



Prepared For:
Vern McGinnis

Prepared By:
Catherine Sorich
Sarah Lau
Matt Messel
Vince Lewis
Aubrey Mackiney
Heather Kieffer

April 2009

Edited By:
Merlin Anderson

COLLEGE OF BUSINESS
ILLINOIS STATE UNIVERSITY
CAMPUS BOX 5500
NORMAL IL 61790-5500

April 29, 2009

Vern McGinnis
Vision for Illinois Agriculture

Dear Mr. McGinnis,

As you requested we have completed the marketing research analysis for Vision for Illinois Agriculture. The results are contained in the report entitled “Vision for Illinois Agriculture: A Marketing Research Study to Gain Insight into the Decision Process Attracting Students to Enroll in the Agriculture Curriculum Leading to a Career in the Illinois Agriculture Sector.” The report is based on surveys of 121 agriculture students that attend Illinois State University.

The complete methodology is described in the report. Standard marketing research practices were used throughout the research project. You will find that the results of the report provide the information necessary to achieve the research objectives we set out for this project. These results represent “the voice of the Illinois State University agriculture students” and we trust you will be able to use these results to make the best decisions for Vision for Illinois Agriculture.

Should you need further assistance please do not hesitate to contact us at casoric@ilstu.edu. We enjoyed working with you on this project and we look forward to working with you again in the future.

Sincerely,

Illinois State University Marketing Research Team:

Catherine Sorich, Sarah Lau, Matt Messel, Vince Lewis, Aubrey Mackiney, Heather Kieffer

CONTENTS

SECTION TITLE	PAGE
LETTER OF TRANSMITTAL	1
EXECUTIVE SUMMARY	2
INTRODUCTION	4
METHOD	4
DEFINE THE POPULATION.....	4
SAMPLE PLAN	4
SAMPLE SIZE.....	5
DEVELOPMENT OF THE QUESTIONNAIRE.....	5
DATA COLLECTION METHOD.....	6
RESULTS.....	7
LIMITATIONS	13
CONCLUSIONS	14
RECOMMENDATIONS.....	14
APPENDIX A.....	15
APPENDIX B.....	20
APPENDIX C.....	23

EXECUTIVE SUMMARY

The purpose of this research is to gain insights into the decision process attracting students to enroll in the agriculture curriculum leading to a career in the agriculture sector. The findings will be used by Vision for Illinois Agriculture to develop communication strategies to assure an adequate supply of qualified employees to support the needs of the Illinois agriculture sector.

A questionnaire was developed and administered among Agriculture majors at Illinois State University. A total of 121 respondents were obtained from three different methods of administering the survey: in-class paper questionnaire (72 respondents), outside of class paper questionnaire (26 respondents), and internet (23 respondents).

The responses for all 121 respondents were combined into one data set and analyzed using SPSS. Some key results include:

- 46% were raised on a farm, 37% in a rural area, and 17% in an urban area
- 89% of those raised on a farm felt that being raised on a farm had either a high influence or very high influence on their decision to choose agriculture as a college major.
- 95% of those surveyed said agriculture was their main employment interest
- 67% responded that previous work experience in agriculture had a significant influence in choosing agriculture as a major.
- 88% of the survey participants responded that career interest played an influential role.
- 2/3 answered that importance of agriculture in the world was influential to their choice of major.
- Over half (55%) of those who participated in FFA or other agriculture organizations said that FFA activities and events had either a high or very high influence in their selection of agriculture as a major.
- 61% of those who participated in a Supervised Agriculture Experience (SAE) responded that it had either a high or very high influence. Only 13% said it had no influence.
- Parent/Guardians were the people who had the most influence on the participant's selection of agriculture as a major with 48% saying it had a high or very high influence. 13% responded that parents/guardians had no influence.
- 60% of those surveyed responded that their guidance counselors had no influence on their choice of agriculture as a major.
- In conclusion, most respondents were influenced to obtain a career in agriculture by living on a farm or having work experience in the field. High school classes and guidance counselors had little effect on the respondents' choice to obtain a career in agriculture.
- To increase the number of students in urban areas selecting an agricultural career, we recommend encouraging more classes to become available to high school students, providing updated information to high school teachers and guidance counselors and conducting informational presentations to students. Increase the overall awareness of

career opportunities to the community through marketing efforts of television and radio advertisements.

