

An Evaluative Questionnaire for the 26-Hours of Science and Technology in Agriculture

A Senior Project

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the Faculty of the Agricultural Education and Communications Department

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Bachelor of Science

by

Chelsi Faria

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Abstract

The purpose of this project was to create an evaluative survey for the high school student and teachers who participated in California Polytechnic State University's "26 Hours of Science and Technology in Agriculture" Program. The survey was created to collect data to not only to better the program, but to see the students and teachers' opinions. Collecting answers from participating students and teachers would benefit the 26-Hour Program greatly. With the collected data, future planning teams could make changes appropriate the input received that would benefit the effectiveness of the program overall. Creating an evaluation system started by researching agriculture education history, college recruitment of minority students and different types of surveys. After helping with the planning of the 26-Hour Program and a pilot test was conducted to help see if the idea of surveying the group was realistic. After the adjustments to the survey were done and the final draft was completed, the complete survey should be ready to be conducted in the year 2015. From there the survey should be adjusted minimally and used for future years to help further the 26-Hour Program.

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Chapter One

Introduction

Over the past twenty-six years, the College of Agriculture, Food and Environmental Sciences (CAFES) at California Polytechnic State University, San Luis Obispo (Cal Poly) has invited minority high school sophomores and juniors from around California to participate in the “26-Hours of Science and Technology in Agriculture” Program (26-Hour Program) to immerse the students in agriculture with hands-on and technical experiences. These experiences range from soil and water testing to interviewing skills to embryo manipulation, which change from year to year (Flores & Kellogg, 1989). The program was created to expose students who are not from agriculture backgrounds to experience all the opportunities in agriculture.

Due to the lack of exposure to agriculture, many students in urban areas do not get the opportunity to explore career paths within the agriculture industry. The 26-Hour Program allows those students to be exposed to individuals (student and faculty) that are of the same ethnic descent and have succeeded in agriculture fields. The 26-Hour Program is a positive environment where minority high school students have the ability to discover if the agriculture field is something they want to pursue.

Since the program’s conception in 1988, there have been a few surveys conducted – one within the first few years and a few in the early 2000s. However, there has been no permanent evaluation system to continuously gather data over years to better the program. So the topic of creating that evaluation system was conceived to be the answer to the problem.

Statement of the Problem

The 26-Hour Program was started in 1988 with a few different surveys, but there is no current evaluation system for the Cal Poly students and staff to see how beneficial the program is to the students and teachers who participate. To gain a better understanding of the program and the impacts it has on minority students who attend, an evaluative survey must be created.

Importance of the Project

The importance of the project was to be able to get feedback from the high school students and their teachers to see how the 26-Hour Program has benefited them. This will allow the future 26-Hour planning team to take into consideration the feedback and possibly change or alter different aspects of the program to better it. It was the easiest way to get what impacted high school student and what didn't. This survey would also allow for the high school teacher to put down their thoughts as well. This project would benefit the future 26-Hour planning team as well as the advisors involved, because this survey allowed them to see the effectiveness of the program. This team will not have to worry about making a survey; they would have one to hand out already.

Purpose of the Project

The purpose of this project was to create an evaluative survey for the high school student and teachers who participated in Cal Poly's 26-Hour Program. The survey was created to collect data to not only better the program, but to see the students and teachers' opinions.

Objectives of the Project

The objectives of the project were to create an evaluation survey for the 26-Hour Program by:

- Researching the background of agriculture education, college recruitment of minority students, and surveys and evaluations
- Helping plan the events at the 26-Hour Program
- Creating a sample survey for a pilot test
- Testing the sample survey at the 2014 26-Hour Program
- Collecting the data from the sample survey and compiling it
- Making adjustments to the survey and/or the distribution of the survey depending on the recommendations/data collected during the pilot test
- Completing a final draft of the survey for future use

Definition of Important Terms

- Higher Education: College level or the equivalent.
- Minority students: Students who are of African or Hispanic descent, who may or may not come from an economically challenge household.
- Pilot test: A practice or preliminary test that allows for data to be collected before the actual test is conducted to see if the actual test is feasible.

Summary

The 26-Hour Program is an opportunity for minority high school sophomore and juniors to visit a college campus and experience the opportunities that the agriculture industry has to offer through technical and hands-on experiences. Those involved with running the program hope that this opportunity sparks the interest in many high school students to strive for a higher education, preferably in the agriculture field of study. Throughout the twenty-six years of the program, many high school student and teacher come and gone with no real way to collect their opinions on the program, preferably if the program was effective and beneficial to the students who participated. With that idea, the idea to create an evaluation system for the 26-Hour Program was conceived.

Collecting answers from participating students and teachers would benefit the 26-Hour Program greatly. With the collected data, future planning teams could make changes appropriate the input received that would benefit the effectiveness of the program overall. Creating an evaluation system will start by researching agriculture education history, college recruitment of minority students and different types of surveys. After that helping with the planning of the 26-Hour Program and conducting a pilot test will help see if the idea of surveying the group is realistic. After the adjustments to the survey were done and the final draft was completed, the complete survey would be conducted in the year 2015. From there the survey could be adjusted minimally and used for future years to help further the 26-Hour Program.

Chapter Two

Review of Literature

The purpose of this project was to research and create an evaluative questionnaire for high school students and teachers who participated in “the 26-Hours of Science and Technology in Agriculture” Program (26-Hour Program) at California Polytechnic State University, San Luis Obispo (Cal Poly). This chapter will provide background information about agriculture education programs within the state and the 26-Hour Program, the importance of recruitment programs pertaining to agriculture colleges and information about different evaluations and surveys.

Agriculture Education

Agriculture education in the state of California started in 1917, when the Smith-Hughes Act (or the Vocational Act of 1917) was passed. The Smith-Hughes Act allowed funding to be put towards “the implementation and improvement of agricultural education programs” (Agriculture Education, 2011). On October 20, 1928, thirty-three young men met in the Baltimore Hotel in Kansas City and created the Future Farmers of America, which is known today as the National FFA Organization. Just six days later on October 26th, the California Association of Future Farmers of America met at the Hotel Claremont in Oakland, which later received its National Charter. With the formation of FFA, standards were put in place to make sure that California agriculture programs were successful: classroom, FFA activities, and Supervised Agricultural Experience projects (SAE). Though these three standards, the National

FFA Organization is “committed to the individual students, promoting a path to achievement in premier leadership, personal growth and career success” (CA FFA History, 2011).

Today, if a California high school student is enrolled in an agriculture class, he or she is automatically a member of FFA. Just in California alone, there are over seventy thousand members ranging from age thirteen to twenty-one. Of those seventy thousand members, forty percent are female, but hold more than fifty percent of the state leadership positions. When it comes to ethnic diversity, about forty-seven percent are Hispanic, forty percent are Caucasian and three percent are African-American. FFA and individual agriculture education departments offer a wide variety of classes for the students, such as: agriculture mechanics, agriculture business, plant and soil science and animal science (Statistics, 2011). With such a large number of classes, it allows each student to find their niche within the program.

Because of their early exposure to agriculture, former FFA members are more likely to pursue and complete a degree within the agriculture field, so ultimately FFA seniors are at the top of the list for agriculture recruiters (Rocca & Washburn, 2007, pg. 403). However, since the workforce is changing within the industry, recruiters are putting more effort and money into recruiting minority students or those with little agriculture background.

Agricultural College’s Recruitment

The United States’ demographic and employment opportunities are changing and there is a need for more diversity within the food and agriculture industry, so the demand for students from all demographics and backgrounds has increases drastically (Foster & Savala, 2012, pg. 38). Nationally, African American students account for fifteen point seven percent of the public

school population, while Hispanic students account for twenty-three point eight percent, which is an eleven percent increase since 1991, and the Asian students account for four point four percent. Since of the increase of diversity, the Caucasian student population has decrease sixty-nine point six percent (Vincent, Henry, & Anderson, 2012, pg. 187).

