Agricultural Communication Transfer Student Guide

The development of a brochure to guide any student entering the Agricultural Communication major at California Polytechnic State University, San Luis Obispo.

A Senior Project
Presented to the Faculty of the Agricultural Education & Communication Department
California Polytechnic State University, San Luis Obispo

In partial fulfillment of the Requirements for the degree
Bachelor of Science

By
Carly Victoria Boudreau

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ABSTRACT
The purpose of this project was to create a brochure students will use as an informational tool that would in turn make them successful in the agricultural communication major.

The final product was a brochure designed to provide information that will guide students from when they are accepted into Cal Poly agriculture communication major until they graduate. Areas of focus include advising, involvement, opportunities, internship, and graduation requirements.
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Chapter One

Introduction

A smooth transfer pathway is key to a student’s success when transferring from a community college to a four-year university. Transfer students make up a large population of students who are currently attending a four-year university. California Polytechnic State University, San Luis Obispo offers many resources to students to help guide them to a degree such as advising, tutoring, workshops, curriculum catalogs, and curriculum flowcharts. However, the agricultural communication major does not provide a single document including all the resources and opportunities made available to the student in one readily available pamphlet. Instead, the student must hunt down various faculty and research websites to find answers to questions or concerns they might have.

Due to this lack of a guide, transfer students become overwhelmed and have a harder time acclimating to their new rigorous curriculum and high expectations that a four-year university demands.

Statement of the Problem

Many students transferring into the agricultural communication major at Cal Poly are unaware of the resources and help they have offered to them through the College of Agriculture, Food, & Environmental Sciences (CAFES). Students become confused as to where they can get help and guidance from faculty when needed. They also can be unaware of requirements that must be completed upon approval for graduation. In order for these students to become successful, a pamphlet needs to be created that will help guide them on the right path towards
graduation. This pamphlet will include information about different resources available to agricultural communication students along with where to find them on campus at Cal Poly. It will also contain tips on how to succeed at Cal Poly and list the requirements that must be met before the student is eligible for graduation.

**Importance of the Project**

The importance of this project is to help transfer students in the agricultural communication major succeed. This project benefits the agricultural industry because students will leave Cal Poly confident and qualified to enter into the industry as professionals. Students will benefit from this project because they will confidently know what is expected of them when meeting the requirements of the major and graduation and also where to find help if need be. Faculty will benefit along with students because they can easily distribute the pamphlet to students to help direct them in the right direction instead of printing out or writing down various information for them. Everything the student needs to know will be in one easy to read resource.

**Purpose of the Project**

The purpose of this project is to create a pamphlet that will help transfer students entering the agricultural communication major at Cal Poly become successful and well-informed students.

**Objectives of the Project**

The objectives of this project are to create and implement a pamphlet to help guide transfer students into the agricultural communication major by:

- Contacting faculty in the agricultural communication department and interview them asking how a student can become successful in this major
• Organizing and providing a brief explanation of the various club an agricultural communication student could get involved with

• Including information on where the student can seek advising or help such as the MAP Center and the Advising Center

• Listing graduation requirements for the agricultural communication major as well as Cal Poly requirements

• Providing agricultural communication degree curriculum flowcharts as well as curriculum for the updated catalog years

• Listing options for free tutoring available for students

• Finishing the pamphlet and publishing it for the 2015-2016 academic year for use in the agricultural communication major
Definitions of Important Terms

- Pamphlet- Informational guide

- CAFES- College of Agriculture, Food, & Environmental Sciences

- Cal Poly- California Polytechnic State University, San Luis Obispo, Calif.

- AGC- agricultural communication major

- Wordmark- A specific design for a written name of an organization that aids in recognition in the form of a graphic identity

- Typeface- A set of one or more fonts that share a common design feature

- CMYK- Cyan, magenta, yellow, and key (black)

- Pantone- Used for standard colors while printing

- Articulation Agreements- Agreements between community colleges and universities that match courses taken from one institution to correspond to a class at another institution

- Curriculum Flowcharts- Flowcharts designed to show the student the order the classes in a specific major are generally taken

- Adobe InDesign- A program used to design various applications such as pamphlets or newsletters

- Learn by Doing- Experience students get at Cal Poly by actively participating in hands on activities in and out of the classroom.
Summary

Transferring to a four-year university from a community college is a very confusing and frustrating time for a student. A student can become overwhelmed and stressed when they have no guide provided for them to reference. This project will help alleviate some of the stress and confusion by providing information to become successful on campus in one easy to use source. Students will be able to look at the pamphlet and find the information they need help with navigating their new campus and degree program. The pamphlet will list academic resources such as advising, and provide information on extracurricular ways the student can get involved. This guide will give the student an opportunity to be hands on in clubs and really allow them to have the full Learn by Doing experience of Cal Poly.
Chapter Two