INTRODUCTION

In an effort to prepare Illinois for future success, representatives of Illinois food and agriculture organizations launched Vision for Illinois Agriculture. This industry-wide effort is aimed at increasing the competitiveness for Illinois in the global marketplace. In order for Vision for Illinois Agriculture to achieve the objective of assuring an adequate supply of qualified employees to support the needs of the Illinois agriculture sector, this research project was initiated to gain insights into the decision process attracting students to enroll in the agriculture curriculum leading to a career in the agriculture sector.

OBJECTIVES

The research objectives are to determine:

1. Which factors influence agriculture majors to attend ISSU rather than another school.
2. Which factors influence students to select agriculture as a major.
3. Who helped influence the student's decision to select agriculture as a major.
4. Which information sources were influential in the decision to select agriculture.
5. Which factors will influence the student's choice among employment options.

POPULATION

The target population used for this survey is agricultural majors at Illinois State University. We focused on surveying students that are currently taking agriculture classes. If the students are not currently taking agriculture classes we also made the survey available to those students at the main office of the agriculture department.

SAMPLE PLAN

We obtained access to this population through the help and cooperation of the Illinois State University Department of Agriculture. We collected data primarily through a paper survey administered in classrooms because this distribution method would effectively reach an optimal number of respondents and have an ease of data collection. We also administered the survey through solicitation and through an internet survey in order to reach a greater number of the target population.

SAMPLE SIZE

Our survey obtained a total of 121 respondents, 47% of the 258 ISU agricultural students in the target population, for a 47% return rate. Of the 118 respondents that answered the question regarding their year in school, there were 6 freshman, 16 sophomores, 44 juniors, 49 seniors and 3 graduate students. The gender distribution resulted in 66% male and 34% female. About 46% were raised on a farm, 37% in a rural community and 17% in urban areas. Also, 60% indicated that they did not have a Supervised Agricultural Experience (SAE) during high school.

DEVELOPMENT OF THE QUESTIONNAIRE

The process of developing the questionnaire was a collaborative effort on the parts of Merlin Anderson, Vern McGinnis, and the ISU Marketing Research Team. First, Mr. McGinnis came in and explained the goals of Vision for Illinois Agriculture. Then our team developed a rough draft of the survey. Merlin Anderson and Vern McGinnis reviewed our initial survey and made some changes. We all came together and discussed these changes. The team then developed the final survey which was administered to the target audience.

DATA COLLECTION METHOD

We used three methods of collecting data, resulting in the following number of respondents from each method:

1. 72 respondents from paper questionnaires administered in classes. The in-class surveys were administered through four professors in a total of six classes. These classes were: AGR272, AGR317, AGR205, AGR203, AGR106 and AGR 130.
2. 26 respondents from paper questionnaires administered through personal solicitation of students passing through the Ropp Agriculture building.
3. 23 respondents from a web-based questionnaire using the software SelectSurvey. Dr Aslihan Spaulding of the ISU Department of Agriculture sent an email to agricultural students thanking those that had already participated and asking those that had not yet participated if they would like to do so by clicking on the link to the survey. As a result, all 258 ISU agriculture students had an opportunity to respond.

SURVEY RESULTS

The data obtained from all 121 respondents was combined into one data set. Through the use of the SPSS statistical package, we obtained following results:

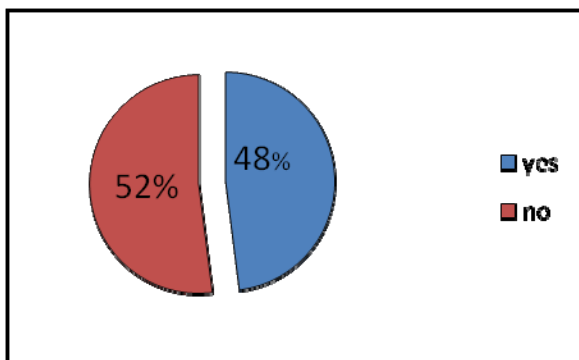
1. What influenced you to choose Illinois State University rather than another University?

“Offers the major I want” is the most influential factor for them choosing to attend Illinois State University. The second most influential factor is location.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Mean Rating
Offers the major I want	2%	3%	13%	41%	40%	4.1
Location	3%	3%	16%	45%	33%	4.0
Campus environment	7%	18%	27%	31%	18%	3.4
University reputation/image	7%	11%	34%	41%	7%	3.3
Total cost	11%	15%	43%	26%	5%	3.0
Visit to ISU	22%	18%	28%	24%	7%	2.8
Friends/social reasons	22%	18%	30%	23%	7%	2.7
ISU representative came to my high school	75%	13%	7%	3%	3%	1.4

2. Did you attend a community/junior college prior to attending ISU?

Based on the information collected from the survey, 52% of the participants attended a community/junior college prior to attending ISU.

