skill in a vocation in which there is an employment demand. Since a larger proportion of high school graduates are entering the world of work right out of high school, a larger portion of educational monies should be spent on Vocational Education.

While cost may vary from state to state, it is commonly accepted that Vocational Education is expensive. The charges are irrefutable, but the cost can be justified by productive programs.¹

Vocational educators have a responsibility to the students that are not going to complete college and that is, namely, to provide them with entry-level skills in a vocation of their interest. The National Business Education Association has stated that its primary concern in Vocational Education is

. . . the development of skills, attitudes, and knowledges people need for "gainful" employment.²

¹Angelo C. Gilli, Sr., "A Personalized System of Vocational Education," American Vocational Journal, L (November, 1975), 37.

²O. J. Byrnside, "N.B.E.A.'s Position on Vocational Education Legislation," Business Education Forum, XXIX (May, 1975), 5.

In order that students receive these skills, attitudes, and knowledges which are needed for "gainful" employment, the instructor of a vocationally reimbursed program must in most states have special certification by the state in which he is teaching.

Thirty-eight states require special vocational certification for office or distributive education teachers of reimbursed programs.¹

The certification requirements vary greatly and some need revision.

Apparently, the existing certification requirements warrant a reevaluation in light of the needs of contemporary business educators.²

In order for a teacher to be vocationally certified in Michigan, one must have 4,000 hours or equivalent of related work experience in the vocational field he is teaching. With work experience, students

. . . realize that their teacher has probably participated in some if not most of the business areas discussed and speaks with facts rather than theoretical situations.³

The vocational programs must be realistic, and the teacher that is vocationally certified has the background to make this possible.

¹Jeanne J. Reeves, "A Study of Certification Requirements for Teachers of Federally Reimbursed Subjects in Business and Distributive Education on the Secondary and Postsecondary Levels in the Fifty States," Business Education Forum, XXX (October, 1975), 48.

²Kurt Eschermann, "Certification Requirements and Classroom Practice," Business Education Forum, XXXI (February, 1977), 13.

³Marilyn J. Eck, "Occupational Experience--A Business Teacher's Asset," Business Education Forum, XXIV (December, 1969), 30.

The number of students served in distributive education programs throughout the country is increasing rapidly.

Distributive education programs in the United States served 175,816 secondary students in 1968, and by 1975, the enrollment had increased to 353,208 secondary school students.¹

Vocational education is the answer to supplying the non-college bound students with entry-level employability skills.

Block-Time Instruction

Block-time classes are two regular class periods put back to back and the student enrolling in the class must sign up for both periods. This means that all students will be in the class for two consecutive periods. The vocational block-time approach is used in nearly all vocationally reimbursed programs.

The block-time approach to vocational classes provides flexibility in making the instruction individualized and realistic. Individualized instruction will:

- a. Provide for close teacher-student instructional relationships.
- b. Permit students to go at their own pace.
- c. Supplement regular group instruction with diagnostic procedures and very specific prescriptions for the over-individual student.

¹David C. Gardner and Richard J. Keefe, "Growth and Expansion of High School D.E. Programs," Business Education Forum, XXXI (October, 1976), 34.

d. Provide alternative instructional methods and/or alternative learning resources (material and media).

e. Recognize the need for detailed and immediate feedback to students.¹

This approach also enables a relationship to take place between the various needed skills within an occupation. Simulation and integration are two teaching methods which are used to make true learning experiences meaningful.

Adjustment from classroom to the business is an important element in block-time instruction.

Helping the student make the transition from the classroom into the business environment is the most difficult challenge each instructor faces. The end product of the curriculum in business education should satisfy three essential objectives:

- a. Entry-level skills
- b. Development skills
- c. Maturity development.²

Career planning is another area of great concern in block-time courses.

Students and their career goals should be the main elements in planning a viable business education curriculum.³

Not enough can be said about motivation; it is the key in block-time instruction.

Motivation is the key in block-time instruction. Motivation is essential because it imitates and gives

¹Jerry W. Robinson, "Is That All There is to Individualized Instruction?," Balance Sheet, LVI (September, 1974), 5.

²William J. Little, "A Businessman's View of Business Education," Balance Sheet, LVI (December, 1974-January, 1975), 160.

³Robert Poland, "Who Is Accountable?," Balance Sheet, LVI (November, 1974), 99.

direction to behavior which is organized to attain a goal.¹

With motivation, objectives play a key role.

Objectives can communicate to students not only the expected performance but also the means of evaluation.²

Decision-making skill leads to success and

To develop decision-making skill in students should be a purpose of every teacher.³

Adjusting to student needs in block-time courses will be beneficial to students.