Because of this demand and increase of diversity, college recruitment and outreach programs have become a huge event for colleges around the nation. These programs were found to be the most effective way in targeting students, by having them actually participate with on-campus activities as well as conversing with professors (Rocca, 2013, pg. 73). Along with on-campus recruitment, there are other recruitment strategies that have been used to appeal to minority students.

One of the main focuses for recruitment should be in educating potential high school seniors of all the opportunities that agriculture encompasses. It is believed that those students have a limited knowledge of what agriculture has to offer in regard to what career opportunities agriculture has, especially those in urban areas and those categorized as minority students. In a study conducted in Baton Rouge, Louisiana, two colleges collected data on the high school junior and senior minorities who attended their two-year program (eight-weeks of the two summers), Beginning Agricultural Youth Opportunity Unlimited or BAYOU. They concluded that more seventy-five percent of the students who participated chose to major in food or agricultural sciences (Rawls, Martin, Negatu, & Robertson, 1994).

In a study to recruit African American students to agricultural land grant colleges, the recruitment strategies used were to visit community and junior colleges, churches, and community events; however, it was found that the best strategy was to “market the university to

the parents” as well as to the guidance counselors (Westbrook & Alston, 2007, pg. 123-124). Since “African American’s comprise less than 3 percent of the United States agricultural workforce” (Westbrook & Alston, 2007, pg. 123), many colleges are looking to increase the numbers by striving to reach out and highlight the opportunities for African Americans within the agriculture industry.

26-Hour Program

The 26-Hour Program is a program put on by the Latinos in Agriculture club and Agriculture Education with the help of professors and student from all around the College of Agriculture, Food and Environmental Sciences at Cal Poly, San Luis Obispo. This program was designed as a senior project back in 1988 with the goal of exposing minority students to what agriculture has to offer – with a focus in the leadership component – in hopes that they will than pursue a career within the agriculture industry. The students from urbanized areas participate in different types of workshops ranging from soil testing to artificial insemination to public speaking skills with the hope that it triggers an interest in the topic (Flores & Kellogg, 1989).

Evaluations/Surveys

The best way to see how programs affect or influence those who participate is to conduct a survey or evaluation to collect data and opinions from the participants. Once the data is compiled, it could be easily seen what could be improved or changed, as well as what was done well and what needs to keep happening.

Since today is a very technologically advanced era, online surveys have become very popular. The ease of filling them out on the person's own leisure is a big contributor to that fact. In a study, it was found that when the participants were told that the survey was only ten minutes, it was more likely that they would participate, compared to a thirty-minute online survey. It was also concluded that the farther the person got into the survey, the shorter and less detailed their answers became (Galesic & Bosnjak, 2009, pg. 358). Going along with the length of the survey, it was also found that the more complex and personal the question, the more time it took to answer it. When it came to demographic type questions, the questions were answered one second faster than the average question (Yan & Tourangeau, 2007, pg. 65-66).

Chapter Three

Methods and Materials

The purpose of this project was to research and create an evaluation system for high school students and teachers who participate in “the 26-Hours of Science and Technology in Agriculture” Program (26-Hour Program) at California Polytechnic State University, San Luis Obispo (Cal Poly). This chapter will provide a detailed step-by-step process of the planning, drafting and execution of the survey, so that the senior project could be easily understood, used and replicated.

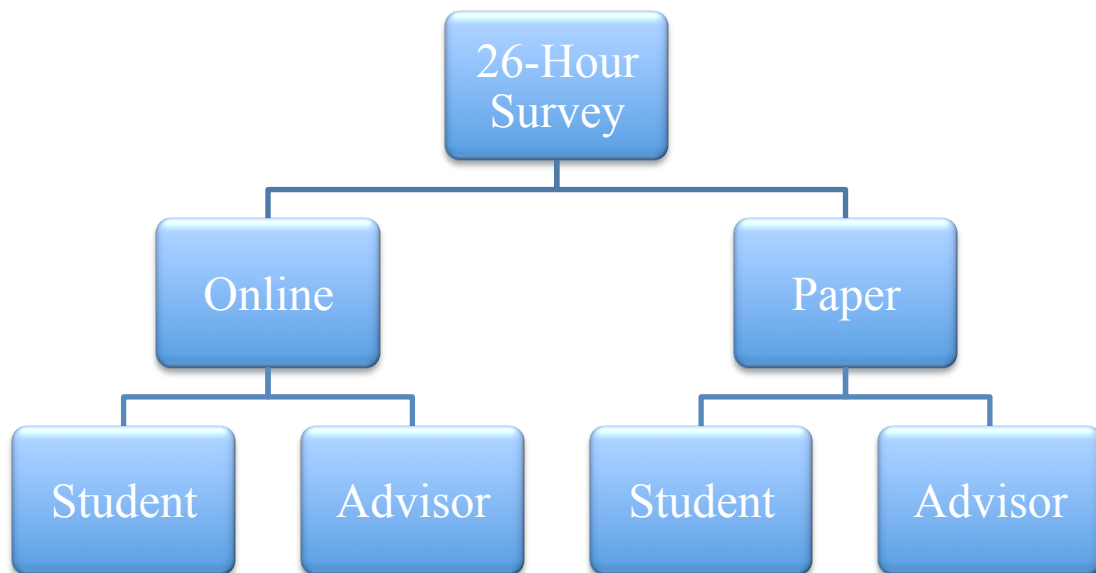
Before the creation of the evaluation could begin, a meeting with the advisor took place to lay down the foundation of what needed to be touched upon and asked in the surveys. In creating an evaluation system, it was important to keep in mind that the questions have to be simple and the entire survey should take less than fifteen minutes to maximize the number of responses. With that thought in mind, the questions were developed and the surveys were put together.

Questionnaire Breakdown

For the pilot test, the questionnaire for the 26-Hour program was split into two methods of completing: online and a paper survey. This decision was arrived at, because it was unclear which method would be best, so having two different methods of completing were thought be able to come to a conclusion. From there, the two methods were broken down even further into a student survey and an advisor survey. The survey was broken down into a student and an

advisor, because not only were the advisor asked different questions than the students, the advisors have different ideas to portray than the students. Figure 1 below helps show how the questionnaire was divided.

Figure 1: The questionnaire breakdown.



After the initial breakdown, it was decided that SurveyMonkey.com would be the best action for the online survey. The Brock Center for Agricultural Communication within the Agriculture Education and Communication Department had an account for SurveyMonkey and it was utilized for the survey. For the paper survey, a protected Microsoft Word Document was created, so that the sections that were designated to be filled out could be without the original document being altered.

Survey Questions

The questions on the surveys were chosen based on relativity to the program and importance to the betterment of the 26-Hour Program. For the student surveys, both the SurveyMonkey and paper survey, the following questions were asked:

1. What gender do you identify with?
2. What is your ethnicity?
3. What is the primary language spoken at home?
4. What high school do you attend?
5. What is your grade level?

The Program

6. Please rate the workshops from THURSDAY based on how beneficial they were to you.

(Did you learn something? Did you enjoy them?)

- Ice Breaker
- “Beyond Grafting”
- “ABCs of Fire Suppression”
- “Fruit and Fun in HCS”
- “Don’t Be Shy: Interviewing Skills”
- “Reaching for Success”

7. Please feel free to provide any additional comment about the THURSDAY workshops.

8. Please rate the workshops from FRIDAY based on how beneficial they were to you. (Did you learn something? Did you enjoy them?)

- “College Life”

- “Anatomy of an Egg”
- “The Secrets of Soil”
- “Horsepower”
- Closing Remarks by Dr. Rafael Jimenez

9. Please feel free to provide any additional comment about the FRIDAY workshops.

Time and Date

10. Do you think that the 26-Hour Program should... stay on a Thursday and Friday, move to other weekdays, move to the weekends, or other?

11. Do you think that the hours (the starting time and ending time of each day) of the 26-Hour Program were... excellent, good, fair, or needs improvement?

