1. responsibilities of a specific career and related careers
2. the philosophy and professional ethics related to that career
3. the work environment related to that career

Each student is challenged intellectually by being given the freedom to experiment with new ideas. The student has a chance to practice the principles he/she learns.

Twice a week from 7-9 p.m., participants meet for a series of leadership seminars. These sessions are led by visiting executives representing major corporations and governmental agencies throughout the midwestern region of the United States.

Seminar topics range from employer expectations of employees, to time and money management, to careers and educational programs in agriculture and natural resources at Michigan State University.

Three one-day field trips are taken to give participants an opportunity to see in action the principles and practices they've learned during the seven weeks. Examples of these trips include touring corporate headquarters, food processing plants and farms of various commodities.

The final activity of the seven week experience is a banquet for the participants, their parents, the MAP advisory board, and the professionals who shared their expertise. A renowned minority professional is invited to deliver a keynote speech that challenges MAP students to further their educations in order to advance in the world of work.

MAP Fund-raising

MAP has developed and expanded through the financial support of key corporations and public agencies. The university has been responsible for administrative staff salaries and related expenses, and outside sources have covered costs of student recruitment, selection and the seven week summer experience.

Results

As stated in the beginning of this article, MAP has a two-fold mission:

1. To make more minority students aware of the vast career opportunities in areas of agriculture and natural resources.
2. To enroll and graduate more highly qualified students in degree programs in the College of Agriculture and Natural Resources.

MAP is, indeed, achieving this mission as illustrated in the chart on undergraduate minority enrollment patterns in the college and the university. During Fall Term 1986, the college actually enrolled a higher percentage of minority students than the overall university.

While it is too early to effectively evaluate the MAP program's impact on minority student graduation rates, the future looks bright as more talented young minority students find their niches in agriculture and natural resources careers.

Is There Still A Place for 2-Year Tech Programs?

James E. Young, Jr.

Introduction

The philosophy on which Land-Grant institutions were founded, is still alive today! This basic philosophy which enables all people a right to an education is very much alive at the Institute of Agricultural Technology (Ag Tech) 2-year program at Michigan State University. The program has continued to provide a technical education for students since 1894, in order to meet industry demand for technically trained individuals.

The name "short course" was originally used to distinguish this 2-year program from the long course which was used among the rural people to describe the 4-year college program. The 2-year program was based on the premise that it was not possible or practical for every farmer in the state to receive a four-year college education. The "short course" movement agreed with the basic philosophy of the Land-Grant colleges and carried on the idea of practical training to reach people actively engaged in agricultural enterprises.

Courses were designed to last from two weeks, up to two years and covered all areas of practical agriculture. Initial admission requirements ranged from good moral character, over fifteen years of age along with no entrance examination, to eventually an adjustment in the age requirement. In 1914, to avoid attracting students away from high school, the minimum age required was raised to seventeen. It wasn't until 1950 that it was necessary to have a high school diploma. Today, to be a part of this unique educational program one must have a high school diploma or equivalent, with a GPA of 2.0 or greater. Related work experience to the technical program is also recommended prior to enrolling.

Eleven program areas exist today which include Dairy Production, Livestock Production, Horse Management, Crop Production, Fruit and Vegetable Production, Commercial Floriculture, Electrical Technology, Agribusiness, Landscape and Nursery, Veterinary Technology, and the Turfgrass Management program. These programs expose students to the latest advances in research and technology. Courses are designed to enhance the students ability to solve problems and learn new techniques through "hands-on" experiences. After two, ten week terms on campus, students apply their knowledge out in industry while acquiring additional job related skills. This very important part of their educational program, "placement training," allows

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students to be employed, with pay, by a related business anywhere in the United States. This training is supervised by their program coordinator through visits to the employment site. The students then return to campus for two more ten week terms, graduating in March with a certificate from their program area.

Survey of Graduates

The Institute of Agricultural Technology recently completed a survey of 1982-1986 graduates from all program areas. Over 700 computerized opinionaires were mailed to graduates along with a self-addressed stamped envelope. However, only 580 graduates could be contacted by mail. In addition, this survey only included students who successfully completed the programs requirements for graduation. However, many students do attend the Ag Tech program only to take a specific course or two.

The opinionaire consisted of five major categories which included employment status, educational status, selection of program, educational satisfaction and graduate background information. Respondents answered all appropriate questions by marking in the space provided next to the answer. Surveys were collected for approximately four weeks with a thank you/reminder card sent after one week. A week later, another survey form was sent in the event the first one was misplaced. The opinionaires were then computer scored and frequencies for each item were tabulated.

Results

Seventy-three percent (424) of the graduates from the Institute of Agricultural Technology for the years 1982-1986 inclusive responded to the request for information about their current occupational and educational status. Most of the respondents (97.6%) were caucasian with 71% male and 29% female. Other information about the respondents was as follows:

I. Employment Status

A. Nearly all (90.3%) were employed full-time (see Figure 1).

B. Practically all (90.3%) were employed in an occupation for which they prepared for in college (see Figure 2).

C. Most (89.3%) were satisfied with their present employment.

D. Most of the graduates (65.9%) received gross annual salaries between $15,000 - $30,000 plus, for their present employment. Those salaries were supplemented by benefits (dental, life, or health insurance, housing, meat, etc.) ranging in value from $2,000 - $8,000 or more for 51.9% of the respondents.