Literature Review

The focus of this project is to create and implement a pamphlet to help guide transfer students in the agricultural communication major at California Polytechnic State University (Cal Poly). This pamphlet will include graduation requirements for Cal Poly along with the graduation requirements for the agricultural communication major. It will also include an introduction about the major, curriculum guidance, and outside class involvement opportunities. This chapter will focus on what design programs are best for creating a pamphlet, qualities of a useful pamphlet, students transferring to larger institutions, Cal Poly standards for use of color and graphics, and how guides in general assist students in understanding university majors.

Cal Poly Standards for Graphic and Visual Elements

According to the Cal Poly Style Guide & Identification Standards Manual, California State statute reserves the use of the names “California Polytechnic State University” and “Cal Poly” to the California State University System. In order to use either of these names on any document, written consent must come from the university. The manual states the wordmark must be included on the cover of all publications. The official watermark is pictured in Figure 1. The Cal Poly wordmark is protected by the Federal Trademark Registration, but can be used based on approval through Public Affairs (Cal Poly Style, 2012). Public Affairs can be reached at polynews@calpoly.edu or 805-756-6260.

“Official logos of colleges, departments, offices and other units of the University may also be used on communications from those entities, as long as the official Cal Poly logo is also included as the primary symbol. The Cal Poly wordmark should not be altered in any
way, nor should the subordinate mark or logo be combined with it.” (Cal Poly Style, 2012).

Requirements for the wordmark include a minimum clear space of the size of the small cap of the logo’s typeface, it is never allowed to be smaller than an inch in width, and it must not be combined with the university seal. The wordmark should appear in official Cal Poly colors and a solid white background is preferred. The Cal Poly college and department typeface must be Palatino. Palatino Bold is used for college, department or administrative entity. Secondary information such as college or unit uses Palatino Italic.

Cal Poly’s official colors must be used on all documents with the wordmark. The official colors are green and gold. In order to get the true color of the green and gold, Pantone or CMYK color codes must be used. This allows for the correct saturation of each color. For coated printed the requirements for Cal Poly Green is Pantone 7483C or CMYK 80-20-80-40 and Cal Poly Gold is Pantone 124 or CMYK 0-25-100-0.

Figure 1: Official Cal Poly wordmark

**Importance of Transfer Pathway**

Transfer students coming from a community college make up a large portion of students completing four-year degrees at universities. According to Stephen Handel, over 45 percent of students who go on to complete their bachelor’s degree in 2011-2012 started their college education at a community college (Handel, 2013). Handel also stated, “Of the seven states
producing more than 100,000 bachelor degree graduates, in five states (Arizona, California, Florida, Illinois, and Texas) 50 percent or more of these graduates began at community colleges.” The transfer process itself is exceedingly complex and will vary across different four-year institutions. Some courses may transfer from the community college to the four-year university and some may not. Depending on what university the student attends, the courses that will transfer changes. Articulation agreements between four-year universities and community colleges differ. This can cause confusion to the student when figuring out what they still need to take to get their four-year degree. Handel goes on to say, “The need for a robust and efficient transfer process will become ever more important, and it will serve the nation well to focus on this academic pathway while attempting to increase the number of students with bachelor’s degree.”

**Agricultural Communication Curriculum**

The Cal Poly Agricultural Communication major provides a sheet of all courses, major and general education required for the completion of a bachelor’s degree in the major. The student will follow the catalog of courses based on what year they enrolled in the major. The author included 2011-2013 information to assist in completing the curriculum. Curriculum sheets are catalog-specific and reflect all degree requirements for a given major (CAFES). These curriculum sheets are shown in Figure 2 and Figure 3. Flowcharts are also made available to students to show the general sequence of when these courses should be taken. According to the College of Agriculture, Food & Environmental (CAFES) advising center you must, “verify that you have catalog rights to the desired curriculum sheet. If you do not know your catalog rights, you can contact the Evaluations Office at 756-2396 or visit their window in the Administration Building, Room 222.” The flowchart for 2011-2013 is shown in Figure 5. Figure 4 shows the curriculum for the 2015-2017 catalog.
NOTE: This document can be used as a compact display of courses and other curricular requirements. The Degree Progress Report must be used to track students' progress in all degree requirements, throughout their Cal Poly career.