12. Please feel free to provide any additional comments about the date and time of the 26-Hour Program.

The Food

13. You were served three meals. Please rate the meal below.

- Lunch on Thursday (BBQ)
- Dinner on Thursday (BBQ)
- Lunch on Friday (Pizza)

14. If you had any special dietary needs, were they met?

15. Please feel free to provide any additional comments about the meals.

Please rate the following statements:

16. By participating in the 26-Hours in Science and Technology in Agriculture Program, I have an increased interest in attending college.
17. By participating in the 26-Hours in Science and Technology in Agriculture Program, I have an increased interest in seeking a major in agriculture.
18. By participating in the 26-Hours in Science and Technology in Agriculture Program, I have an increased interest in attending Cal Poly.
19. By participating in the 26-Hours in Science and Technology in Agriculture Program, I have an increased interest in seeking a career in the agriculture industry right out of high school.
20. If you have an interest in agriculture, please select your field(s) of interest.
21. If you have an interest in agriculture, please elaborate on a career/occupation that interests you.
22. If you have any additional comments about the 26-Hour, please feel free to elaborate below.

The questions were separated into five sections. The first section deals with questions about demographics and includes question number 1 through 5. The second question labeled “The Program” deals with questions about the workshops and how beneficial they are to the 26-Hour Program participants, which includes question numbers 6 through 9. The third section labeled “Time and Date” deals with questions about the time and date that the Program was held and includes question numbers 10 through 12. The fourth section labeled “The Food” deals with

questions about the food that was served during the two days of the program and includes questions 13 through 15. The last section, question numbers 16 through 22, deals with questions about increased interest in either attending college, seeking a major in agriculture, attending college, and/or seeking a career in the agriculture industry right out of high school.

In the first section of questions, the participants were asked to get a general understanding of the student answering the survey questions. The gender, ethnicity, primary language spoken at home, the high school and grade level are important to help understand the demographics of the students. In “The Program” section of questions, the participants were asked to have the students rate the workshops based what they learned and if they enjoyed the workshops. They were also asked to add any additional comments for them to add in any of their personal opinions or comments on each day’s workshops. With this information, it allows the 26-Hour Planning Committee to change or alter workshops for the upcoming years to better help the high school students who participate.

In the “Time and Date” section of questions, participants were included to see if the date and time of the 26-Hour Program was at a time that the students wanted and worked the best with their school schedules. The time and date has not changed since the Program’s inception 26 years ago; so the time and date of the Program need to be reevaluated. In “The Food” section of questions, participants were asked to see if the food was highly rated. If it was rated lowly, the 26-Hour Planning Committee could take it into consideration to change the food for next year.

The last section, participants were asked to see if the 26-Hour Programs as sparked any interest for the students to attend college, seek an agriculture major in college, attend Cal Poly, and/or seek a career in the agriculture industry straight after high school. If they did have any

interest in agriculture in college, the students also indicated what areas of agriculture and/or agriculture careers interested them. This information allows the 26-Hour Planning Committee to see if the program is working and what areas of agriculture they have influenced with the high school participants.

In the advisor surveys, both SurveyMonkey and paper, the following questions were asked:

1. What gender do you identify with?
2. What is your ethnicity?
3. Which high school are you with?
4. Are you a(n).... Advisor, chaperone, counselor or other?
5. How many students did you bring to the 26-Hour Program?
6. Of those students you brought, do you think they have college potential? Please elaborate your response.
7. Are your students multi-lingual?

The Program

8. Please rate the workshops from THURSDAY based on how beneficial they were to your students.
 - Ice Breaker
 - “Beyond Grafting”
 - “ABCs of Fire Suppression”
 - “Fruit and Fun in HCS”

- “Don’t Be Shy: Interviewing Skills”
 - “Reaching for Success”
9. Please feel free to provide any additional comments on the THURSDAY workshops.
10. Was the “Prepping for Their Future – Admission, Financial Aid & Supporting Services” by Tony Domingues on Thursday beneficial to you?
11. Please rate the workshops from THURSDAY based on how beneficial they were to your students.
- “College Life”
 - “Anatomy of an Egg”
 - “The Secrets of Soil”
 - “Horsepower”
 - Closing Remarks by Dr. Rafael Jimenez
12. Please feel free to provide any additional comments about FRIDAY workshops.

Time and Date

13. Do you think March is the optimum month to have the 26-Hour Program?
14. Do you think that the 26-Hour Program should... stay on a Thursday and Friday, move to other weekdays, move to the weekends, or other?
15. Do you think that the hours (the starting time and ending time of each day) of the 26-Hour Program were... excellent, good, fair, or needs improvement?
16. Please feel free to provide any additional comments about the time and date of the 26-Hour Program.

The Food

17. You were served three meals. Please rate the meals below.

- Lunch on Thursday (BBQ)
- Dinner on Thursday (BBQ)
- Lunch on Friday (Pizza)

18. If you had any special dietary need, were they met?

19. Please feel free to provide any additional comments about the meals.

Please rate the following statements:

20. By my students participating in the 26-Hours in Science and Technology in Agriculture Program, there has been an increased interest in attending college.

21. By my students participating in the 26-Hours in Science and Technology in Agriculture Program, there has been an increased interest in seeking a major in agriculture.

22. By my students participating in the 26-Hours in Science and Technology in Agriculture Program, there has been an increased interest in attending Cal Poly.

23. By my students participating in the 26-Hours in Science and Technology in Agriculture Program, there has been an increased interest in seeking a career in the agriculture industry right out of high school.

24. If you have any additional comments about the 26-Hour Program, please feel to elaborate below.

Again the questions were separated into five sections. The first section deals with questions about demographics and includes question number 1 through 7. The second question labeled “The Program” deals with questions about the workshops and how beneficial they are to the advisor’s students, which include question numbers 8 through 12. The third section labeled “Time and Date” deals with questions about the time and date that the Program was held and includes question numbers 13 through 16. The fourth section labeled “The Food” deals with questions about the food that was served during the two days of the program and includes questions 17 through 19. The last section, question numbers 20 through 24, deals with questions about increased interest in either attending college, seeking a major in agriculture, attending college, and/or seeking a career in the agriculture industry right out of high school.

In the first section of questions, the advisors were asked questions about their gender and demographic background. They were also asked what high school they were teach, how many students they brought with them, out of the students they believed to have college potential and if their students are multi-lingual. These are important to ask to gain a better understanding of who the advisors are bring to the 26-Hour Program. In “The Program” section of questions, the advisors were asked to rate the daily workshops depending on their benefit to their students. Along with rating the workshops, they were also given space to elaborate on any ideas or comments they had about the workshops. Among the workshops, the advisors and chaperones also had an opportunity to attend an advisor specific workshop. With this information, it allows the 26-Hour Planning Committee to change or alter workshops for the upcoming years to better help the high school students who participate and benefit the advisors.

In the “Time and Date” section of questions, the advisors were asked about the month, days of the week and times of the 26-Hour Program, which allows for the 26-Hour Planning Committee to make any changes if there is enough feedback to warrant a change. In “The Food” section of questions, the advisors were asked to rate the three meals that were served, which allows the 26-Hour Planning Committee could take it into consideration to change the food for next year if the rating is low enough.

In the last section, the advisors were asked if they had observed an increased interest of students wanting to attend college, seek a major in agriculture, attend Cal Poly, and/or seek a career in the agriculture industry straight out of high school with the students that participated in the 26-Hour Program. This allows the 26-Hour Planning Committee to see if the program is working overall and in what areas have worked.

Survey Distribution

Since there were two different surveys, online and paper, the nine schools that participated were split. They were split at random with the intent to try to make the two sides even.