Business education is at its best only when it adjusts to student needs.⁴

Review of Related Follow-Up Studies

Several follow-up studies in business education have been conducted on the secondary level. Follow-up studies are a valuable tool to business educators in keeping abreast of the real world of work. The demands of the business world are changing and business educators must keep their programs relevant. Follow-up surveys meet this need as they serve as an excellent media program for revision and evaluation.

¹Jerry W. Robinson, "Is That All There is to Individualized Instruction?," Balance Sheet, LVI (September, 1974), 5.

²Aleene A. Cross, "How to Make Evaluation a Learning Process," American Vocational Journal, L (November, 1975), 34.

³Ibid.

⁴Sister Carolyn Severino, "Business Education in the Academic High School," Business Education Review, XXII (Spring, 1971), 47.

Follow-up studies enable the teacher to see whether or not former students were adequately prepared for entry-level employment and also for advancement in that occupation.

Several follow-up studies were found in the areas of Office Occupations and Co-op Programs. Only one follow-up study of high school graduates of a distributive education program was found. This was a follow-up study of distributive education graduates from Mound High School in Mound, Minnesota, conducted by Patrick A. Furlong. His findings included:

- a. The majority of Mound High School distributive education graduates still live in the Mound-Westonka area.
- b. The percentage of married females is much greater than the percentage of married males.
- c. Mound High School distributive education graduates remain in distributive occupations in about the same percentage as do graduates of other distributive education programs, this figure being just under 50 percent.
- d. Since graduation from high school, the majority of the distributive education graduates have had three or fewer employers; the three main reasons for job changes were more pay, more personal satisfaction, and a return to school to further their education.
- e. Forty-seven percent of the 92 respondents indicated that the distributive education program did a good-to-excellent job preparing them for their present employment.
- f. Eighty-three percent of the distributive education graduates employed full time are satisfied to well-satisfied with their job and occupational field.
- g. The majority of the respondents considered satisfaction from work itself to be the most important aspect of a job.¹

¹Patrick A. Furlong, "A Follow-Up Study of Mound High School Distributive Education Graduates (1967-1972)," Business Education Forum, XXX (October, 1975), 36.

In order to have meaningful, realistic vocational programs, follow-up studies must play an important role.

CHAPTER III

PROCEDURES

The procedures in conducting this follow-up study are enumerated below:

1. The topic of the study was approved by the researcher's Graduate Advisor at Northern Michigan University in June, 1976.

2. The Ishpeming High School Principal and Shared-Time Director were contacted to discuss the need and value of the study to be conducted.

3. A review of related literature was conducted at the Northern Michigan University Library, Northern Michigan University Business Education Department Library, and from personal professional books and periodicals.

4. Addresses of the 1974 and 1975 graduates who were former students in the Distributive Education II Class were secured.

5. A three-page questionnaire-opinionnaire and a cover letter were constructed and submitted for approval to the Graduate Advisor at Northern Michigan University on June 18, 1976. The survey instrument and cover letter were approved.

6. A second cover letter was constructed for those graduates that did not respond to the first mailing. This second letter was submitted for approval to the Graduate Advisor at Northern Michigan University on July 15, 1976. The second cover letter was approved.

7. The three-page questionnaire-opinionnaire was typed on stencils and duplicated on the mimeograph machine. (See Appendix, pages 37-39.)

8. The cover letters and the follow-up letters were individually typed. (See Appendix, pages 40-41.)

9. The questionnaire-opinionnaire and cover letters were mailed on June 25, 1976, to 44 former students.

10. During the next three weeks, 24 replies (55 percent) were received.

11. A follow-up letter and a copy of the questionnaire-opinionnaire were mailed on July 19, 1976, to 20 former students.

12. During the next two weeks, 13 replies were received, bringing the total response to 84 percent.

13. The results of the questionnaire-opinionnaire were compiled. A number count and a percentage figure were used to summarize the findings of the study.

CHAPTER IV

FINDINGS OF THE STUDY

An attempt was made by the writer to obtain information from former graduates of the Distributive Education II Class about their experiences since graduation and particularly those experiences including occupations in the field of retailing.

Of the 44 questionnaire-opinionnaires sent, 42 (95 percent) lived in the three school districts, Ishpeming, Negaunee, and N.I.C.E., that make up the Shared-Time Program. The other two (5 percent) live outside the state.

The Distributive Education II Class graduates that responded to the questionnaire-opinionnaire consisted of 21 Ishpeming students (57 percent), 13 Negaunee students (35 percent), and 3 Westwood students (8 percent). See Table 1.

TABLE 1
HIGH SCHOOL GRADUATED FROM
BY FORMER DISTRIBUTIVE EDUCATION II STUDENTS

High School	Number	Percent*
Ishpeming	21	57
Negaunee	13	35
Westwood	3	8

*In this table and others to follow, percents are rounded to the nearest whole number.