**Major Courses (38-39)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC 101 Orientation to Ag Communication</td>
<td>2</td>
</tr>
<tr>
<td>AGC 339 Internship in Ag Communication</td>
<td>4</td>
</tr>
<tr>
<td>AGC 507 Agricultural Publications</td>
<td>4</td>
</tr>
<tr>
<td>AGC 626 Presentation Meth in Ag Comm</td>
<td>3</td>
</tr>
<tr>
<td>AGED 404 Agricultural Leadership</td>
<td>3</td>
</tr>
<tr>
<td>AGED 460 Res Meth in Ag Ed &amp; Comm</td>
<td>1</td>
</tr>
<tr>
<td>AGED 661 Senior Project I</td>
<td>1</td>
</tr>
<tr>
<td>AGED 662 Senior Project II</td>
<td>1</td>
</tr>
<tr>
<td>BIS 111 or BIS 141 (B2/B4)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110 World of Chem (B1/B4)</td>
<td>4</td>
</tr>
<tr>
<td>COMS 301 Business &amp; Professional Comm</td>
<td>4</td>
</tr>
<tr>
<td>COMS 416 Intercultural Comm (USCP)</td>
<td>4</td>
</tr>
<tr>
<td>ECON 222 Microeconomics (GU)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 310 Corporate Communication</td>
<td>4</td>
</tr>
<tr>
<td>GRC 377 or JOUR 390</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 201 News Reporting &amp; Writing</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 205 Agricultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 312 Intro to Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 118 or MATH 117 (B1)*</td>
<td>4</td>
</tr>
<tr>
<td>STAT 217 or STAT 213 (B1)*</td>
<td>4</td>
</tr>
</tbody>
</table>

**Agricultural Business and Economics**

- AG 312 Agricultural Economics
- AG 301 Food & Fiber Marketing
- AG 312 Agricultural Policy

**Animal Science**

- ASCI 112 Principles of Animal Science

**Diversity in Agriculture**

- AG 401 Managing Cultural Diversity in Ag Labor Relations
- Environment and Natural Resources

**Food Science**

- FSN 230 Elements of Food Processing
- FSN 275 Principles Food Safety & Hazard Analysis

**Plant Science**

- HCS 120 Principles of Hort & Crop Science

**Agricultural Sciences**

- AG 453 (4) or ASCI 476 (3) or BOT/HCS 229 (4) 3-4

**General Education (GE)**

- 72 units required, 38 of which are listed in Major.
- Minimum of 11 units required at the 300-400 level.

**Area A Communication**

- A1 ENGL 133/134
- A2 COMS 101/102
- A3 Reasoning, Argumentation, and Writing

**Area B Science and Mathematics**

- 16 units are listed in Major

**Area C Arts and Humanities**

- C1 Literature
- C2 Philosophy
- C3 Fine-Performing Arts
- C4 Upper-division elective
- C1-C4 Elective

**Area D/E Society and the Individual**

- D1 American Experience
- D2 Political Economy
- D3 Social Institutions
- D4 Self-Develop (CSU Area E)
- D5 Upper-division Elective

**Area F Technology (upper div)**

**Additional GE Units Required**

**Free Electives**

**Other Degree Requirements:**

- Cal Poly, Higher Ed, and Major GPA must all be at least 2.90

**Eligibility Requirements:**

- United States Cultural Pluralism Requirement
- Graduation Writing Requirement
- 60 units Upper Division (any 300-400 level classes)
- Upper Division units in the Major: 27
- Residency Requirements: See Degree Progress Report for details