Online	Paper
<ul style="list-style-type: none"> • Gonzales High School – 8 participants • Corcoran High School – 6 participants • Carpinteria High School – 13 participants • Santa Paula High School – 15 participants 	<ul style="list-style-type: none"> • Kings City High School – 13 participants • All Tribes Charter School – 7 participants • Hanford High Schools – 7 participants • Soledad High School – 8 participants • Everett Alvarez High School – 5 participants
Total – 42	Total – 40

Once the schools were separated, the surveys were distributed. Each advisor from the schools were sent an email from 26hoursurvey@gmail.com with specific instruction. For the online survey, the email included an introduction and explanation of the survey pilot test, two links (one for the student survey and another for the advisor survey) and instructions to fill out the surveys by a specific date (See Appendix I). For the paper survey, the email included instructions and explanation of the survey pilot test, two fill-able protected Word documents (one for the students survey and another for the advisor survey) and instructions to fill out, print, and mail the surveys by a specific date (See Appendix II).

Pilot Evaluation

Responses for the Online Survey

Student Survey Responses

Table 1. What gender do you identify with?

Male	Female	Prefer not to say	Other	Non-respondents
0 (0%)	4 (100%)	0 (0%)	0 (0%)	

N = 4

Table 2: What is your ethnicity?

American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White/Caucasian	Prefer not to say	Other	Non-respondents
0 (0%)	0 (0%)	0 (0%)	2 (50%)	1 (25%)	1 (25%)	0 (0%)	

N = 4

Table 3: What is the primary language spoken at home?

English	Spanish	Other	Non-respondents
2 (50%)	2 (50%)	0 (0%)	

N = 4

Table 4: What high school do you attend?

All Tribes Charter School	Carpinteria High School	Corcoran High School	Everett Alvarez High School	Gonzalez High School	Hanford High School
0 (0%)	0 (0%)	4 (100%)	0 (0%)	0 (0%)	0 (0%)
Hanford West High School	Kings City High School	Santa Paula High School	Sierra Pacific High School	Soledad High School	Non-respondents
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	

N = 4

Table 5: What is your grade level?

6 – 8	9	10	11	12	Non-respondents
0 (0%)	2 (50%)	2 (50%)	0 (0%)	0 (0%)	

N = 4

Table 6: Please rate the workshops from THURSDAY based on how beneficial they were to you.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
Ice Breaker	1 (25%)	3 (75%)	0 (0%)	0 (0%)	0 (0%)		4
“Beyond Grafting”	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
“ABCs of Fire Suppression”	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
“Fruit and Fun in HCS”	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)		4
“Don’t Be Shy: Interviewing Skills”	0 (0%)	2 (50%)	1 (25%)	1 (25%)	0 (0%)		4
“Reaching Success”	2 (50%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)		4

Table 7: Please feel free to provide any additional comments about the THURSDAY workshops.

Comments	Non-respondents
1 (25%) - “I thought they were all helpful and very fun!”	3 (75%)

N = 1

Table 8: Please rate the workshops from FRIDAY based on how beneficial they were to you.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
“College Life”	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)		4
“Anatomy of an Egg”	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
“The Secrets of Soil”	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
“Horsepower”	2 (50%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)		4
Closing Remarks from Dr. Jimenez	2 (50%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)		4

Table 9: Please feel free to provide any additional comments about the FRIDAY workshops.

Comments	Non-respondents
1 (25%) - “I wish the program was longer! I had so much fun and learned so many new things!”	3 (75%)

N = 1

Table 10: Do you think that the 26-Hour Program should...

Stay on Thursday and Friday	Move to other weekdays	Move to the weekend	Other	Non-respondents
4 (100%)	0 (0%)	0 (0%)	0 (0%)	

N = 4

Table 11: Do you think that the hours (the starting time and ending time of each day) of the 26 Hour Program were...

Excellent	Good	Fair	Needs Improvement	Non-respondents
3 (75%)	0 (0%)	0 (0%)	1 (25%)	

N = 4

Table 12: Please feel free to provide any additional comments about the date and time of the 26-Hour Program.

Comments	Non-respondents
1 (25%) - "I thought it was very fun and educational. I just wish it lasted longer."	3 (75%)

N = 1

Table 13: You were served three meals. Please rate the meals below.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
Lunch on Thursday (BBQ)	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
Dinner on Thursday (BBQ)	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
Lunch on Friday (Pizza)	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)		4

Table 14: If you had any special dietary needs, were they met?

Yes	No	Non-respondents
4 (100%)	0 (0%)	

N = 4

Table 15: Please feel free to provide any additional comments about the meals.

Comments	Non-respondents
1 (25%) - "The meals were good."	3 (75%)

N = 1

Table 16: Please rate the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Non-respondents	N =
By participating in the 26 Hours in Science and	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4

Technology in Agriculture Program, I have an increased interest in attending college.							
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in seeking a major in agriculture.	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)		4
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in attending Cal Poly.	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)		4
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in seeking a career in the agriculture industry right out of high school.	2 (50%)	0 (0%)	2 (50%)	0 (0%)	0 (0%)		4

Table 17: If you have an interest in agriculture, please select your field(s) of interest.

Answer Choices	Responses
Crop Science or Ornamental Horticulture	0 (0%)
Soil Science, Environmental Science or Natural Resources	1 (25%)

Recreational Tourism or Forestry	1 (25%)
Animal or Dairy Science	2 (50%)
Agriculture Education	2 (50%)
Agriculture Communication or Public Relations	0 (0%)
Agriculture Business or Economy	0 (0%)
Agriculture Engineering	1 (25%)
Food Science or Nutrition	1 (25%)
I don't have an interest in agriculture	1 (25%)
Other	0 (0%)

Table 18: If you have an interest in agriculture, please elaborate on a career/occupation that interests you:

Comments	Non-respondents
1 (25%) - "I want to be an Ag teacher."	3 (75%)

N = 1

Table 19: If you have any additional comments about the 26 Hour Program, please feel free to elaborate in the box below.

Comments	Non-respondents
2 (50%) – "The 26 Hour Program was a lot of fun. I enjoyed my time there and enjoyed meeting new people." "It was an awesome experience!"	2 (50%)

N = 2

Advisor Survey Responses

Table 20. What gender do you identify with?

Male	Female	Prefer not to say	Other	Non-respondents
3 (75%)	1 (25%)	0 (0%)	0 (0%)	

N = 4

Table 21: What is you ethnicity?

American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White/ Caucasian	Prefer not to say	Other	Non-respondents
0 (0%)	0 (0%)	0 (0%)	1 (25%)	2 (50%)	0 (0%)	1 (0%) Portuguese	

N = 4

Table 22: What high school do you attend?

All Tribes Charter School	Carpinteria High School	Corcoran High School	Everett Alvarez High School	Gonzalez High School	Hanford High School
0 (0%)	1 (25%)	1 (25%)	0 (0%)	1 (25%)	0 (0%)
Hanford West High School	Kings City High School	Santa Paula High School	Sierra Pacific High School	Soledad High School	Non-respondents
0 (0%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	

N = 4

Table 23: Are you a(n)...

Advisor	Chaperone	Counselor	Other	Non-respondents
4 (100%)	0 (0%)	0 (0%)	0 (0%)	

N = 4

Table 24: How many students did you bring to the 26-Hour Program?

Responses	Non-respondents
4 (100%) "10"	
"12"	
"7"	
"4"	

N = 4

Table 25: Of the students you brought, do you think they have college potential? Please elaborate your response.

Responses	Non-respondents
<p>4 (100%) “ALL”</p> <p>“Yes, they all have the potential to attend college. Cal Poly 26 Hours is a major contributor towards providing students an opportunity to not just think about college but to also consider a major in agriculture.”</p> <p>“7”</p> <p>“Yes. Every single one of them.”</p>	

N = 4

Table 26: Are your students multi-lingual?

Yes, a majority	Yes, a few	No	Unsure	Non-respondents
3 (75%)	1 (25%)	0 (0%)	0 (0%)	

N = 4

Table 27: Please rate the workshops from THURSDAY based on how they benefited your students.