E. The graduates average annual income with benefits was $23,464.55.

Figure 1

Present Employment Status

1982 - 1986 Ag Tech Graduates

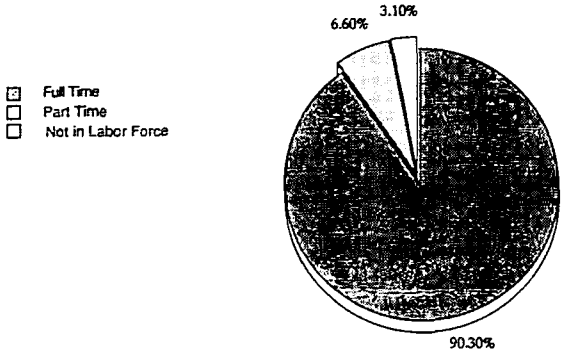
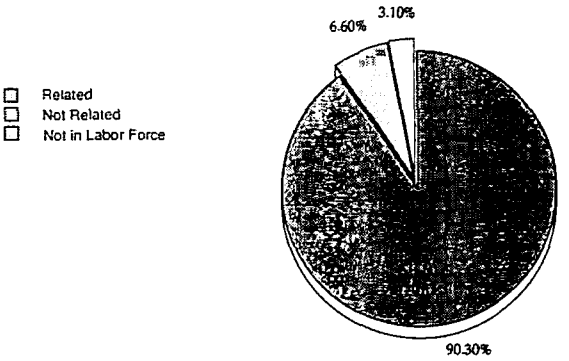


Figure 2

Education Related to Occupation

1982 - 1986 Ag Tech Graduates



Technical Skills	85.4%
Personal Skills	81.4%
Communication Skills	79.1%
Business Management Skills	69.3%
Computational Skills	65.4

II. Educational Status

A. Most graduates (84%) had not received a degree from any college or university excluding the Institute of Agricultural Technology.

B. Most (87.7%) were not presently enrolled in any college or university.

III. Selection of Program

The graduates from the program were asked about several factors which perhaps influenced their decision to enroll. Their responses were:

A. The single most important reason for enrolling was the "Program I wanted was offered" at 77.4%.

B. The primary objective for attending the program were:

Preparation for employment	58.7%
Improvement of existing job skills	25.2%

C. Most of the graduates (77.1%) had related work experience prior to enrolling in their program area.

D. Two of the sixteen items relating to sources of influence on their decision to choose the program were identified by most of the graduates as having "Very Strong Influence" or "Strong Influence:"

Desired to capitalize on my background	62.0%
Job market demand	34.2%

E. In general "people" were more important than "things" as influences on decision-making. The most influential persons, as reported by the graduates were:

Parents	39.3%
Ag Tech graduate	28.2%
Friends	18.6%
High school Vo. Ag. teacher	17.7%
Ag Tech student	17.4%
High school counselor	13.6%
Brother or sister	12.5%

IV. Educational Satisfaction

A. Nearly all (98.1%) reported their educational experience was valuable or useful to them.

B. Most were satisfied with their program areas:

Classroom Instruction	94.6%
Help from Instructor	91.9%
Content of Courses	90.6%

Program Area	89.4%
Program Planning	84.0%
Placement Training	79.0%
Career Information	72.6%
Job Placement	66.5%

C. When asked about the usefulness in their present employment of five competency areas the following were "Very Useful" or "Useful":

Conclusion

The Institute of Agricultural Technology's eleven program areas were found to be very effective in meeting the industry's technical requirements for graduates. These programs continue to graduate students with quality technical training in order to meet the employment demand of Michigan. Eighty-nine percent of the graduates live and work in the state.

University administrators, coordinators, and faculty, along with the public and many business communities are proud to know that such an education is still being offered to young men and women in the state of Michigan.

"Is there still a place for 2-year technical programs?" Yes, programs such as the Institute of Agricultural Technology fulfill the basic mission of Land-Grant institutions. By surveying the graduates, one can assess the programs educational effectiveness in relation to it's graduates employment satisfaction and success. What are the results of your program assessment?

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Case Study

Students' Perceptions of Academic Advising

Dorothy L. Fernandes
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Introduction

During times of declining enrollment, colleges of agriculture are looking for effective ways to recruit and retain students. Effective academic advising is recognized as an important factor in achieving this goal. In addition, good advising promotes several desired outcomes: adjustment to college life, selection of appropriate courses and majors, development of career possibilities, placement in appropriate jobs, and rapport with alumni (Noel, Levits and Saluri, 1985). Because of these goals as well as an ongoing concern for understanding and improving academic advising, the Washington State University (WSU), College of Agriculture and Home Economics Improvement of Instruction Committee conducted a comprehensive study of academic advising in their college. In consultation with the Director of Resident Instruction, students in the College were surveyed to determine their perception of academic advising at Washington State University.[1]

Objectives

The broad goal of the study was to determine how advising in the college might be improved based on students' perceptions of what advisors are doing compared to what they think advisors should be doing. More specifically the objectives were to:

1. identify important academic advising functions (responsibilities of academic advisors) as reported in the literature.
2. determine academic advising needs within the college by comparing students' perceptions of how well academic advising functions are being fulfilled with the extent to which they feel these functions should be fulfilled.
3. determine whether selected variables differentiate students' satisfaction with academic advising.
4. make recommendations for improving academic advising.

Procedures

A questionnaire was developed and administered to collect data for the study. It obtained information about the students' advisors, advising procedures, and demographics in addition to students' ratings of ad-

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[1]A related study is currently being conducted to determine advisor's perceptions of academic advising in the college.