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Figure 2: Agricultural Communication Degree for 2011-2013 catalog
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE)</td>
<td>44</td>
</tr>
<tr>
<td>Area A Communication</td>
<td>12</td>
</tr>
<tr>
<td>A1 Expository Writing</td>
<td>4</td>
</tr>
<tr>
<td>A2 Oral Communication</td>
<td>4</td>
</tr>
<tr>
<td>A3 Reasoning, Argumentation &amp; Writing</td>
<td>4</td>
</tr>
<tr>
<td>Area B Science and Mathematics</td>
<td>16 units in Major</td>
</tr>
<tr>
<td>Area C Arts and Humanities</td>
<td>20</td>
</tr>
<tr>
<td>C1 Literature</td>
<td>4</td>
</tr>
<tr>
<td>C2 Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>C3 Fine-Performing Arts</td>
<td>4</td>
</tr>
<tr>
<td>C4 Upper-division elective</td>
<td>4</td>
</tr>
<tr>
<td>C1-C5 Elective</td>
<td>4</td>
</tr>
<tr>
<td>Area D/E Society and the Individual</td>
<td>12</td>
</tr>
<tr>
<td>D1 The American Experience (4040)</td>
<td>4</td>
</tr>
<tr>
<td>D2 Political Economy</td>
<td>4 (units in Major)</td>
</tr>
<tr>
<td>D3 Comparative Social Institutions</td>
<td>4</td>
</tr>
<tr>
<td>D4 Self Development (CSU Area E)</td>
<td>4</td>
</tr>
<tr>
<td>D5 Upper-division elective</td>
<td>4 (units in Major)</td>
</tr>
<tr>
<td>Area F Technology (upper div)</td>
<td>4 (units in Major)</td>
</tr>
<tr>
<td>Free Electives</td>
<td>7</td>
</tr>
<tr>
<td>Other Degree Requirements</td>
<td></td>
</tr>
<tr>
<td>Cal Poly, Higher Ed, and Major GPA must be at least 2.00</td>
<td></td>
</tr>
<tr>
<td>All students must complete</td>
<td></td>
</tr>
<tr>
<td>United States Cultural Pluralism Requirement</td>
<td></td>
</tr>
<tr>
<td>Graduation Writing Requirement</td>
<td></td>
</tr>
<tr>
<td>60 units: Upper Division (any 300-400 level classes)</td>
<td></td>
</tr>
<tr>
<td>Upper Division units in the Major: 27</td>
<td></td>
</tr>
<tr>
<td>Residency Requirements: See Degree Progress Report for details</td>
<td></td>
</tr>
</tbody>
</table>

1 Required in Major; also satisfies GE
2 Math 116 and 117 substitutes
BS AGRICULTURAL COMMUNICATION

2015-2017   Units Required: 180

NOTE: This document can be used as a compact display of courses and other curricular requirements at the time of publication of the 2015-2017 catalog. The Degree Progress Report must be used to track students’ progress in all degree requirements, throughout their Cal Poly career.

Note: The major courses may be selected for elective credit.

<table>
<thead>
<tr>
<th>MAJOR COURSES (126)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 162, Orat to Ag Comm</td>
<td>3</td>
</tr>
<tr>
<td>ACC 301, New Media Comm Strat in Ag</td>
<td>4</td>
</tr>
<tr>
<td>ACC 370, Value in Ag Commun</td>
<td>4</td>
</tr>
<tr>
<td>ACC 407, Agricultural Publications</td>
<td>4</td>
</tr>
<tr>
<td>ACC 426, Present Methods in Ag Comm</td>
<td>4</td>
</tr>
<tr>
<td>AGED 401, Ag Leadership</td>
<td>3</td>
</tr>
<tr>
<td>AGED 600, Res Method in Ag Ed &amp; Comm</td>
<td>3</td>
</tr>
<tr>
<td>AGED 461, or AGED 461 Senior Proj</td>
<td>1</td>
</tr>
<tr>
<td>AGED 462, or AGED 462 Senior Proj</td>
<td>1</td>
</tr>
<tr>
<td>AGED 462, or AGED 462 Senior Proj</td>
<td>1</td>
</tr>
<tr>
<td>AGED 462, or AGED 462 Senior Proj</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 111 or BIOL 161 (Biology)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110, World of Chem (H1 &amp; H2)</td>
<td>4</td>
</tr>
<tr>
<td>COMS 210,思 &amp; Prof Comm</td>
<td>4</td>
</tr>
<tr>
<td>COMS 210, Interal Comm (USCF)</td>
<td>4</td>
</tr>
<tr>
<td>ECON 101, Macroeco 195</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 110, Corp Comm</td>
<td>4</td>
</tr>
<tr>
<td>GEC 137 or JOUR 100</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 203, News Reporting &amp; Writing</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 205, Ag Comm</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 312, Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 118 (B1 &amp; B2)</td>
<td>12</td>
</tr>
<tr>
<td>STAT 271 or STAT 271B</td>
<td>12</td>
</tr>
</tbody>
</table>

| AGRICULTURAL BUSINESS AND ECONOMICS | 4 |
| AGR 217, Ag Econ | 4 |
| AGR 301, Food & Fibre Marketing | 4 |
| AGR 312, Agr Policy | 4 |

| AGRICULTURAL SYSTEMS TECHNOLOGY | 7 |
| IRAP 121, Ag Mechanisms | 4 |
| IRAP 141, Ag Maching Safety | 3 |

| ANIMAL SCIENCE | 4 |
| ASCI 112, Principles of Animal Science | 4 |
| Select from the following: | |
| ASCI 221, 222, 223, 224, 225, 226, 231, 235 | 4 |