	Excellent	Good	Neutral	Fair	Poor	Did not attend	Non-respondents	N =
Ice Breaker	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
“Beyond Grafting”	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
“ABCs of Fire Suppression”	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
“Fruit and Fun in HCS”	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
“Don’t Be Shy: Interviewing Skills”	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4

“Reaching Success”	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
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Table 28: Please feel free to provide any additional comments about the THURSDAY workshops.

Comments	Non-respondents
1 (25%) - “It makes a big difference if a workshop has a Cal Poly Faculty member involved and leading the activity.”	3 (75%)

N = 1

Table 29: Was the "Prepping for Their Future - Admission, Financial Aid & Supporting Services" by Tony Domingues on Thursday beneficial to you?

Comments	Non-respondents
4 (100%) “YES!” “Excellent!” “It would be more beneficial to have time to hear about the programs Maria Arizu-Rodriguez have” “Yes. Learn something new every year”	

N = 4

Table 30: Please rate the workshops from FRIDAY based on how they benefited your students.

	Excellent	Good	Neutral	Fair	Poor	Did not attend	Non-respondents	N =
“College Life”	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
“Anatomy of an Egg”	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
“The Secrets of Soil”	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
“Horsepower”	2 (50%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4

Closing Remarks from Dr. Jimenez	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
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Table 31: Please feel free to provide any additional comments about the FRIDAY workshops.

Comments	Non-respondents
1 (25%) - "Definitely missed Dr. Zohns & Mr. Lasanske in both workshops. Nothing against the students but they are not Cal Poly professors or teachers."	3 (75%)

N = 1

Table 32: Do you think March is the optimum month to have the 26-Hour Program?

Yes	No	Unsure	Non-respondents
4 (100%)	0 (0%)	0 (0%)	

N = 4

Table 33: Do you think that the 26-Hour Program should...

Stay on Thursday and Friday	Move to other weekdays	Move to the weekend	Other	Non-respondents
4 (100%)	0 (0%)	0 (0%)	0 (0%)	

N = 4

Table 34: Do you think that the hours (the starting time and ending time of each day) of the 26 Hour Program were...

Excellent	Good	Fair	Needs Improvement	Non-respondents
3 (75%)	1 (25%)	0 (0%)	0 (0%)	

N = 4

Table 35: Please feel free to provide any additional comments about the date and time of the 26-Hour Program.

Comments	Non-respondents
1 (25%) - "Dr. Flores is the best!"	3 (75%)

N = 1

Table 36: You were served three meals. Please rate the meals below.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
Lunch on Thursday (BBQ)	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4
Dinner on Thursday (BBQ)	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
Lunch on Friday (Pizza)	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)		4

Table 37: If you had any special dietary needs, were they met?

Yes	No	Non-respondents
4 (100%)	0 (0%)	

N = 4

Table 38: Please feel free to provide any additional comments about the meals.

Comments	Non-respondents
1 (25%) - "none!"	3 (75%)

N = 1

Table 39: Please rate the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Non-respondents	N =
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in attending college.	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
By participating in the 26 Hours in Science and	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4

Technology in Agriculture Program, I have an increased interest in seeking a major in agriculture.							
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in attending Cal Poly.	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		4
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in seeking a career in the agriculture industry right out of high school.	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)		4

Table 40: If you have any additional comments about the 26 Hour Program, please feel free to elaborate in the box below.

Comments	Non-respondents
1 (25%) – “Please provide feedback one all the surveys have been completed. Thank you for setting this up. It will help in continuing the program and making the necessary changes to make it better each year.”	3 (75%)

N = 1

Responses for the Paper Survey

Student Survey Responses

Table 41. What gender do you identify with?

Male	Female	Prefer not to say	Other	Non-respondents
6 (46.15%)	6 (46.15%)	1 (7.69%)	0 (0%)	

N = 13

Table 42: What is your ethnicity?

American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White/Caucasian	Prefer not to say	Other	Non-respondents
0 (0%)	2 (15.38%)	0 (0%)	7 (53.85%)	5 (38.46%)	0 (0%)	1 (7.69%) Native American	

N = 13

Table 43: What is the primary language spoken at home?

English	Spanish	Other	Non-respondents
9 (69.23%)	4 (30.77%)	0 (0%)	

N = 13

Table 44: What high school do you attend?

All Tribes Charter School	Carpinteria High School	Corcoran High School	Everett Alvarez High School	Gonzalez High School	Hanford High School
2 (15.38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hanford West High School	Kings City High School	Santa Paula High School	Sierra Pacific High School	Soledad High School	Non-respondents
0 (0%)	8 (61.54%)	0 (0%)	0 (0%)	1 (7.69%)	2 (15.38%)

N = 11

Table 45: What is your grade level?

6 – 8	9	10	11	12	Non-respondents
1 (7.69%)	8 (61.54%)	1 (7.69%)	2 (15.38%)	1 (7.69%)	

N = 13

Table 46: Please rate the workshops from THURSDAY based on how beneficial they were to you.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
Ice Breaker	3 (23.08%)	8 (61.54%)	0 (0%)	1 (7.69%)	0 (0%)	1 (7.69%)	12
“Beyond Grafting”	10 (76.92%)	2 (15.38%)	1 (7.69%)	0 (0%)	0 (0%)		13
“ABCs of Fire Suppression”	10 (76.92%)	1 (7.69%)	2 (15.38%)	0 (0%)	0 (0%)		13
“Fruit and Fun in HCS”	4 (30.77%)	6 (46.15%)	3 (23.08%)	0 (0%)	0 (0%)		13
“Don’t Be Shy: Interviewing Skills”	3 (23.08%)	5 (38.46%)	5 (38.46%)	0 (0%)	0 (0%)		13
“Reaching Success”	4 (30.77%)	4 (30.77%)	4 (30.77%)	1 (7.69%)	0 (0%)		13

Table 47: Please feel free to provide any additional comments about the THURSDAY workshops.

Comments	Non-respondents
<p>4 (30.77%) –</p> <p>“I would say that I had the most fun in the ‘Fire Supression’ workshop because Dr. Kellogg knew what he was doing and he knew how to speak to us.”</p> <p>“Beyond Grafting was awesome! As well as getting to know all the rare fruit growers!”</p>	9 (69.23%)

“I loved the whole trip.”	
“It was awesome”	

N = 4

Table 48: Please rate the workshops from FRIDAY based on how beneficial they were to you.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
“College Life”	3 (23.08%)	5 (38.46%)	3 (23.08%)	2 (15.38%)	0 (0%)		13
“Anatomy of an Egg”	8 (61.54%)	2 (15.38%)	2 (15.38%)	0 (0%)	0 (0%)	1 (7.69%)	12
“The Secrets of Soil”	5 (38.46%)	4 (30.77%)	3 (23.08%)	1 (7.69%)	0 (0%)		13
“Horsepower”	8 (61.54%)	4 (30.77%)	1 (7.69%)	0 (0%)	0 (0%)		13
Closing Remarks from Dr. Jimenez	6 (46.15%)	3 (23.08%)	4 (30.77%)	0 (0%)	0 (0%)		13

Table 49: Please feel free to provide any additional comments about the FRIDAY workshops.

Comments	Non-respondents
<p>4 (30.77%) –</p> <p>“The ‘College Life’ workshop helped me out a lot because now I know what to prepare for when I leave home and move into a dorm. Also, the ‘Horsepower’ workshop was fun because they had us interact with other schools but still make it interesting.”</p> <p>“‘College Life’ should be set out for another hour for it was to early and most of the kids where falling asleep.”</p> <p>“Everything was so excellently set up.”</p> <p>“Horse power was awesome”</p>	9 (69.23%)

N = 4

Table 50: Do you think that the 26-Hour Program should...

Stay on Thursday and Friday	Move to other weekdays	Move to the weekend	Other	Non-respondents
11 (84.62%)	1 (7.69%)	1 (7.69%)	0 (0%)	

N = 13

Table 51: Do you think that the hours (the starting time and ending time of each day) of the 26 Hour Program were...