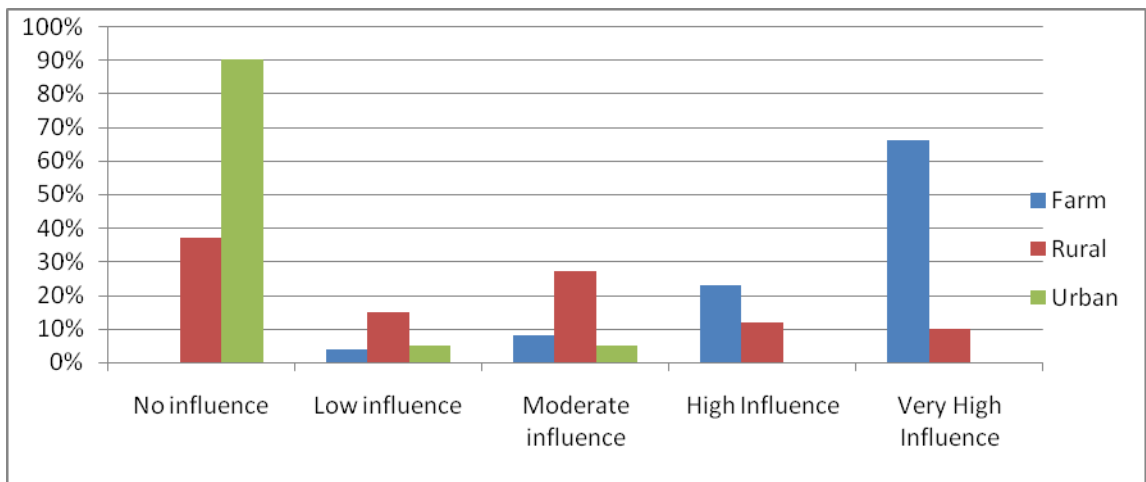


3. What influenced you to select agriculture as a major?

The two largest factors for students selecting agriculture as a major are career interest and personal interest in agriculture. Also, 67% answered that previous work experience had either a high or very high influence on their decision to choose agriculture as a major. 88% answered that career interest had a high or very high influence and 2/3 of those surveyed said importance of agriculture in the world was influential to them.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Mean Rating
Career interest	0%	2%	10%	39%	49%	4.4
Personal interest in agriculture	1%	3%	5%	32%	58%	4.4
Importance of agriculture in the world	12%	6%	16%	29%	37%	3.7
Work experience in agriculture	19%	4%	9%	29%	38%	3.6
Job outlook	9%	8%	18%	45%	20%	3.6
I was raised on a farm	31%	8%	13%	15%	33%	3.1
Ag-related shows/meetings (county or state fairs, Farm Progress Show, dealer meetings, etc.)	29%	14%	24%	18%	15%	2.8
Ag class in high school	42%	11%	13%	17%	18%	2.6
Supervised Agricultural Experience (SAE)	45%	13%	12%	21%	9%	2.4
FFA activities and events	50%	12%	8%	17%	13%	2.3

Furthermore, 89% of those who were raised on a farm felt that being raised on a farm had either a high influence or very high influence on their decision to choose agriculture as a college major.



4. Who are the people that helped influence your decision to choose agriculture as a major?

The most influential people in the participants' decision about their major are parents/guardians. Furthermore, 60% responded that their guidance counselors and 60% responded that their other teachers (non-agriculture) had no influence on their decision.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Mean Ratings
Parent/guardian	18%	12%	23%	26%	22%	3.2
Other family member	29%	17%	20%	18%	16%	2.7
Friend	30%	14%	21%	25%	10%	2.7
Agriculture teacher	42%	8%	18%	15%	17%	2.6
Employer/supervisor	40%	18%	14%	22%	6%	2.4
Other teacher	60%	17%	13%	8%	3%	1.8
Guidance counselor	60%	21%	11%	6%	3%	1.7