| ENVIRONMENTAL AND NATURAL RESOURCES | 4 |
| SS 121 or 131, Soil Science | 4 |
| AGED 140, Hydrologic Mgmt (H5) | 4 |
| IRAP 340, Irrigation Water Mgmt | 4 |
| NR 306 or NR 321, Soil | 4 |

| FOOD SCIENCE | 4 |
| PSN 210, Basic of Food Processing | 4 |
| PSN 275, Basic of Food Safety | 4 |

| PLANT SCIENCE | 4 |
| ANPS 120, Prin of Hort & Crop Science | 4 |
| Agric Electives (Select from): | |
| AG 412 or AG 412H, WRT 320 | 4 |

| GENERAL EDUCATION (GE) | 44 |
| 72 units required, 28 of which are specified in Major | |
| Minimum of 12 units required at the 300 level. | |
| Area A: Communication | 12 |
| A1 Expository Writing | 4 |
| A2 Oral Communication | 4 |
| A3 Reading, Argumentation & Writing | 4 |

| Area B: Science and Mathematics | 20 |
| C1 Literature | 4 |
| C2 Philosophy | 4 |
| C3 Visual/Performing Arts | 4 |
| C4 Upper-division elective | 4 |
| C4-5 Elective | 4 |

| Area C: Arts and Humanities | 20 |
| D1 The American Experience (400/400) | 4 |
| D2 Political Economy (4 units in Major) | 4 |
| D3 Comparative Social Institutions | 4 |
| D4 Self Development (CSU Area E) | 4 |
| D5 Upper-division elective | 4 |

| Area D: Technology (upper div) | 7 |
| FREE ELECTIVES | 7 |

1 Required in Major, also satisfies GE
2 Math 136 and 137 substitute

OTHER DEGREE REQUIREMENTS:
- Cal Poly, Higher Ed, and Major GPA must all be at least 2.00
- All students must complete:
  - United States Cultural Plurality Requirement
  - Graduation Writing Requirement
  - 60 units Upper Division (any 300-400 level classes)
  - Upper Division units in the Major: 27
  - Residency Requirement: See Degree Progress Report for details

Figure 4: Agricultural Communication Degree 2015-2017 catalog
Figure 5: Flowchart of courses for Agricultural Communication Degree 2011-2013 catalog
Transfer Acceptance to Cal Poly

In order to transfer into Cal Poly, the school requires the student to be at junior level with sixty or more credit units (Transfer Students, 2015). Cal Poly applicants are not required to meet for a personal interview or provide an entrance essay. According to CSU Mentor, out of 8,077 transfer students who applied to Cal Poly for the 2013-2014 school year, only 1,982 were accepted. The minimum GPA by Cal Poly for transfer is 2.0 using a 4.0 scale (CSU, 2014).
Chapter Three

Methods and Materials

In order to create a pamphlet for the Agricultural communication major (AC), research must be done to ensure information is presented effectively. The first step was to contact faculty in the Agricultural Education and Communication Department to create an outline of information to be included in the pamphlet. Faculty also gave input on how to proceed with researching pamphlet formatting. After researching other college department pamphlets, faculty helped point out what looked appealing, effective and what components to avoid. Design and information are as equally important in this project. Not only does it need to have the information to guide a new student through the program, but also it needs the audience to be interested in picking it up and reading it.

Faculty Consultations
Two advisers/professors were consulted regarding the creation of the agricultural communication major pamphlet. Mrs. Megan Silcott teaches Agricultural Publications and served as faculty advisor for the senior project. She gave input on what she would like to see included in the pamphlet. Mrs. Silcott suggested different events to include as well. Silcott also spoke with the author about what program would be used to create the pamphlet.

The second adviser consulted was Dr. J. Scott Vernon. Dr. Vernon serves as the main faculty advisor for students studying agricultural communication. Dr. Vernon suggested finding examples of other schools using pamphlets to help guide their students. He suggested Texas Tech University, Kansas State University and Texas A&M as possible schools to look into. Dr. Vernon also gave input on what information he would like to see in the agricultural communication pamphlet.
Pamphlet Examples

The author used examples from other schools and departments at Cal Poly to identify what looked appealing and what areas could be avoided. The example pamphlets also helped with ideas on format layout and possible ways to convey the information.
The example pamphlet in Figure 6 had appealing elements while lacking others. The author liked the different colors representing different topics as well as the heading for the pamphlet. This aerospace pamphlet was concise as it did have too many words that could discourage a student from reading through the entire piece. The author would like to use bullet points instead of paragraph form to keep the audience interested. Also, the author did not believe it necessary for the agricultural communication pamphlet to list every class to be taken for the major.
Figure 7: BRAE program pamphlet: Cal Poly, 2015
Figure 7 displays a pamphlet from the BioResource and Agricultural Engineering program. The author appreciated the use of a unified color scheme and the use of Cal Poly colors. The author also liked the use of pictures to represent labs and hands-on activities within the program. The pamphlet did list two clubs to join, but did not list what the clubs involved. More information was needed to describe what the clubs represented. The pamphlet also lacked information on where to go to receive advising, which the agricultural communication pamphlet will include.

