Visuals and Pathways in the Agricultural Industry

Christopher Curiel & Stephanie Contreras
Agricultural Education and Communication Department

CAL POLY
College of Agriculture, Food & Environmental Sciences

Introduction

Agriculture is the largest industry in California worth nearly $37.5 billion. The agricultural industry generates $100 billion in related economy (NASDA, 2017). It is imperative all students learn the importance of agriculture in their lives. However, there is a lack of value given to agriculture by students who do not have either an FFA chapter or agriculture related courses taught at their school.

California leads all other states in farm income. It's positioned as the agricultural powerhouse of the United States. About 73% of the state's agricultural revenues are derived from crops while livestock commodities generate 27% of revenues. (Netstate.com, 2016). With such a high economic impact, careers within the California agricultural industry are needed, profitable and valuable. High school students need to be made aware such opportunities exist.

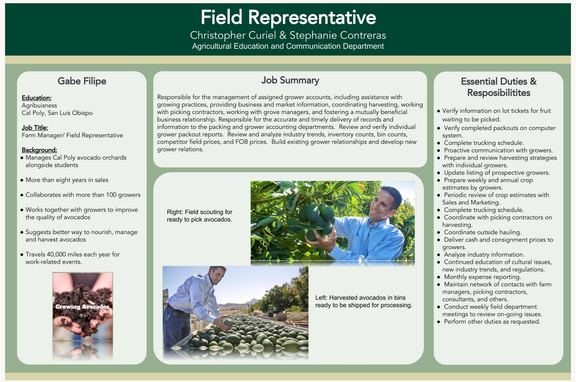
The purpose of this project is to interact with and educate young high school students about jobs offered in the agriculture industry around them on the Central Coast. Because the central coast is so rich in agriculture, it can help those who still don't have an idea of what they want to study after high school.

Methods

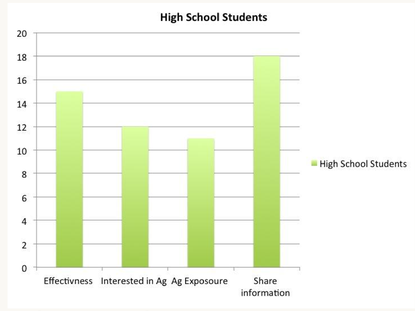
The information provided on the posters was collected using online data, information from personal interviews with Cal Poly counselors, college alumni, and information from the Career and Services office at Cal Poly. The specific majors the workshop focused on were those listed within the College of Agriculture, Food and Environmental Science.

Prior to the formation of the posters the developers conducted several interviews with agriculture industry professionals. The project developers compiled their research and career findings into three, 11x14 inch posters. Each poster featured a career, actual person in that career, and data surrounding that particular job. Posters created included: Field Representative, Assistant Production Manager and Quality Control. The posters were printed and provided to local high school for feedback. Pioneer High School in Santa Maria, California, enabled the project developers to bring the posters to an agricultural leadership class. The class was divided into four groups and each group evaluated all three posters. The students provided group feedback regarding poster appeal, colors, font, content and impact it had their perspective on agriculture.

The posters aid in demonstrating to students that agriculture goes beyond the paradigm that agriculture is simply working on a farm. Once students analyzed the posters, the project developers implemented a survey. The surveys were used to quantify and measure the effectiveness of the career posters and information provided.



Results



For future references, the author would suggest to have multiple posters to present to the students in order for them to have a wide range of career opportunities in the agriculture industry.

References

"The Advantages of Agriculture Education and FFA." *Questia*. N.p., Feb. 2001. Web. 06 Feb. 2016.

"Careers in Agriculture." *Ag Day* -. ©2016 Agriculture Council of America., n.d. Web. 06 Feb. 2016.

Dowd, Katie. "The Most Popular Majors at Bay Area Colleges." *SFGate*. © Copyright 2016 Hearst Communications, Inc., 11 Aug. 2015. Web. 05 Feb. 2016.

Miller E. Jane. "Preparing and Presenting Effective Research Posters." *Health Research and Educational Trust*. © 2007., n.d. Web. 15 Nov. 2017.

"NASDA - California Department of Food & Agriculture." *News Res*. © 2016 National Association of State Departments of Agriculture., n.d. Web. 20 Feb. 2016.

"North Carolina Future Farmers of America Association: Since 1929." *What Is FFA?* North Carolina FFA Association, n.d. Web. 20 Feb. 2016.

NSTATE, LLC www.n-state.com. "California Economy." *Economy of California including California Agriculture and Manufacturing from NETSTATE.COM*. 25 Feb. 2016, www.netstate.com/economy/ca_economy.htm

Pinke, Katie. "Why Is FFA Relevant For Our Future?" *The Pinke Post*. © 2016 FOODIE PRO THEME. 16 Feb. 2014. Web. 08 Feb. 2016.

Schwartz, Jessica M. "December 2009." *Note Book* (n.d.): n. pag. Web. 06 Feb. 2016.

"Study Agriculture in the US." *International Student*. N.p., n.d. Web. 07 Feb. 2016.

"UC Vegetable Research & Information Center." *UC Vegetable Research & Information Center*. 28 Aug. 2017, vric.ucdavis.edu/.

"United States Department of Agriculture - Purdue Agriculture." *United States Department of Agriculture - Purdue Agriculture*. © 2010 Purdue University., n.d. Web. 06 Feb. 2016.

"What Does FFA Stand For? ." *The FFA Brand in Action*. N.p., n.d. Web. 07 Feb. 2016.