Excellent	Good	Fair	Needs Improvement	Non-respondents
7 (53.85%)	4 (30.77%)	2 (15.38%)	0 (0%)	

N = 13

Table 52: Please feel free to provide any additional comments about the date and time of the 26-Hour Program.

Comments	Non-respondents
2 (15.38%) – “The time on Friday was a bit early, but it was worth it.” “move it to the weekends so we won’t have to mis school.”	11 (84.62%)

N = 2

Table 53: You were served three meals. Please rate the meals below.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
Lunch on Thursday (BBQ)	8 (61.54%)	3 (23.08%)	2 (15.38%)	0 (0%)	0 (0%)		13
Dinner on Thursday (BBQ)	9 (69.23%)	2 (15.38%)	2 (15.38%)	0 (0%)	0 (0%)		13
Lunch on Friday (Pizza)	7 (53.85%)	3 (23.08%)	3 (23.08%)	0 (0%)	0 (0%)		13

Table 54: If you had any special dietary needs, were they met?

Yes	No	Non-respondents
8 (61.54%)	1 (7.69%) Because BBQ is good	4 (30.77%)

N = 9

Table 55: Please feel free to provide any additional comments about the meals.

Comments	Non-respondents
2 (15.38%) – “I’m a vegetarian, but everything was still good.” “they were good”	11 (84.62%)

N = 2

Table 56: Please rate the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Non-respondents	N =
16. By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in attending college.	6 (46.15%)	5 (38.46%)	2 (15.38%)	0 (0%)	0 (0%)		13
17. By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in seeking a major in agriculture.	4 (30.77%)	5 (38.46%)	4 (30.77%)	0 (0%)	0 (0%)		13
18. By participating in the 26 Hours in Science and Technology in Agriculture	6 (46.15%)	3 (23.08%)	4 (30.77%)	0 (0%)	0 (0%)		13

Program, I have an increased of interest in attending Cal Poly.							
19. By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in seeking a career in the agriculture industry right out of high school.	4 (30.77%)	1 (7.69%)	7 (53.85%)	1 (7.69%)	0 (0%)		13

Table 57: If you have an interest in agriculture, please select your field(s) of interest.

Answer Choices	Responses
Crop Science or Ornamental Horticulture	7 (53.85%)
Soil Science, Environmental Science or Natural Resources	4 (30.77%)
Recreational Tourism or Forestry	2 (15.38%)
Animal or Dairy Science	8 (61.54%)
Agriculture Education	3 (23.08%)
Agriculture Communication or Public Relations	2 (15.38%)
Agriculture Business or Economy	4 (30.77%)
Agriculture Engineering	6 (46.15%)
Food Science or Nutrition	6 (46.15%)
I don't have an interest in agriculture	1 (7.69%)
Other	2 (15.38%)

Table 58: If you have an interest in agriculture, please elaborate on a career/occupation that interests you:

Comments	Non-respondents
6 (46.15%) – “When we went to explore the campus and went to the dairy farm, it got me interested in Dairy Science I have raised a cow so I’ve always had an	7 (53.85%)

interest in animals.”	
“Ag teacher; other”	
“I still don’t know exactly on the course I shall go into.”	
“Fish and Game Warden”	
“Ag teacher”	
“Plants, soil, dairy”	

N = 5

Table 59: If you have any additional comments about the 26 Hour Program, please feel free to elaborate in the box below.

Comments	Non-respondents
4 (30.77%) – “none”	9 (69.23%)
“It was fun.”	
“I loved the whole trip, Thank you Cal Poly members.”	
“I was really hoping to go next year but its only once.”	

N = 4

Advisor Survey Responses

Table 60: What gender do you identify with?

Male	Female	Prefer not to say	Other	Non-respondents
0 (0%)	4 (80%)	0 (0%)	0 (0%)	1 (20%)

N = 4

Table 61: What is you ethnicity?

American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White/ Caucasian	Prefer not to say	Other	Non-respondents
2 (40%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)

N = 4

Table 62: What high school do you attend?

All Tribes Charter School	Carpinteria High School	Corcoran High School	Everett Alvarez High School	Gonzalez High School	Hanford High School
2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)
Hanford West High School	Kings City High School	Santa Paula High School	Sierra Pacific High School	Soledad High School	Non-respondents
0 (0%)	1 (20%)	0 (0%)	0 (0%)	1 (20%)	

N = 5

Table 63: Are you a(n)...

Advisor	Chaperone	Counselor	Other	Non-respondents
4 (80%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)

N = 4

Table 64: How many students did you bring to the 26-Hour Program?

Responses	Non-respondents
4 (100%) “11” “4” “4” “6” “7”	

N = 5

Table 65: Of the students you brought, do you think they have college potential? Please elaborate your response.

Responses	Non-respondents
4 (100%) “11” “yes” “yes” “Yes, they all have excellent GPA’s and are on the A-G track.” “7”	

N = 5

Table 66: Are your students multi-lingual?

Yes, a majority	Yes, a few	No	Unsure	Non-respondents
2 (40%)	0 (0%)	2 (40%)	0 (0%)	1 (20%)

N = 4

Table 67: Please rate the workshops from THURSDAY based on how they benefited your students.

	Excellent	Good	Neutral	Fair	Poor	Did not attend	Non-respondents	N =
Ice Breaker	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
“Beyond Grafting”	1 (20%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
“ABCs of Fire Suppression”	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
“Fruit and Fun in HCS”	1 (20%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
“Don’t Be Shy: Interviewing Skills”	1 (20%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4

"Reaching Success"	0 (0%)	4 (80%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
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Table 68: Please feel free to provide any additional comments about the THURSDAY workshops.

Comments	Non-respondents
2 (50%) – "The OH/Crop needs to be hands on, transplanting plants or seeds something that they can leave with." "Great location for all workshops gave students the opportunity to see all campus."	3 (60%)

N = 2

Table 69: Was the "Prepping for Their Future - Admission, Financial Aid & Supporting Services" by Tony Domingues on Thursday beneficial to you?

Comments	Non-respondents
4 (100%) "No" "No" "Yes, but would be better if he could create a cheat sheet of the requirements needed for both undergrads and JC transfers this would help us guide them on course selection." "Same as last year but very beneficial" "Not really. Mr. Domingues just asked if we had any questions instead of having something to give us to take back to our students."	

N = 5

Table 70: Please rate the workshops from FRIDAY based on how they benefited your students.

	Excellent	Good	Neutral	Fair	Poor	Did not attend	Non-respondents	N =
“College Life”	1 (20%)	2 (40%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	1 (20%)	4
“Anatomy of an Egg”	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
“The Secrets of Soil”	1 (20%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
“Horsepower”	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
Closing Remarks from Dr. Jimenez	1 (20%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4

Table 71: Please feel free to provide any additional comments about the FRIDAY workshops.

Comments	Non-respondents
<p>3 (60%) – “College Life – morning hard to get excited. Anatomy of an Egg – Awesome. The Secrets of Soil – love that is was student lead”</p> <p>“College life was great for the kids to hear about what college life is about, is there a way to arrange a tour of the dorms for the students to see them in the future?”</p> <p>“The kids LOVED every workshop. I liked how the students picked to speak were students from our Chapters. That really hit home to the kids.”</p>	2 (40%)

N = 3

Table 72: Do you think March is the optimum month to have the 26-Hour Program?

Yes	No	Unsure	Non-respondents
3 (60%)	1 (20%)	0 (0%)	1 (20%)

N = 4

Table 73: Do you think that the 26-Hour Program should...

Stay on Thursday and Friday	Move to other weekdays	Move to the weekend	Other	Non-respondents
4 (80%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)

N = 4

Table 74: Do you think that the hours (the starting time and ending time of each day) of the 26 Hour Program were...