The Distributive Education II Class respondents consisted of 29 female students (78 percent) and 8 male students (22 percent). See Table 2.

TABLE 2
SEX OF THE FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Sex	Number	Percent
Female	29	78
Male	8	22

Distributive Education II Class respondents consisted of 19 married (51 percent) and 18 single (49 percent). See Table 3.

TABLE 3
MARITAL STATUS OF THE FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Marital Status	Number	Percent
Married	19	51
Single	18	49

The employment status of the former Distributive Education students was that 17 were employed full time (46 percent) and 4 were employed part time (11 percent). Three were full-time students plus employed (8 percent) and 2 were part-time students plus employed (5 percent). One was a full-time student (3 percent) and 6 (16 percent) were housewives

not seeking employment. Four respondents were unemployed and seeking employment (11 percent). See Table 4.

TABLE 4
PRESENT STATUS OF FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Present Status	Number	Percent
Employed full-time	17	46
Employed part-time	4	11
Full-time student plus employed	3	8
Part-time student plus employed	2	5
Full-time student	1	3
Housewife and not seeking employment	6	16
Unemployed and seeking employment	4	11
Other	..	..

Thirty-five (95 percent) of the former Distributive Education II Class were employed since graduation. Nineteen (54 percent) were employed in retail sales, 8 (23 percent) in a service business, and one at each of the following businesses: Northern Michigan University; Lake Shore, Inc.; Norlite Nursing Home; Cleveland Cliffs; Edward Holman, D.D.S.; Palmer Nursing Home; L. S. & I. Railroad; and Ishpeming, Negaunee, N.I.C.E. Community Schools (3 percent each). See Tables 5 and 6 below and on page 16.

TABLE 5
EMPLOYERS OF FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Employer	Number	Percent
Mike's Party Store	3	9
Beauchamp's Appliance	2	6

TABLE 5--Continued

Employer	Number	Percent
Ace Hardware	2	6
First National Bank of Negaunee	2	6
Ishpeming, Negaunee, N.I.C.E. Community Schools	1	3
Economy Fire and Casualty Insurance Company	1	3
Paul's Jewelry	1	3
Holiday Gas Station	1	3
L. S. & I. Railroad	1	3
Negaunee I.G.A. Foodliner	1	3
T. W. Maki Insurance Agency	1	3
Style Shop	1	3
H. W. Gossard	1	3
Palmer Nursing Home	1	3
K-Mart	1	3
Edward Holman, D.D.S.	1	3
Vogue	1	3
Cleveland Cliffs	1	3
Norlite Nursing Home	1	3
W.U.P.Y. Radio	1	3
Lake Shore, Inc.	1	3
W.J.P.D. Radio	1	3
Northern Michigan University	1	3
Dr. Denim and Mr. Hide	1	3
I.G.A. Food Store	1	3
Johnson Drug Store	1	3
U.P. Novelty	1	3
Joseph's Supermarket	1	3
Investors Diversified Services	1	3
Senske's Grocery	1	3

TABLE 6

TYPE OF BUSINESS EMPLOYED IN BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Employer Type	Number	Percent
Retail Sales	19	54
Service	8	23
Wholesale	..	..
Other	8	23

The length of employment with present employer by former Distributive Education II graduates was varied with 20 graduates (62 percent) being one year or more, 4 (13 percent) working 3-12 months, and 8 (25 percent) working 0-3 months. See Table 7.

TABLE 7

NUMBER OF MONTHS WORKED FOR PRESENT EMPLOYER
BY FORMER DISTRIBUTIVE EDUCATION II STUDENTS

Months Worked for Present Employer	Number of Students	Percent
1 year or more	20	62
3-12	4	13
0-3	8	25

Nine (26 percent) former Distributive Education II graduates worked more than two years when all employers were added together, 17 (49 percent) worked 1-2 years, 5 (14 percent) worked a total of 3-12 months, and 4 (11 percent) worked 0-3 months. See Table 8.

TABLE 8

NUMBER OF MONTHS WORKED FOR ALL EMPLOYERS
SINCE GRADUATION BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Months Worked for All Employers	Number of Students	Percent
over 2 years	9	26
1-2 years	17	49
3-12	5	14
0-3	4	11

Twenty-one (60 percent) of the former Distributive Education II graduates had one employer since graduation, 10 (28 percent) had two employers, 3 (9 percent) had three employers, and 1 (3 percent) had 4 employers. None had more than four employers. See Table 9.

TABLE 9

TOTAL NUMBER OF EMPLOYERS SINCE GRADUATION BY
FORMER DISTRIBUTIVE EDUCATION II GRADUATES

Number of Employers	Number	Percent
1	21	60
2	10	28
3	3	9
4	1	3
more than 4	..	..