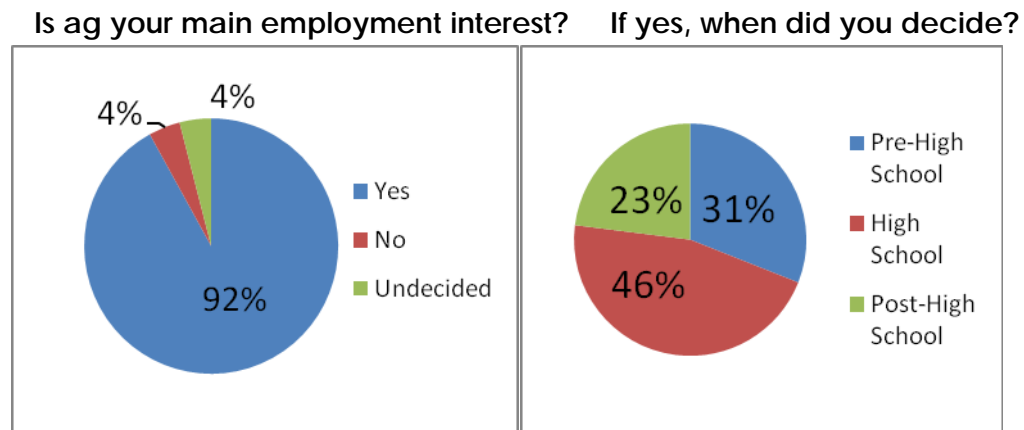
5. What information sources were influential in your decision to choose agriculture as a major?

Parents are the information source that is most influential in the participant's decision.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Mean Ratings
Family members	19%	9%	18%	34%	19%	3.2
Print media (magazines, newspapers)	35%	18%	29%	14%	5%	2.4
Teacher/school counselor	35%	18%	22%	16%	8%	2.4
University website	41%	16%	18%	20%	4%	2.3
Other internet sources	43%	18%	20%	18%	1%	2.2
Career show	42%	19%	17%	17%	5%	2.2
Broadcast media (TV, radio)	41%	24%	20%	12%	3%	2.1
FFA conferences/conventions	51%	17%	13%	13%	5%	2.0
Books	45%	28%	21%	5%	2%	1.9
University direct mail/literature	50%	18%	24%	8%	1%	1.9
University representative at my school	61%	18%	15%	5%		1.6
FFA website	64%	18%	10%	8%		1.6

6. Is agriculture your main employment interest?

For 92%, agriculture is their main employment interest. For 4%, agriculture is not their main employment interest and 4% are undecided. Of the 92%, 46% made this decision in high school, 31% did so before high school, and 23% waited until after high school to make their decision. 40% of those raised in Urban areas made their decision to choose agriculture as a major after high school versus only 12% of those raised on a farm and 28% of those raised in rural areas. Those involved in FFA or 4H decided before high school (37%) or during high school (49%).



7. When you enter the workforce, what factors will influence your choice among employment options?

There was very little overall variation in what influences choice of employment. However, the highest mean rating was career advancement potential with a mean rating of 4.1.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Mean Ratings
Career advancement potential	2%	4%	14%	42%	38%	4.1
Job location	3%	3%	19%	46%	29%	4.0
Job availability	3%	2%	15%	58%	23%	4.0
Job security	3%	4%	14%	48%	31%	4.0
Work/life balance	3%	3%	16%	47%	31%	4.0
Income	1%	3%	29%	42%	25%	3.9
Company reputation/image	3%	3%	27%	37%	29%	3.8
Variety/creativity in job	5%	6%	24%	42%	23%	3.7
Job Prestige	3%	13%	31%	36%	17%	3.5
Service/making a difference in the world	8%	12%	34%	31%	15%	3.3
Social interaction on the job	7%	12%	33%	36%	12%	3.3

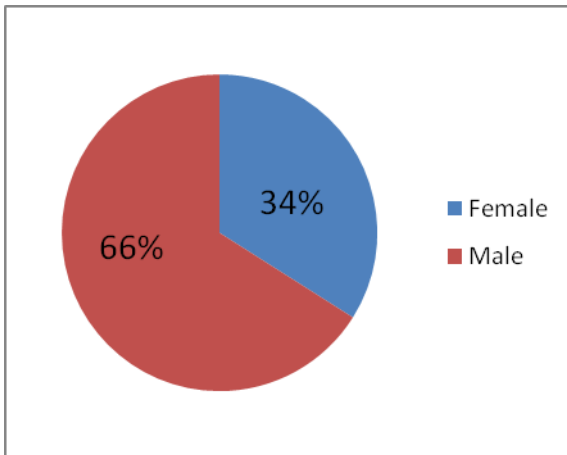
8. What year in school are you?