Excellent	Good	Fair	Needs Improvement	Non-respondents
2 (40%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)

N = 4

Table 75: Please feel free to provide any additional comments about the date and time of the 26-Hour Program.

Comments	Non-respondents
<p>3 (60%) – Question 15 – “Perfect!”</p> <p>Question 14 – “It would interfere with FFA field days on the weekend and chapters like ours would not be able to participate in 26hrs” Question 15 – “May want to start earlier to give more travel time between locations” Question 16 – “The program was excellent! The students who attended also when on other tours with clubs like CSF but their experience was nothing close to the 26hr experience.”</p> <p>Question 13 - “Fall semester? Spring is busy with all the competitions, etc.”</p>	2 (40%)

N = 2

Table 76: You were served three meals. Please rate the meals below.

	Excellent	Good	Neutral	Fair	Poor	Non-respondents	N =
Lunch on Thursday (BBQ)	1 (20%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4

Dinner on Thursday (BBQ)	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
Lunch on Friday (Pizza)	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4

Table 77: If you had any special dietary needs, were they met?

Yes	No	Non-respondents
2 (40%)	0 (0%)	3 (60%)

N = 2

Table 78: Please feel free to provide any additional comments about the meals.

Comments	Non-respondents
2 (40%) – “May want to rethink the Pizza choices on Fridays during lint. The meals were great and saved the students money which is very important to most of those who attended.” “Thank you!”	3 (60%)

N = 2

Table 79: Please rate the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Non-respondents	N =
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in attending college.	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
By participating in the 26 Hours in Science and Technology in Agriculture	2 (40%)	0 (0%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)	4

Program, I have an increased interest in seeking a major in agriculture.							
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in attending Cal Poly.	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased of interest in seeking a career in the agriculture industry right out of high school.	0 (0%)	1 (20%)	3 (60%)	0 (0%)	0 (0%)	1 (20%)	4

Table 80: If you have any additional comments about the 26 Hour Program, please feel free to elaborate in the box below.

Comments	Non-respondents
<p>2 (40%) –</p> <p>“This program is truly an eye opener for my students. It is something we never could provide or explain to them w/out them being at Cal Poly! Its such an amazing motivator for them! Thank you!”</p> <p>“As we left the facility, everyone said, ‘I’m going to go to Cal Poly!!’ Great opportunity for those students! Thank you for the invitation and I look forward to attending next year.”</p>	3 (60%)

N = 2

Summary

It was essential to create an evaluation system for the 26-Hour Program to better the program with the feedback from those who participated. First, the survey needed to be broken down into two methods of completing, online on SurveyMonkey.com and paper, and from there broken down into student and advisor survey. Next, specific questions needed to be established for the student survey and the advisor survey to get the optimum response and feedback. After the questions were established, the survey needed to be distributed between the nine schools. Lastly, the responses to the surveys needed to be compiled and analyzed to see how to improve both the program and the survey itself. All the steps taken to create the surveys serve to impact and better the 26-Hour Program for future years.

Chapter Four

Results and Discussion

After the results of the pilot test for “the 26 Hours of Science and Technology in Agriculture” (26-Hour Program) were compiled and analyzed to see what questions need to be modified or excluded in the final draft of the survey. With careful consideration, the questions within the “Time and Date” section were excluded since it is the discretion of the 26-Hour Program planning committee to change the time and date, which there has been a consensus to keep both the times and date the same. Following this change, there have been small modifications throughout the survey to create the final draft. In this paragraph, the author will present the final draft of both the student survey and the advisor survey to be used at the 2015 26-Hour Program.

Student Survey

26 Hours of Science and Technology in Agriculture Student Survey

Please answer these questions to the best of your ability. Thank you for participating in the 26 Hour Program! If you have any questions, ask your advisor or email 26hoursurvey@gmail.com.

Please mark your answer(s) with an "X" when appropriate.

1. What gender do you identify with?
☐ Male
☐ Female
☐ Prefer not to say
☐ Other: _____
2. What is your ethnicity? (Please select all that apply.)
American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black or African American
☐ Hispanic or Latino
☐ White / Caucasian
☐ Prefer not to answer
☐ Other: _____
3. What is the primary language spoken at home?
☐ English
☐ Spanish
☐ Other: _____
4. What high school do you attend?

5. What is your grade level?
☐ 6 - 8
☐ 9
☐ 10
☐ 11
☐ 12

The Program

6. Please rate the workshops from THURSDAY based on how beneficial they were to you. (Did you learn something? Did you enjoy them?)

THURSDAY	Excellent	Good	Neutral	Fair	Poor
Ice Breaker					
Workshop #1					
Workshop #2					
Workshop #3					
Workshop #4					
Workshop #5					

7. Please feel free to provide any additional comments about the THURSDAY workshops.

8. Please rate the workshops from FRIDAY based on how beneficial they were to you. (Did you learn something? Did you enjoy them?)

FRIDAY	Excellent	Good	Neutral	Fair	Poor
Workshop #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closing Remarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please feel free to provide any additional comments about the FRIDAY workshops.

The Food

10. You were served three meals. Please rate the meals below.

	Excellent	Good	Neutral	Fair	Poor
Lunch on Thursday					
Dinner on Thursday					
Lunch on Friday					

11. If you had any special dietary needs, were they met?

- ☐ Yes
☐ No

If "No", please explain: _____

12. Please feel free to provide any additional comments about the meals.

13. Please rate the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in attending college.					
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in seeking a major in agriculture.					
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in attending Cal Poly.					
By participating in the 26 Hours in Science and Technology in Agriculture Program, I have an increased interest in seeking a career in the agriculture industry right out of high school.					

14. If you have an interest in agriculture, please select your field(s) of interest. (Select all that apply.)

- ☐ Agricultural Business or Economy
- ☐ Agricultural Communications or Public Relations
- ☐ Agricultural Education
- ☐ Agricultural Engineering
- ☐ Animal or Dairy Science
- ☐ Crop Science or Ornamental Horticulture
- ☐ Food Science or Nutrition
- ☐ Recreational Tourism or Forestry
- ☐ Soil Science, Environmental Science or Natural Resources
- ☐ I don't have an interest in agriculture
- ☐ Other: _____

15. If you have an interest in agriculture, please elaborate on a career/occupation that interests you:

16. If you have any additional comments about the 26 Hour Program, please feel free to elaborate below.

Advisor Survey

26 Hours of Science and Technology in Agriculture Advisor Survey

Please answer these questions to the best of your ability. Thank you for participating in the 26 Hour Program! If you have any questions, email 26hoursurvey@gmail.com.

Please mark your answer(s) with an “X” when appropriate.

1. What is your gender?
☐ Male
☐ Female
☐ Prefer not to say
☐ Other: _____
2. What is your ethnicity? (Please select all that apply.)
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black or African American
☐ Hispanic or Latino
☐ White / Caucasian
☐ Prefer not to answer
☐ Other: _____
3. What high school are you with?

4. Are you a...
☐ Advisor
☐ Chaperone
☐ Counselor
☐ Other: _____
5. How many students did you bring to the 26 Hour Program?
6. Are your students multi-lingual?
☐ Yes, a majority
☐ Yes, a few
☐ No
☐ Unsure

The Program

7. Please rate the workshops from THURSDAY based on how beneficial they were to you. (Did you learn something? Did you enjoy them?)

THURSDAY	Excellent	Good	Neutral	Fair	Poor
Ice Breaker					
Workshop #1					
Workshop #2					
Workshop #3					
Workshop #4					
Workshop #5					

8. Please feel free to provide any additional comments about the THURSDAY workshops.

9. Was the “Prepping for Their Future – Admission, Financial Aid & Supporting Services” by Tony Domingues on Thursday beneficial to you?

10. Please rate the workshops from FRIDAY based on how beneficial they were to you. (Did you learn something? Did you enjoy them?)