The number of hours worked per week by former Distributive Education II students varied from 7 (20 percent) with 41 plus hours to 1 (4 percent) with less than 10 hours. There were 4 (11 percent) working between 11-20 hours, 5 (14 percent) working between 21-30 hours, and 18 (51 percent) working 31-40 hours per week. See Table 10.

TABLE 10

APPROXIMATE HOURS WORKED PER WEEK BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Hours Worked	Number	Percent
41 plus	7	20
31-40	18	51
21-30	5	14
11-20	4	11
10 or less	1	4

The present hourly rate of pay of former Distributive Education II students varied from 13 (37 percent) earning between \$2.00 and \$2.49 and 6 (17 percent) earning \$3.50 or more, with 10 (29 percent) earning between \$2.50 and \$2.99, and 5 (14 percent) earning between \$3.00 and \$3.49 per hour. One (3 percent) former student was self-employed and could not indicate an hourly wage. See Table 11.

TABLE 11
PRESENT HOURLY RATE OF PAY OF FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Rate Per Hour	Number	Percent
\$2.00-\$2.49	13	37
\$2.50-\$2.99	10	29
\$3.00-\$3.49	5	14
\$3.50 or more	6	17
Self-employed	1	3

Nineteen (54 percent) former Distributive Education II students were satisfied in their present position, 15 (43 percent) were somewhat satisfied and 1 (3 percent) was not satisfied. See Table 12.

TABLE 12
JOB SATISFACTION OF FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Satisfied	Number	Percent
Yes	19	54
Somewhat	15	43
No	1	3

Twenty-one (60 percent) former Distributive Education II students responded that they used the cash register on the job, 17 (49 percent) used a ten-key adding machine, 7 (20 percent) used a calculator, 6 (17 percent) used a typewriter, 4 (11 percent) used a copier, 2 (6 percent) used a savings and loan machine, and 1 (3 percent) used each of the following machines: machine transcriber, proof machine, bookkeeping machine, change counter, change roller, marking machine, teletype, full-key adding machine, paint mixer, Micro-fische, sewing machine, and a postage meter. See Table 13.

TABLE 13
TYPES OF MACHINES USED ON JOB BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Machine	Number	Percent
Cash register	21	60
Ten-key adding machine	17	49
Calculator	7	20
Typewriter	6	17
Copier	4	11
Savings and loan machine	2	6
Machine transcriber	1	3
Proof machine	1	3
Bookkeeping machine	1	3
Change counter	1	3
Change roller	1	3
Marking machine	1	3
Teletype	1	3
Full-key adding machine	1	3
Paint mixer	1	3
Micro-fische	1	3
Sewing machine	1	3
Postage meter	1	3

The greatest number of former Distributive Education II students (13 students, 37 percent) secured their present em-

ployment by applying for the job. Finding employment through a relative was a close second with 11 students (32 percent). Five students (14 percent) found employment through a friend, 4 students (11 percent) through a teacher, and 2 students (6 percent) through a want ad. No students found employment through a school counselor or an employment agency. See Table 14.

TABLE 14
METHOD OF SECURING PRESENT EMPLOYMENT
BY FORMER DISTRIBUTIVE EDUCATION II STUDENTS

Method	Number	Percent
Applied	13	37
Relative	11	32
Friend	5	14
Teacher	4	11
Want ad	2	6

Twenty-four (69 percent) former Distributive Education II graduates are working 0-5 miles from the high school from which they graduated, 5 (14 percent) are working 6-10 miles, 4 (11 percent) are working 11-20 miles, and 2 (6 percent) were working more than 50 miles. See Table 15, page 22.

Question #17 asked whether the graduates considered Distributive Education II a valuable part of their high school education. There were 34 "yes" answers (92 percent) and 3 "no" answers (8 percent).

Question #18 asked whether the graduates would choose the Distributive Education II Class again as a high school

senior. There were 34 "yes" responses (92 percent) and 3 "no" responses (8 percent).

TABLE 15

NUMBER OF MILES PRESENT EMPLOYMENT IS LOCATED
FROM HIGH SCHOOL GRADUATED FROM BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

Number of Miles	Number	Percent
0-5	24	69
6-10	5	14
11-20	4	11
21-50	..	..
50+	2	6

Question #19 asked whether the former Distributive Education II students would recommend the Distributive Education II Class to other high school students that plan to go into retailing after graduation. All 37 former Distributive Education II students responded "yes."

Question #20 asked whether the graduates felt that some time should be spent on basic English. There were 26 (70 percent) "yes" responses and 11 (30 percent) "no" responses.

Most of the former Distributive Education II graduates, 28 (76 percent), felt that enough time was spent on Merchandising Math while 9 (24 percent) felt that not enough time was spent on Merchandising Math.