The majority of the participants in the survey were juniors (37%) and seniors (42%).

Freshmen	5%
Sophomore	14%
Junior	37%
Senior	42%
Graduate	3%

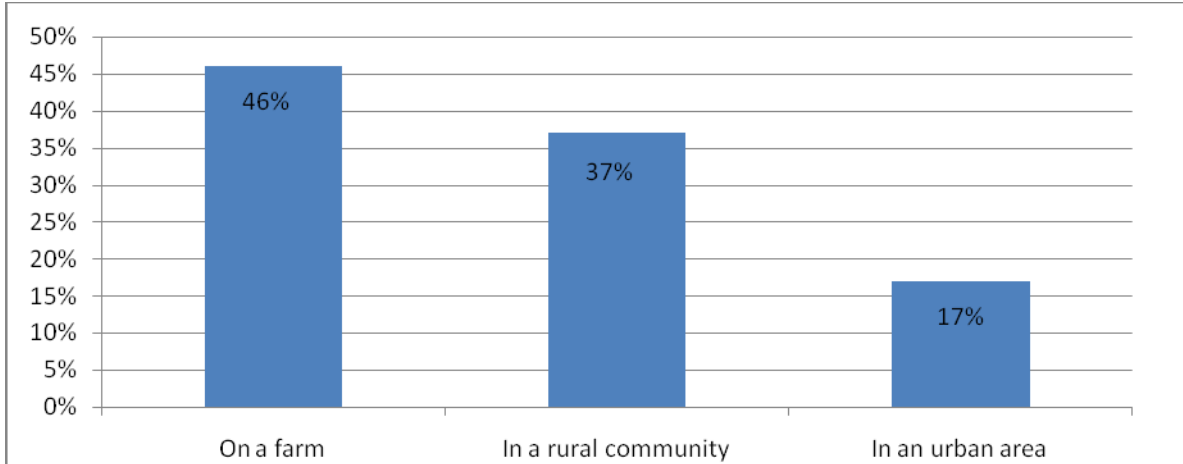
9. What is your gender?

2/3 of the participants in the survey are male.



10. Where were you raised?

The majority of those surveyed were raised either on a farm (46%) or in a rural area (37%).



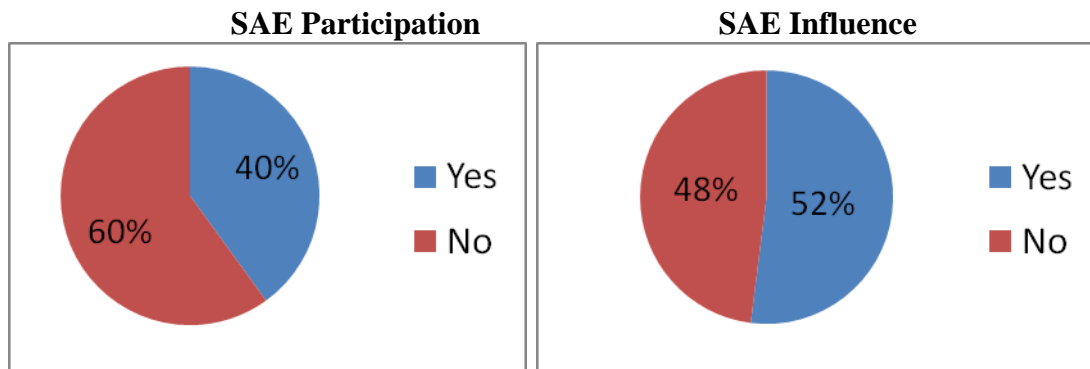
11. In which student organizations were you active in high school (check all that apply)?

The respondents participated in a variety of student organizations. However, 29% did not check any student organization involvement. Of those raised in urban areas, only 20% were involved in FFA and only 5% in 4H while 45% did not check any organizations.