Figure 8: Kansas State University student pamphlet, 2015
The author appreciated the Kansas State brochure the most and found it the most effective with layout, use of school colors and functionality. The information was conveyed through info-graphic design and made the material more interesting to read. The constant color scheme also gave the pamphlet a more unified look. Using shapes, photos, and graphics made the pamphlet more appealing to the intended audience. The combination of both text and graphics gave the most lasting impression.

Available Resources
Cal Poly provides resources for students who are unable to obtain Adobe programs on their personal computers. All computers on Cal Poly campus are equipped with Adobe programs such as InDesign, Photoshop, and Illustrator. The pamphlet for this project was made with a checked out Cal Poly computer. Any student can check out a computer from the first floor of the Cal Poly library at the Poly Connect service desk. There are no reservations for the computers so they are given on a first come first served basis. Also on campus in buildings 2, 9, 10 are the Media Resource Centers where computers are available for checkout. These computers have a five-day maximum for checkouts. Late fees are given if the equipment is not returned on time.

Developing the Pamphlet
After researching examples of pamphlets used by different programs and consulting with various faculty members, the author began to develop the pamphlet. For the pamphlet to be successful, it was important to include a color scheme, graphics, along with text descriptions to keep the reader interested. Cal Poly official colors were used along with the official Cal Poly font as required by the Cal Poly official style guide. The author used skills learned in AGC 407 Agricultural Publications course to create a pamphlet using the program Adobe InDesign.
The author included hyperlinks in the design to make the material user-friendlier if the pamphlet were to be distributed digitally as well as print. The information included is the most to update information on clubs, extra curricular activities, advising locations, and staff. The purpose of this project is to help ease the students into life at Cal Poly as an agricultural communication major.

Once developed, the pamphlet will go through a review and editing process before going to print. Reviewers include the project advisors and department head. While being reviewed, the author will acquire three bid estimates for the cost of printing 1,000 fliers. When edits, changes or additions are provided to the author, the pamphlet will be finalized, approved one more time through the department head, and sent to print by the department.

**Editing**

The pamphlet must be edited multiple times after it is created to ensure the information is correct as well as grammar used properly. Figure 9 shows a list of common editing marks.
## Copy-Editing Marks

### Conversion = Chart

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>↑</td>
<td>Insert a “ into the text</td>
</tr>
<tr>
<td>⠐</td>
<td>Close a space</td>
</tr>
<tr>
<td>⠑</td>
<td>Close up and delete space</td>
</tr>
<tr>
<td>⠒</td>
<td>Takes out a word or letter</td>
</tr>
<tr>
<td>⠓</td>
<td>Change order of words</td>
</tr>
<tr>
<td>⠔</td>
<td>Spell out a # or abbrev</td>
</tr>
<tr>
<td>⠕</td>
<td>Make CAPITALS lowercase</td>
</tr>
<tr>
<td>⠖</td>
<td>Insert a space</td>
</tr>
<tr>
<td>⠗</td>
<td>Move word or letter</td>
</tr>
<tr>
<td>⠘</td>
<td>Capitalize lowercase letters</td>
</tr>
<tr>
<td>⠙</td>
<td>Italicize a word (ital)</td>
</tr>
<tr>
<td>⠚</td>
<td>Boldface a word (bold)</td>
</tr>
<tr>
<td>#</td>
<td>Remove an underline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Add a hyphen (go-getter)</td>
</tr>
<tr>
<td>—</td>
<td>Add em dash (--)</td>
</tr>
<tr>
<td>-</td>
<td>Add en dash (–)</td>
</tr>
<tr>
<td>,</td>
<td>Add a comma or period</td>
</tr>
<tr>
<td>′</td>
<td>Add an apostrophe (‘)</td>
</tr>
<tr>
<td>‡</td>
<td>Don’t create paragraph</td>
</tr>
<tr>
<td>¶</td>
<td>Start a new paragraph</td>
</tr>
<tr>
<td>#</td>
<td>Center</td>
</tr>
<tr>
<td>—</td>
<td>Justify right</td>
</tr>
<tr>
<td>—</td>
<td>Justify left</td>
</tr>
<tr>
<td>⠎</td>
<td>Spelling mistake</td>
</tr>
<tr>
<td>⠎</td>
<td>Bad word choice</td>
</tr>
<tr>
<td>⠎</td>
<td>Ignore copy edits</td>
</tr>
</tbody>
</table>