Thirty-one (84 percent) former Distributive Education II graduates found the unit on Business Law beneficial while 8 (16 percent) did not.

Twenty-two (59 percent) of the respondents were involved in the Co-op Program while 15 (41 percent) were not involved in the program. See Table 16.

TABLE 16

FORMER DISTRIBUTIVE EDUCATION II STUDENTS WHO
WERE CO-OP STUDENTS WHILE IN HIGH SCHOOL

Were Co-op Students	Number	Percent
Yes	22	59
No	15	41

Most of the former Co-op students, 12 (55 percent), felt that their Co-op training helped them since graduation very much, 10 (45 percent) felt it helped a little. All felt the experience was helpful. See Table 17.

TABLE 17

EVALUATION OF CO-OP EXPERIENCE BY
FORMER DISTRIBUTIVE EDUCATION II STUDENTS

Value of Co-op Training	Number	Percent
Very much	12	55
A little	10	45
Not at all	..	..

Fifteen of the former Co-op students (68 percent) continued to be employed at their training stations after

graduation. Three students (14 percent) were employed for 1-3 months, 2 (9 percent) for 4-6 months, 4 (18 percent) for 7 months to 1 year, and 6 (27 percent) for 1-2 years. Seven (32 percent) students did not continue to work at Co-op training stations after graduation. See Table 18.

TABLE 18
 LENGTH OF EMPLOYMENT AT CO-OP TRAINING STATION
 AFTER GRADUATION BY FORMER
 DISTRIBUTIVE EDUCATION II CO-OP STUDENTS

Months of Employment	Number	Percent
None at all	7	32
1-3	3	14
4-6	2	9
7-12	4	18
12-24	6	27

All the respondents to the survey felt that the Co-op Program should be continued.

Question #27 was to be answered by the 1975 graduates only since there was not a school store during the 1973-1974 school year. Seventeen former 1975 Distributive Education II graduates (94 percent) felt that working in the school store was a worthwhile learning experience. One (6 percent) felt it was not.

Question #28 asks, "Have you attended college or any other training school since graduation?" Twelve students (32 percent) responded "yes" to the question. Twenty-five students (68 percent) responded "no" to the question.

Ten (84 percent) of the former Distributive Education II students attended Northern Michigan University, one (8 percent) attended Western Michigan University, and one (8 percent) attended Citizens Insurance School. See Table 19.

TABLE 19

SCHOOLS ATTENDED BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS SINCE GRADUATION

School	Number	Percent
Northern Michigan University	10	84
Western Michigan University	1	8
Citizens Insurance School	1	8

The types of programs enrolled in by former Distributive Education II students were four-year programs, 5 students (42 percent), two-year programs, 4 students (33 percent), and 3 students (25 percent) indicated other programs. See Table 20.

TABLE 20

TYPE OF EDUCATIONAL PROGRAM ENROLLED IN BY
FORMER DISTRIBUTIVE EDUCATION II STUDENTS

Type of Program	Number	Percent
Four-year	5	42
Two-year	4	33
Other	3	25

Question #31 asked what the majors and minors were of the former Distributive Education II students. Five (42 percent) students indicated business subjects as being either a major or minor. Six (50 percent) students had the following majors, one in each: Mass Communication, Practical Nursing, Dietetics, Philosophy, Sociology, and Physical Education. One (8 percent) student was undeclared.

The last question of the questionnaire-opinionnaire asked for recommendations or suggestions about the types of units former Distributive Education II students felt should be added to the Distributive Education Block or to the Business Department in general. Selected comments were as follows:

1. I feel that Business Math and English were very helpful when applying for work.
2. A unit on a realistic way to meet and greet the public or your customers.
3. In any job that involves customers' money, being good at math is essential (the change-making drills were very good for this).
4. A little bit more specialization, such as going into particular types of selling, maybe. A little more practical things like the experience we got from the school store.

See Appendix page 42 for a complete listing of all comments made by former Distributive Education II students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine how effectively the Vocational, Block-Time Distributive Education II Class of the Ishpeming, Negaunee, N.I.C.E. Shared-Time Program had prepared its former students in their experience in the outside world. A three-page questionnaire-opinionnaire was sent to all 44 graduates of the 1974 and 1975 Distributive Education II Classes. Students were asked to complete the form giving facts about their present employment and educational status. They were also asked for their opinions about the units covered in the Distributive Education II Class and the Business Department in general. A return of 37 replies (84 percent) was received.

Regarding marital status, 51 percent were married, and 49 percent were single.

Forty-six percent of the graduates were employed full time and 16 percent were housewives not seeking employment. Eleven percent were working part time and 11 percent were unemployed and seeking employment. Eight percent of the graduates were full-time students plus employed and five percent were

part-time students plus employed. Three percent of the graduates were full-time students.

