

California State University, Fresno

Agricultural Education Graduate Follow Up Survey

Spring 2012

Technical Competency Scale (Table 1)

The purpose of this scale was to measure the effectiveness of the agricultural coursework in preparing graduates to teach the core areas of agriculture. Based on the courses completed at Fresno State, participants indicated their perceived level of preparation by selecting the appropriate number using a 1 to 5 Likert-type scale: 1 = Not Prepared, 2 = Less than Adequately Prepared, 3 = Adequately Prepared, 4 = More than Adequately Prepared, and 5 = Well Prepared. Respondents were also asked to indicate N/A if they completed coursework at another institution or if their catalog did not require coursework in a given area, such as Natural Resources which was not required until 2003-2004.

Table 1. Summary of participants level of preparedness on the Technical Competency Scale

Core Agriculture Area	n	Mean	SD
Animal Science	13	4.42	.79
Plant Science	13	3.67	.89
Agriculture Mechanics	13	3.46	1.33
Ornamental Horticulture	13	3.42	1.08
Agricultural Economics/Business	13	2.69	.85
Natural Resources/Forestry	13	2.08	1.00

Professional Competency Scale (Table 2)

The purpose of this scale was to measure the effectiveness of the Agricultural Education coursework in preparing graduates to teach and perform the responsibilities of an agriculture teacher. Based on the Agricultural Education courses completed at Fresno State, participants indicate their perceived level of preparation to perform or teach by selecting the appropriate number using a 1 to 5 Likert-type scale: 1 = Not Prepared, 2 = Less than Adequately Prepared, 3 = Adequately Prepared, 4 = More than Adequately Prepared, and 5 = Well Prepared.

Table 2. Summary of participants level of preparedness on the Professional Competency Scale

Agricultural Education Competency	n	Mean	SD
Teaching agriculture subjects	12	4.67	.65
Teaching FFA Unit	12	4.33	.89
Supervising FFA activities	12	4.25	.97
Participation in your professional associations	12	4.08	.90
Teach SAE unit	12	4.00	.85
Determine appropriate content for Ag. courses you teach	12	3.83	1.03
Utilize technology as a resource/teaching aid	12	3.42	.90
Teaching agricultural mechanics	12	3.42	1.44
Supervise school farm facilities	12	3.33	.98
Implement "Program Standards" in the management of an Ag. program	12	3.17	.83
Prepare for an Incentive Grant Review	12	2.75	.97

Summary of General Information

The respondents indicated a mean of 2.85 years of agriculture teaching experience (n = 13, SD = 1.46). Responses ranged from one to seven years. Of the 13 respondents, 100% reported having a Bachelor's degree in Agricultural Education. Of the 13 respondents, 100% received their Bachelor's degree at California State University, Fresno.

Summary of Opened Comments and Suggestions

I felt very well prepared. I think more instruction in classroom discipline would be beneficial.

The only Ag. Mechanics course I learned anything in was Diesel Engines, because I had it with Ken Heupel. Dr. Alex was unknowledgeable and anything we did was done the wrong way. Because of this bad experience as his student I feel beyond unprepared to ever teach Ag. Mechanics. As long as he is still teaching teachers, their success in Ag. Mechanics will be limited. In the area of plant science, I felt very well prepared and had many great professors like Dr. Bushhoven and Dr. Roberts who I still feel I can call upon to this day!!

I would like to have had more science classes required. Especially since ag. education has had to change to be more science based.

Soil science and California Fruit Tree courses should be directed more towards aged majors if students are required to take it, otherwise don't require it.