Figure 9: Commonly used editing marks, SwiftTips.com, 2015
Conclusion

The pamphlet was created to help students entering into the agricultural communication major. The information was presented in a clear, understandable way to help explain different clubs and activities the student could get involved with. The pamphlet was also meant to be visually appealing. Consulting faculty members insured the pamphlet included the correct information and presented this information in a clear and visual pleasing way. The author relied on examples from other university and generic pamphlets to know what to avoid and what elements to include.
Chapter Four

Introduction
In the following pages, the author presents a completed informational brochure created for students in the agricultural communication major. All elements of the brochure were created and designed using Adobe InDesign. Professors and students in the department at Cal Poly carefully edited the brochure. The brochure is available to all incoming students in the agricultural communication major free of charge.

Product Revision
Upon completing the project brochure, eight surveys were handed out to students and faculty to assess the overall effectiveness of the resulting product. The survey was composed of four simple multiple-choice questions regarding font, color, and content. Figure 10 shows all eight responses to the survey.
Senior Project Brochure Feedback

Student: Carly Boudreau  Name: Erin Corder
Class: Senior Project  Date: 5/15/15
Period: Spring 2015  email: ekthompson@calpoly.edu

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1) _______ Text was clear and easy to read
   a. Agree
   b. Neutral
   c. Disagree

2) _______ Graphics were pleasing to the eye
   a. Agree
   b. Neutral
   c. Disagree

3) _______ Information was conveyed in a clear way
   a. Agree
   b. Neutral
   c. Disagree

4) _______ Enough information was provided
   a. Agree
   b. Neutral
   c. Disagree

ADDITIONAL COMMENTS/SUGGESTIONS:
Fix web address on front cover
What is significant to "Making the most out of your experience"?

Figure 10: Survey Responses, 2015
Senior Project Brochure Feedback

Student: Carly Bouudreau Name: Ann Delany
Class: Senior Project Date: 5/14/15
Period: Spring 2015 email: adelany@calpoly.edu

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1) Text was clear and easy to read
   a. Agree
   b. Neutral
   c. Disagree

2) Graphics were pleasing to the eye
   a. Agree - A little pixilated across bottom.
   b. Neutral
   c. Disagree

3) Information was conveyed in a clear way
   a. Agree - Back Center has a description. then AgCircle Magazime and the website are listed. Seems odd.
   b. Neutral
   c. Disagree

4) Enough information was provided
   a. Agree - Aren’t “Career Fair” and “Ag Showcase” the same?
   b. Neutral
   c. Disagree - Take out the “to” in front of “learn about internship...” Under “Ag Showcase” info.

ADDITIONAL COMMENTS/SUGGESTIONS:
Seems like the dotted line needs to start at “Start here” and end at “End here.”

Figure 10: Survey Response
Senior Project Brochure Feedback

Student: Carly Boudreau
Name: Flores
Class: Senior Project
Date: 4/20/15
Period: Spring 2015
Email: @culpely.edu

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communications major. Please find attached a copy of the guide to agricultural communications pamphlet.

1) □ Text was clear and easy to read
   a. Agree
   b. Neutral
   c. Disagree

2) □ Graphics were pleasing to the eye
   a. Agree
   b. Neutral
   c. Disagree

3) □ Information was conveyed in a clear way
   a. Agree
   b. Neutral
   c. Disagree

4) □ Enough information was provided
   a. Agree
   b. Neutral
   c. Disagree

Additional Comments/Suggestions:

The font used for the text could be adjusted. It appears too crowded. There is a lot of info to digest. I'm not sure how you could convey it in a more simple, way. Why a tri-fold? The reverse side has room for some more detail. Why only 1 page? I would advise? Soon? Are they? Full of good info. Student would appreciate this kind of assistance.
Senior Project Brochure Feedback

Student:  Carla Boudreau                          Name:  B. R.  Scann
Class:   Senior Project                         Date:  06.02.2015
Period:  Spring 2015                           email:  bsweeney@calpoly.edu

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1)        Text was clear and easy to read
   a.   Agree
   b.   Neutral
   c.   Disagree

2)        Graphics were pleasing to the eye
   a.   Agree
   b.   Neutral
   c.   Disagree