Ninety-five percent of the graduates were employed at some time since graduation. Fifty-four percent were employed in retail sales, 23 percent in some service type business, and 23 percent in a non-related occupation.

Sixty-two percent of the employed graduates worked for their present employer more than one year, 13 percent worked between 3 and 12 months, and 25 percent worked less than three months with their present employer.

When all employment since graduation was totaled, 49 percent worked between one and two years, 26 percent over two years, 14 percent three to 12 months, and 11 percent worked less than three months.

Sixty percent of the employed graduates had one employer, 28 percent had two, 9 percent had three, and 3 percent had four employers.

Fifty-one percent of the employed graduates worked 31 to 40 hours per week, 20 percent worked 41 plus hours, 14 percent worked 21-30 hours, 11 percent worked 11-20 hours, and 4 percent worked 10 or less hours per week.

Thirty-seven percent of the students earned between \$2.00 and \$2.49 per hour, 29 percent between \$2.50 and \$2.99, 14 percent between \$3.00 and \$3.49, and 17 percent earned more than \$3.50 per hour. One was self-employed and did not have an hourly rate.

Most of the employed graduates (54 percent) were satisfied in their present position, 43 percent were somewhat satisfied, and 3 percent were not satisfied.

The most commonly used machine used by former graduates on their job was the cash register (60 percent); the ten-key adding machine was close behind with 49 percent. Twenty percent used a calculator and 17 percent, a typewriter.

The most common method of securing employment was through application (37 percent). Thirty-two percent secured their employment through a relative with 14 percent through a friend, 11 percent through a teacher, and 6 percent through a want ad.

Most of the former graduates (69 percent) are working between 0-5 miles from the high school from which they graduated. Fourteen percent work 6-10 miles away, 11 percent work 11-20 miles away, and 6 percent work over 50 miles from their high school.

Ninety-two percent considered the Distributive Education II Class a valuable part of their high school education.

Of the 37 returned surveys, 92 percent would take the Distributive Education II Class again.

All of the students surveyed would recommend the Distributive Education II Class to other high school students planning on going into retailing.

Seventy percent of the class felt that some time should be spent on basic English.

Seventy-six percent felt that enough time was spent on Merchandising Math.

Eighty-four percent found the unit on Business Law beneficial.

Fifty-nine percent of the respondents were involved in the Co-op Program.

Fifty-five percent of the Co-op students felt that their Co-op training helped them very much since graduation; 45 percent felt it helped them a little.

Sixty-eight percent of the Co-op students stayed at their training stations after graduation.

Ninety-four percent of the 1975 graduates that responded felt that working in the school store was a worthwhile learning experience.

Thirty-two percent of the respondents had attended some type of training school since graduation. Eighty-four percent of those attending some type of training school were attending Northern Michigan University. Forty-two percent of the training school students were enrolled in a business curriculum.

Some students suggested that more realistic experiences like the school store and more field trips should be included in the course.

Forty-six percent of the students had comments but few had suggestions to improve the Business Department.

Conclusions

The results of this study show that most of the former Distributive Education II students were employed in retail sales and were satisfied in their positions. A small number attended college as a full-time student. Most of those that did go to college chose Northern Michigan University to continue their studies in business.

Former students had most success at securing employment by applying for their jobs. The assistance of a relative was also an important factor.

Students considered the Distributive Education II Class a valuable part of their high school education and would recommend the class to other high school students planning on going into retailing.

Most of the students stayed with the same employer for over one year, and most only had one employer since graduation.

Most of the students are earning less than \$3 per hour in their positions.

All of the former students felt that the Co-op Program should be continued.

Those students involved in the Co-op Training Program found the training helped them very much since graduation.

Most students continued to work at their Co-op stations after graduation.

Most of the students are using a cash register and a ten-key adding machine at their place of employment.

Former students are working near the high school from which they graduated.

Time should be spent on basic English in the Distributive Education II Class. Enough time seems to be spent on Merchandising Math.

Most of the students felt that the Business Law unit was beneficial.

Working in the school store was a worthwhile learning experience.

It can be concluded from the findings of this study that most students were satisfied with the instruction they received. Most students were adequately prepared for employment. The Distributive Education II Class did, in fact, provide entry-level skills that will help students obtain and hold a position in today's competitive job market.

Recommendations

The Distributive Education II Class has prepared students for the work world by providing the necessary entry-level skills that will enable its graduates to find and hold jobs. To keep informed as to what the entry-level skills are, the instruction in the Distributive Education II Class must be meaningful.

Based on the findings and conclusions of this study, the following recommendations are offered:

1. Follow-up studies should be conducted to obtain current information on necessary improvements.
2. More time should be spent on basic English skills.
3. A greater effort should be made to place more students in Co-op training stations.
4. The instruction should be more individualized to allow students to concentrate in their areas of interest.
5. A placement service should be available to help students that are not going to college.
6. More field trips should be conducted to observe actual situations.
7. More time should be spent in the class on customer relations and in the handling of complaints.