FRIDAY	Excellent	Good	Neutral	Fair	Poor
Workshop #1					
Workshop #2					
Workshop #3					
Workshop #4					
Closing Remarks					

11. Please feel free to provide any additional comments about the FRIDAY workshops.

The Food

12. You were served three meals. Please rate the meals below.

	Excellent	Good	Neutral	Fair	Poor
Lunch on Thursday					
Dinner on Thursday					
Lunch on Friday					

13. If you had any special dietary needs, were they met?

☐ Yes

☐ No

If "No", please explain: _____

14. Please feel free to provide any additional comments about the meals.

15. Please rate the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
By your students participating in the 26 Hours in Science and Technology in Agriculture Program, there been an increase of interest in attending college .					
By your students participating in the 26 Hours in Science and Technology in Agriculture Program, there been an increase of interest in seeking a major in agriculture .					
By your students participating in the 26 Hours in Science and Technology in Agriculture Program, there been an increase of interest in attending Cal Poly .					
By your students participating in the 26 Hours in Science and Technology in Agriculture Program, there been an increase of interest in seeking a career in the agriculture industry right out of high school .					

16. If you have any additional comments about the 26 Hour Program, please feel free to elaborate below.

Chapter Five

Summary, Recommendations, and Conclusion

Summary

“The 26-Hour of Science and Technology in Agriculture” (26-Hour Program) is a two-day event that is put on by the Latinos in Agriculture club with the help of the professors from the Agricultural Education and Communication Department and the College of Agriculture, Food, and Environmental Sciences (CAFES) at California Polytechnic State University, San Luis Obispo (Cal Poly). This two-day event is an opportunity for minority high school sophomore and juniors to visit a college campus and experience the opportunities that the agriculture industry has to offer through technical and hands-on experiences. To make the program successful, a survey was needed to collect information from students and advisors to continue to improve and strengthen all aspects of the 26-Hour Program.

The purpose of this project was to create an evaluative survey for the high school student and teachers who participated in Cal Poly’s 26-Hour Program. The survey was created to collect data to not only better the program, but to see the students and teachers’ opinions. Collecting answers from participating students and teachers would benefit the 26-Hour Program greatly. With the collected data, future planning teams could make changes appropriate the input received that would benefit the effectiveness of the program overall. Creating an evaluation system started by researching agriculture education history, college recruitment of minority students and different types of surveys. After helping with the planning of the 26-Hour Program and a pilot test was conducted to help see if the idea of surveying the group was realistic. After

the adjustments to the survey were done and the final draft was completed, the complete survey should be ready to be conducted in the year 2015. From there the survey can be adjusted minimally and used for future years to help further the 26-Hour Program.

Recommendations

The following recommendations should be considered prior to the next revision of the 26-Hour Program survey:

1. Give the survey at the end of the 26-Hour Program.
 - There was a big struggle in getting advisors and students to respond to the SurveyMonkey or mail-in paper survey, so the recommendation to give a paper survey at the closing session of the 26-Hour Program will almost guarantee all the students, advisor, and parents to fill them out and there will be no wait time from sending out the survey and waiting for responses.
2. Format the survey to be a Scantron.
 - This recommendation is based on the collection and analysis of the data. Putting all the data in the computer by hand is very taxing and time consuming, so having the results be compiled by a Scantron machine will not only help those collecting the data, but the results will be collected quicker without human error.
3. Consult with the Latino in Agriculture club, the Agricultural Education and Communication Department, and CAFES.
 - The idea behind implementing the survey is to collect data and opinions to see how the program can be improved. To do so, it is important to ask the three

parties involved to see what information is needed to collect to improve the program.

Conclusion

Completing the evaluative survey for the 26-Hour Program was a success, because not only was a full survey template created to be edited with the workshop titles for the following year, but there was data collected within the pilot that can help the planning team improve the program. After some adjustments to the pilot survey, the final draft is now ready for the 2015 26-Hour Program. This survey will allow for data to be collected about effectiveness and how the program benefits the students who participated. The only drawback was that the response to the pilot was minimal, but those who responded helped shape the evaluative survey. The author met all the objectives as stated at the beginning of the project and was able to finalize a draft of the survey to be used in the future.

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Appendices

Appendix I: Online Survey Email



Chelsi Faria <26hoursurvey@gmail.com>

Apr 4 ☆



to emorasca, alisagomez, javila, teacherffa, rflores ▾

Dear Advisors:

Once again, we would like to thank you for participating in Cal Poly's "26 Hours of Science and Technology in Agriculture" Program. To continue to grow and better the program, your feedback about different aspect of the program is necessary. I have included two links for both you and your students to fill out. If there were any chaperones or school counselors who attended the 26 Hour Program, we'd like for them to fill out the Advisor survey as well. Please have these surveys completed by **Monday, April 14th**. They should not take you more than 15 minutes to complete.

Advisor: <https://www.surveymonkey.com/s/26houradvisor>

Student: <https://www.surveymonkey.com/s/26hourstudent>





These questionnaires are only a **pilot test**, but next year, there will be a fully operational evaluation system for the 26 Hour Program. These are being sent out a month after the program, because we want to test the best ways to gather information. You and three other schools are getting links to a SurveyMonkey, while five other schools are getting the fill-able .doc form that needs to be printed out. We appreciate your willingness to participate in this pilot test!


If there are any questions, comments, problems or concerns about the survey or the 26 Hour Program in general, please feel free to email me at 26hoursurvey@gmail.com. I'd be happy to address anything or direct you to someone who can.

Sincerely,

Chelsi Faria
Agriculture Science Major
Cal Poly, San Luis Obispo
cnfaria@calpoly.edu
26hoursurvey@gmail.com

Appendix II: Paper Survey Email

 **Chelsi Faria** <26hoursurvey@gmail.com> Apr 4   

to parada16, kadiacalac, jasouza9, srodriguez, rword, lauren.carmina., rflores 

Dear Advisors:

Once again, we would like to thank you for participating in Cal Poly's "26 Hours of Science and Technology in Agriculture" Program. To continue to grow and better the program, your feedback about different aspect of the program is necessary. I have attached two fill-able .doc files to this email for you and your students. First, please fill out and have your students full out the documents and second, print them. Once they are completed and printed out, please mail them to:

Agriculture Education and Communication Department
California Polytechnic State University
1 Grand Avenue
San Luis Obispo, CA 93407

If there were any chaperones or school counselors who attended the 26 Hour Program, we'd like for them to fill out the Advisor survey as well. Please have these surveys completed and postmarked by **Monday, April 14th**. They should not take you more than 15 minutes to complete.

These questionnaires are only a **pilot test**, but next year, there will be a fully operational evaluation system for the 26 Hour Program. These are being sent out a month after the program, because we want to test the best ways to gather information. You and four other schools are getting the fill-able .doc form that needs to be printed out, while four other schools are getting links to a SurveyMonkey. We appreciate your willingness to participate in this pilot test!

2 Attachments



26 Hours of Science and Technology in Agriculture
Advisor Survey

Please answer these questions to the best of your ability. Thank you for participating in the 26 Hour Program! If you have any questions, ask your advisor or email 26hoursurvey@gmail.com

Please mark your answers with an "X" when appropriate.

1. What gender do you identify with?

☐ Male
☐ Female
☐ Prefer not to say
☐ Other (____)

2. What is your ethnicity? (Please select all that apply.)

☐ American Indian or Alaska Native
☐ Asian or Pacific Islander

W 26 Hour Advisor ...

26 Hours of Science and Technology in Agriculture
Student Survey

Please answer these questions to the best of your ability. Thank you for participating in the 26 Hour Program! If you have any questions, ask your advisor or email 26hoursurvey@gmail.com

Please mark your answers with an "X" when appropriate.

1. What gender do you identify with?

☐ Male
☐ Female
☐ Prefer not to say
☐ Other (____)

2. What is your ethnicity? (Please select all that apply.)

☐ American Indian or Alaska Native
☐ Asian or Pacific Islander

W 26 Hour Student ...