3)        Information was conveyed in a clear way
   a.   Agree
   b.   Neutral
   c.   Disagree

4)        Enough information was provided
   a.   Agree
   b.   Neutral
   c.   Disagree

ADDITIONAL COMMENTS/SUGGESTIONS:

Figure 10: Survey Response
Senior Project Brochure Feedback

Student: Carly Boudreau
Class: Senior Project
Period: Spring 2015

Name: Geneva Elliot
Date: 5/6/15
Email: geneva.elliott@yahoo.com

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1) __________ Text was clear and easy to read
   a. Agree
   b. Neutral
   c. Disagree

2) __________ Graphics were pleasing to the eye
   a. Agree
   b. Neutral
   c. Disagree

3) __________ Information was conveyed in a clear way
   a. Agree
   b. Neutral
   c. Disagree

4) __________ Enough information was provided
   a. Agree
   b. Neutral
   c. Disagree

ADDITIONAL COMMENTS/SUGGESTIONS:
Senior Project Brochure Feedback

Student: Carly Boudreau
Class: Senior Project
Period: Spring 2015
Name: 
Date: 4/20/15
email: cbecca8@poly.edu

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1) ☑ Text was clear and easy to read
   a. Agree
   b. Neutral
   ☐ Disagree

2) ☑ Graphics were pleasing to the eye
   ☑ Agree
   b. Neutral
   c. Disagree

3) ☑ Information was conveyed in a clear way
   ☑ Agree
   b. Neutral
   c. Disagree

4) ☑ Enough information was provided
   ☑ Agree
   b. Neutral
   c. Disagree

ADDITIONAL COMMENTS/SUGGESTIONS:

Figure 10: Survey Response
Senior Project Brochure Feedback

Student:  Carly Boudreau
Class:  Senior Project
Period:  Spring 2015

Name:  Diana Melero
Date:  5/16/15
Email:  Dimmelero@calpoly.edu

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1)  ______ Text was clear and easy to read
   a.  Agree
   b.  Neutral
   c.  Disagree

2)  ______ Graphics were pleasing to the eye
   a.  Agree
   b.  Neutral
   c.  Disagree

3)  ______ Information was conveyed in a clear way
   a.  Agree
   b.  Neutral
   c.  Disagree

4)  ______ Enough information was provided
   a.  Agree
   b.  Neutral
   c.  Disagree

ADDITIONAL COMMENTS/SUGGESTIONS:

Well done and great use of information!

Side note: was a little hard to read text that did not have a text box. Maybe try reducing the background a little more.

Otherwise, great job! 😊

Figure 10: Survey Response
Senior Project Brochure Feedback

Student: Carly Boudreau  Name: Kyle Lemachi
Class: Senior Project  Date: 5/1/2015
Period: Spring 2015  email: kmpoch@live.com

Instructions

Thank you everyone who will be participating in helping me improve the presentation of my senior project. I really value your feedback and would love to hear what you think about it. This pamphlet was created as a tool to supply information to students that would in turn make them successful in the agricultural communication major. Please find attached a copy of the guide to agricultural communications pamphlet.

1) A Text was clear and easy to read
   a. Agree
   b. Neutral
   c. Disagree

2) A Graphics were pleasing to the eye
   a. Agree
   b. Neutral
   c. Disagree

3) A Information was conveyed in a clear way
   a. Agree
   b. Neutral
   c. Disagree

4) A Enough information was provided
   a. Agree
   b. Neutral
   c. Disagree

ADDITIONAL COMMENTS/SUGGESTIONS:

Figure 10: Survey Response
Chapter Five

Summary
This agriculture communication pamphlet was made to help guide new students coming into the major. The pamphlet provides necessary information for the student to be successful. There is a great deal of information and resources for students, but they are scattered all over this place. This pamphlet is a one-stop shop for all information about student involvement, opportunities offered, advising, and graduation requirements. Students will be able to turn to the pamphlet whenever they have questions and the pamphlet will guide the student to where they can get questions answered.

Recommendation
It is recommended this pamphlet be passed out to students entering into the agriculture communication major. The pamphlet should be handed out in the introduction to agriculture communication course (AGC101). It is recommended the pamphlet be updated if any major changes are made to advising or addition of faculty. The information should stay current in order for the pamphlet to be helpful and not confuse students. If information becomes outdated, the pamphlet should not be distributed. The native digital files, links, text and document files will be provided to the Agricultural Education and Communication Department for future use.
Sources

BioResource & Agricultural Engineering Department. BRAE Department. Cal Poly. Web

CAFES Advising Center. http://cafes-advising.calpoly.edu/majors