APPENDIX

MAILING LIST

Karen Banfield
140 Excelsior Street
Ishpeming, Michigan

Margaret Beauchamp
764 Palms Avenue
Ishpeming, Michigan

Mike Beauchamp
764 Palms Avenue
Ishpeming, Michigan

Linda Bourdage
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Negaunee, Michigan

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Ishpeming, Michigan

Sue Doll
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National Mine, Michigan

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Crystal, Minnesota

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145 Tulip
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Mary Toivonen
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Steve Vidlund
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Paul Waters
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Ishpeming, Michigan

Debbie Widuch
321 Kanter Street
Negaunee, Michigan

Lori Wing
Rt. 1, Box 176
Champion, Michigan

FOLLOW-UP STUDY OF THE 1974 AND 1975 GRADUATES
OF THE DISTRIBUTIVE EDUCATION BLOCK CLASS
AT ISHPEMING, MICHIGAN, HIGH SCHOOL

Please fill out completely and return to:

Mr. John Tripp
Rt. 1, Box 30 A
Ishpeming, MI 49849

1. From what high school did you graduate? Ish. ___ Neg. ___ West. ___
2. Male ___ Female ___
3. Single ___ Married ___
4. I am presently: (Check only one.)
 - ___ a. employed full time
 - ___ b. employed part time
 - ___ c. full-time student plus employed
 - ___ d. part-time student plus employed
 - ___ e. full-time student
 - ___ f. housewife not seeking employment
 - ___ g. unemployed and seeking employment
 - ___ h. other _____
5. If you were ever employed since graduation, answer the following. If not, skip to question #17.
6. Name of business where most recently employed _____.
7. Type of business: Service ___ Retail Sales ___
Wholesaler ___ Other ___
8. Length of employment with present employer 0-3 mo. ___
3-12 mo. ___
1 year or more ___
9. Total length of employment with all employers added together since graduating 0-3 mo. ___
3-12 mo. ___
1-2 years ___
over 2 years ___
10. How many employers have you worked for since graduation?
___ 1 ___ 2 ___ 3 ___ 4 ___ more than 4

11. Approximate number of hours per week worked with most recent employer
 ___ 10 or less ___ 11-20 ___ 21-30 ___ 31-40 ___ 41 plus
12. Rate per hour with most recent employer
 ___ \$2.00-2.49 ___ \$2.50-2.99 ___ \$3.00-3.49
 ___ \$3.50 or more
13. Do you find that you are satisfied in your present position?
 ___ Yes ___ Somewhat ___ No
14. List the types of machines you have used in your work.
 Example: Cash register, ten-key adding machine, calculator

15. How did you find your present job?
 ___ School counselor
 ___ Friend
 ___ Employment agency
 ___ Relative
 ___ Teacher
 ___ Want Ad
 ___ Other
16. Number of miles of most recent location from high school from which you graduated?
 ___ 0-5 ___ 6-10 ___ 11-20 ___ 21-50 ___ More than 50
17. Did you consider the Distributive Education Block a valuable part of your high school education? ___ Yes ___ No
18. If you were going to be a senior next year, would you take the Distributive Education Block? ___ Yes ___ No
19. Would you recommend the Distributive Education Block to other high school students that plan to go into retailing after graduation? ___ Yes ___ No
20. Do you feel that some time should be spent on basic English review in the Distributive Education Class? ___ Yes ___ No
21. Was enough time spent on merchandising math? ___ Yes ___ No
22. Did you find the business law unit that was covered in the Distributive Education Class beneficial? ___ Yes ___ No

- 23. Were you involved in the co-op program? Yes No
- 24. If so, do you feel this co-op training helped you since graduation?
 very much a little not at all
- 25. How long did you continue on your co-op job after graduation?
 Not at all 1-3 mo. 3-6 mo. 7 mo.-1 yr. 1-2 yrs.
- 26. Do you feel the co-op program should be continued? Yes No
- 27. (1975 graduates only) Did you find working in the school store a worthwhile learning experience? Yes No
- 28. Have you attended college or any other training school since graduation? Yes No If no, go to question #32.
- 29. What school did you attend? _____
- 30. What type of program did you enroll in?
4-year _____
2-year _____
other _____
- 31. What was your Major _____ Minor _____
- 32. Please make any recommendations or suggestions about the types of units you feel should be added to the Distributive Education Block, or to the business department in general.

Ishpeming ⁴⁰High School
320 East Division Street
ISHPEMING, MICHIGAN 49849
Telephone 906 - 486-6621

Richard L. Wachter
Principal

Bruno Marana
Assistant Principal

June 25, 1976

Dear

I am conducting a follow-up study to learn what you and other members of your class have been doing since you graduated from high school one year ago.