	Total	Farm	Rural	Urban
FFA	40%	53%	40%	20%
4H	33%	62%	14%	5%
National Honor Society	26%	32%	29%	10%
Academic clubs	26%	25%	31%	20%
Student Council	22%	30%	21%	10%
Other specified	14%	9%	19%	20%
Did not check any	29%	15%	31%	45%

12. Did you have supervised agricultural experience (SAE) during high school?

60% of the participants in the survey answered that they had supervised agriculture experience. Those that answered yes to having SAE experience were split as to its influence on their decision of agriculture as major with a slight majority answering yes (52%)



LIMITATIONS

A limitation with the Vision for Illinois Agriculture was that we were not able to administer the survey to all agricultural students in a classroom setting. Some professors were unable or unwilling to participate in the survey. Only four professors agreed to administer the survey during their classes, administering the survey for a total of six classes. These classes were AGR272, AGR317, AGR205, AGR203, AGR106 and AGR 130. More in-class administration could have produced a higher response rate. Another limitation is that we were not allowed an extended period of time to conduct the research. With more time, more surveys could have been administered. With time being so essential to college students, which composes our target market, not offering them any incentives limited their motivation to fill out the survey.

CONCLUSIONS

Based on the data obtained from this survey, most respondents were influenced to obtain a career in agriculture by living on a farm or having work experience in the field. We also concluded that high school classes and guidance counselors had little effect on the respondents' choice to obtain a career in agriculture.

RECOMMENDATIONS

To increase the number of students in urban areas to select an agricultural career, our team would recommend encouraging more classes to become available to high school students, providing updated information to the high school teachers and guidance counselors and conducting informational presentations to students in various classes. We also think that they need to increase the overall awareness of career opportunities to the community through marketing efforts of television and radio advertisements. By providing more information and increasing the awareness of programs and career opportunities, we are confident that Vision will be able to target more students to enter the agricultural field.

APPENDIX A

- The verbatim answers to the written questions.

Other reasons for choosing Illinois State University

- Knew about the ag program before.
- It was a better fit for me compared to the U of I.
- The agriculture department staff.
- Close to home, had ag as major, good reputation.
- Level of education provided by good doctors.
- Parent went to ISU.
- I am an international student and I chose ISU because there is a good agricultural department.
- The price range and the environment.
- Having a major that I don't have to take prerequisites to take classes.
- Excellent advising, flexible schedule, and entrance requirements.
- Location from home.
- Close to home.
- Basically location.
- Someplace new/different to home.
- The Ag program
- Close to home, could get financial aid, not too expensive.
- From Bloomington/Normal area.
- I was misrepresented about the ag program by the ISU rep. I should have went to U of I. ISU is a joke, except Animal Science & Ag Business.
- Acceptance of transfer credit to complete degree in 2 years.
- Being a state school and my mom went to college here.
- My wife was going to Bradley.
- Friendly ag dept.
- Family alumni
- Parents
- Dad went here.
- Mostly closer to home
- Family near by
- Alpha Gamma Rho
- Didn't have to move

- Size of school and how compact it is rather than huge universities.
- I own a home so I needed to stay close by.
- Family went here
- Teachers
- Close to home - could commute.
- Parent was alumni and older sibling.
- I received an academic scholarship.
- They had my major, Ag Ed
- Personal attention in smaller classes.
- Small classes
- Their business program is amazing and I liked that they had an Ag minor.
- Parents like it.
- The faculty reputation
- Athletics
- Wide availability of minors as well as majors. Lots of classes offered in general.
- I did not get accepted to the engineering program at U of I but was admitted for agriculture. An agriculture degree was my second choice and because it was cheaper to get a degree from ISU than from U of I I decided to come here.
- When I did the campus tour they talked about how the university had a grant in the Ag Dept for labs across the campus and the campus overall looked friendly to someone who would like to go into the Landscape industry.
- I had older friends graduate from ISU and they always talked good about the ag program and the experience. I also wanted to bring something more to ISU agriculture like support the beginning of a PAS chapter.
- Came down to IHSA state volleyball and girls basketball tournaments a couple of times walked around campus, and just loved it here. It was my top choice.
- I would say the size of the campus itself...I liked the fact that the ag buildings were placed on their side and the quad was compact.
- My Parents.
- The cheaper cost of ISU rather than U of I
- Something different that I was accustomed to
- close to home
- location to home
- My parents wanted me to go to a 4 year school.
- Scholarship opportunities

What influenced you to select agriculture as a major

- Helping family & friends on farm.
- Grew up in an ag based community.
- A general interest in horticulture.
- Great industry, good job outlook.
- Job opportunities & international career.
- I chose agriculture because of the career interest.
- Love for animals.
- Ag finance
- Personal passion

- It's what I want to do.
- Enjoy being outdoors.
- My family pushed me to select agriculture as my major.
- Grew up in a farming community. Interested in ag since.
- My real major is horticulture. I am only getting an ag titled degree because its only 12 more credit hours.
- Always jobs, the world needs it.
- Classes
- Animal Science is Ag Dept., not Bio.
- Family
- My family has been farming for 3 generations and I want to make it 4.
- Mostly my ag teachers from high school
- Ag people are more normal.
- Started taking classes and really enjoyed them.
- Wanted to enter food industry - only major that applied.
- I worked at a living history farm - 1800's style.
- It's the closest major offered at ISU that correlates to my desired career as a farrier.
- So I can hopefully gain knowledge that can help me to compete with larger operations later in life.
- I really wanted to go into Landscape Design and that is in the Ag field.
- Grew up in a farm town (pop. <1000) & being in the city of bloomington normal made me very homesick. I wanted to meet people like my friends at home, farmer boys and girls, so i took an Ag class and loved it! **never took an ag class in HS or participated in FFA, or 4-H prior to college.
- no others
- i love farming
- A student teacher I had inspired me to use my passion in agriculture as a career.
- It was easy to get accepted into the college of Agriculture.
- Desired sequence

Who are the people that helped influence your decision to select agriculture as a major

- Grandpa
- Politics
- Myself
- Dr. Whitacre
- Grant Grebner (ICC professor), Roger Herimann (ICC advisor), Dave Malone (ISU advisor)
- People who gave presentations on agriculture.
- Grandpa, Hank Williams Jr.
- Myself
- Me
- Dad
- We are such nice people!
- Dad
- Landscaped my house and talked with the landscape designer and decided that was what I wanted to do.
- No one. I hd to convince my parents to let me switch my major from business to Ag-business.
- My boss at the farm I worked/volunteered at.

- I had very little to no influence from others to deciding an AGR major, as I grew up in the suburbs where there was very little obvious agricultural presence.
- I took a class Sr yr. of high school where I did an internship at a landscape business and then I also too an Intro Landscape Design class at Parkland which also greatly influenced me.
- no one
- myself
- A student teacher i had
- A love of the outdoors

Which information sources were influential in your decision to select agriculture as a major

- Visiting campus and coming to a meeting with all the ag faculty.
- Just the community itself.
- Campus visits (dept.)
- FFA Conference: influenced me to choose this major.
- I was on carcass evaluation team @ Ill.
- Basically counselors and personal realization.
- Industry publications & conventions.
- Previous teachers and prior schools recommended this.
- Course guide
- Having lived on a farm all my life, I didn't think about any other choice.
- My employer at a Municipality
- Lawn and Landscape was big part of going into my career its a great magazine for the field. Also when I took the internship reasearching my career and finding the output for my field helped a lot.
- none
- i farm myself and own my own equipment
- none

What industry are you planning to enter

- Financial management
- World trade business
- Spanish Ed. & General Ag are my majors. I will teach Spanish & Ag in Secondary Ed.
- Sales or finance.
- Veterinary/Companion Animal.
- Horticulture/Arboriculture
- Finance or sales
- Welding
- Veterinarian - livestock & horses
- More horticulture based
- * however, 1st major is economics
- seed industry and milking cows

What other factors will likely be influential in your employment decisions

- Relocation, benefits
- I'd like to be my own boss but that is something I think everyone wants and not many get.

- If I can still farm, I will take the job.
- Benefits - insurance, retirement, stock options, etc.
- I have to enjoy my career.
- Step towards me owning my own business.
- Boss, co-workers, job description.
- Enjoy doing the job
- Economic reasons
- none
- i own my own seed business and i am going to be milking cows when i graduate
- Whether or not it will take me to my goals
- Overall job satisfaction.

In which student organizations were you active during high school

- hockey, baseball, track, skeet
- Band
- Football, track & field
- Sports (soccer, volleyball)
- SADD, volunteer at hospital & humane society.
- CAPTAINS (positive peer group)
- Baseball, golf
- Cheerleader, plays
- Golf, track & field
- Co-op program
- Sports/outdoor clubs
- National Technical Honor Society
- Music, Athletics
- Athletics
- FBLA, FCA
- Chess Club
- School plays, Volleyball, Softball, Speech team, Yearbook

Appendix B



Vision for Illinois Agriculture is an industry-wide effort to increase the competitiveness of Illinois in the global marketplace. A key strategy in this effort is to assure an adequate supply of qualified employees to support the needs of the Illinois agriculture sector.