Everyone in the 1974-75 distributive education class is being mailed the enclosed questionnaire. Please answer every question the best you can. Your answers will help me improve the distributive education course for future students. If you have any additional comments, please feel free to write them down on the back of the questionnaire.

I appreciate your time and effort in returning the completed questionnaire in the enclosed stamped and addressed envelope as soon as possible.

Stop in at the Apple Korp during the next school year for a visit. Thank you and have a nice summer.

Sincerely,

John W. Tripp
Business Teacher

JT:rc

Enclosures 2

Richard L. Wachter
Principal

41
Ishpeming High School
320 East Division Street
ISHPEMING, MICHIGAN 49849
Telephone 906 - 486-6621

Bruno Marana
Assistant Principal

July 19, 1976

Dear

On June 25 you were sent a questionnaire concerning the Distributive Education Class you completed at Ishpeming High School. This information on your experiences and feelings is needed so that I may evaluate the effectiveness of the class.

You are one of the few who have not yet returned the questionnaire. Enclosed is another questionnaire in case the first one was misplaced. Please answer as many questions as you can, and drop it in the mail today.

Thank you for your cooperation and enjoy the rest of the summer.

Sincerely,

John W. Tripp
Business Teacher

JT:rc

Enclosure

COMMENTS AND RECOMMENDATIONS BY FORMER
DISTRIBUTIVE EDUCATION II STUDENTS

1. You should include more toward customer relations.
2. A little bit more specialization, such as going into particular types of selling. Maybe a little more practical things like the experience we got from the school store.
3. The instructor should put a larger emphasis on business English and business math. The D.E. Block was very valuable to me since graduation, but I wish I had taken a clerical block as well. The training I acquired in the Apple Korp helped me immensely with my present job. I received a raise and promotion because of my experience working with people and having the responsibility of handling money. The Distributive Education Block has been a great asset to me in my new life style. I would definitely recommend the D.E. Class, and Mr. Tripp, to any future senior. I really don't feel as though I could have achieved this much out of the D.E. Class if it were taught by anyone else. Mr. Tripp is truly one of the finest teachers I have ever had in my entire 13 years of school. He was not only an instructor, but a friend as well.
4. Put more stress on the fact that Dist. Ed. is for those who plan to go into any BUSINESS field after graduation. Also, more business law would have been interesting and helpful for everyone.
5. Nursing and construction/building for both girls and guys. I enjoyed the Business Block, and have found many uses for it since.
6. There should have been more business law.
7. I thought the class was very beneficial as it was. I enjoyed the class more than any class I had had. The Business Law unit was very good even though it would be pretty unlikely that you would need it as experience working in a store.

8. I think everything was covered pretty well, except we spent a little too much time on business law.
9. I feel that Bus. Math and English were very helpful when applying for work. Also I think every high school graduate will benefit by having at least one year of typing. I feel that field trips were very beneficial in learning retailing. Our class went on quite a few--some good, some bad. Talking to the different retailers on projects was very interesting.
10. I think a big thing for a clerk is being able to communicate with the public--right approach and not to let the customer feel they're being pushed. You learn a lot from experience with machines, more than a book. I think the store (school) was a great idea for the students to learn.
11. A unit on a realistic way to meet and greet the public or your customers. Maybe a unit on handling complaints and how to react.
12. I have to say I did not like the book. Too much was done by the book and not by experience. I felt the business trips were worthwhile and also town trips. That way you can see for yourself and not from reading. One more thing, I don't feel that the employer should take advantage of students being that they are young. Students work very well sometimes and I feel they should get paid for their work. I was on this job for 5 years till I quit because I received below minimum till the end and considering the responsibilities of management of the store and complete control. Sometimes I've worked many hours overtime. My wages were \$2.10 an hour. Period. Being an adult, I cannot live on this.
13. I think this class would be helpful to people who would like to go to college. I have tried for many jobs but it's just too hard to get them. I think you would have a better chance if you had a college degree. But I truly enjoyed the fun we had in the store.
14. In my experiences and job positions since graduation, I did not have much opportunity

to use the skills taught to me in the D.E. course. However, I feel the course is much needed and gives students the opportunity to better their knowledge in the business world.

15. I think more time should be spent on Math. In any job that involves customers' money, being good at Math is essential. (The change making drills were very good for this.) The time we spent on business machines was enough time. I think everyone should work in the Apple Korp if they plan on doing a job that involves customers and accuracy with money. Everyone that works in the store should wait on people, not just a couple. This was very beneficial for me and my work.
16. I think there should be more of a chance to get into the type of work the student prefers. More training in a specific field.

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