Please help us gain insights into the decision process students use to enroll in the agricultural curriculum leading to a career in the agriculture sector. Your responses to this survey are completely confidential. The responses of this survey will be summarized by an ISU Marketing Research class.

1. What influenced you to choose Illinois State University rather than another school? Please rate each of the factors below on a scale of 1=No Influence to 5=Very High Influence.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence
Total cost	1	2	3	4	5
Location	1	2	3	4	5
University reputation/image	1	2	3	4	5
Offers the major I want	1	2	3	4	5
Campus environment	1	2	3	4	5
Friends/social reasons	1	2	3	4	5
Visit to ISU	1	2	3	4	5
ISU representative came to my high school	1	2	3	4	5

1a. What other factors were influential in your decision to attend ISU?

2. Did you attend a community/junior college prior to attending ISU?

Yes No

3. What influenced you to select agriculture as a major? Please rate each of the factors below on a scale of 1=No Influence to 5=Very High Influence.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence
I was raised on a farm	1	2	3	4	5
Work experience in agriculture	1	2	3	4	5
Supervised Agricultural Experience (SAE)	1	2	3	4	5
Job outlook	1	2	3	4	5
Career interest	1	2	3	4	5
Personal interest in agriculture	1	2	3	4	5
Ag class in high school	1	2	3	4	5
Ag-related shows/meetings (county or state fairs, Farm Progress Show, dealer meetings, etc.)	1	2	3	4	5
FFA activities and events	1	2	3	4	5
Importance of agriculture in the world	1	2	3	4	5

3a. What other factors were influential in your decision to select agriculture as a major?

4. Who are the people that helped influence your decision to select agriculture as a major? Please rate each of the following on a scale of 1=No Influence to 5=Very High Influence.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence
Parent/guardian	1	2	3	4	5
Other family member	1	2	3	4	5
Guidance counselor	1	2	3	4	5
Agriculture teacher	1	2	3	4	5
Other teacher	1	2	3	4	5
Employer/supervisor	1	2	3	4	5
Friend	1	2	3	4	5

4a. Who else was influential in your decision to select agriculture as a major?

5. Which information sources were influential in your decision to select agriculture as a major?

Please rate each of the sources below on a scale of 1=No Influence to 5=Very High Influence.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence
Books	1	2	3	4	5
Broadcast media (TV, radio)	1	2	3	4	5
Print media (magazines, newspapers)	1	2	3	4	5
University direct mail/literature	1	2	3	4	5
University representative at my school	1	2	3	4	5
University website	1	2	3	4	5

FFA website	1	2	3	4	5
Other internet sources	1	2	3	4	5
Family members	1	2	3	4	5
Teacher/ school counselor	1	2	3	4	5
FFA conferences/conventions	1	2	3	4	5
Career show	1	2	3	4	5

5a. What other information sources were influential in your decision to select agriculture as a major?
 6. Is agriculture your main employment interest?

6a.

6b.

7. When you enter the workforce, what factors will influence your choice among employment options? Please rate each of the factors on a scale of 1=No Influence to 5=Very High Influence.

	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence
Job location	1	2	3	4	5
Job availability	1	2	3	4	5
Job security	1	2	3	4	5
Company reputation/image	1	2	3	4	5
Job Prestige	1	2	3	4	5
Career advancement potential	1	2	3	4	5
Income	1	2	3	4	5
Work/life balance	1	2	3	4	5
Service/making a difference in the world	1	2	3	4	5
Social interaction on the job	1	2	3	4	5
Variety/creativity in job	1	2	3	4	5

7a. What other factors will likely be influential in your employment decisions?

8. What year in school are you? (Check one)
 Freshman Sophomore Junior Senior Graduate Student
9. Your gender: Female Male
10. Where were you raised? (Check one)
 On a farm In a rural community In an urban area
11. In which student organizations were you active during high school? (Check all that apply)
 FFA 4H Student Council National Honor Society Academic clubs
 Other; please specify _____
12. Did you have a Supervised Agricultural Experience (SAE) during high school? Yes No
 12a. If yes, did your Supervised Agricultural Experience help define your career goal? Yes No

Thank you for taking the time to complete this survey!