An Evaluation of the 2014 State FFA Spring Conference – Career Development Events

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Arizona FFA State CDE Evaluation
Spring 2014
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Program Description

Description of Evaluation Object

The FFA Mission is: “FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.” With this mission, the Arizona State FFA set out to grow the career success in FFA members. To do so they set up an event called career development events. The primary goal of career development events is to develop individual responsibility, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development event:
- Include problem solving, critical thinking and teamwork skills, where appropriate
- Encourage appreciation for diversity by reducing barriers to participate among members
- Develop general leadership and recognize individual and team achievement.
- Promote concentrated focus on future needs of members and society.

As the CDE are set up according to the National FFA Organization, the National FFA has full regulation of what events will be offered at the National level in which trickles down to each individual state. The National career development events reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction.

Career development events that include team activities are to be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

Justification

Membership in the National FFA Organization provides young people the opportunity to do something worthwhile, to excel in what they do, to receive appreciation for what they do, to be given responsibility, and to learn to be self-sufficient (Phipps & Osborne, 1988). As an example, there are presently 25 Career Development Events and 50 Proficiency Award Areas that provide FFA members a vehicle to connect classroom instruction and supervised experiences to career preparation (National FFA Organization, 2004a). The CDEs are a combination of team and individual events that are focused on the application of technical agriculture and leadership skills. The College of Agriculture and Life Sciences at the University of Arizona and Arizona FFA Association host 13 CDEs at the state level offered to students in grades 9-12. Covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.
FFA Career Development Events (CDE) serve as an opportunity for agricultural education students to apply their knowledge and skills of a variety of curriculum and career related topics as a competitive event and have been conducted as part of the National FFA Convention since 1947 (Smith & Kahler, 1987). By design, CDEs are an outgrowth of classroom and laboratory instruction, and skills gained through SAE (supervised agricultural experience). Often, CDEs are viewed as a motivational tool for student’s achievement and recognition (Croom, Moore, & Armbruster, 2009). Additionally, all CDEs are competitive and most involve a team activity (Talbert, Vaughn, & Croom, 2005) with most events occurring at the local, state, and national level. Recognition for individual and team achievement occurs in the form of plaques, pins, and scholarships. Students prepare for CDEs more for leadership development, award recognition, and to obtain skills that will further their career choice, than for the sake of competition (Croom et. al., 2009).

Beekley and Moody (1980) found students who participate in CDEs, through the FFA CTSOs, are more integrated and involved in their communities and career-related industries. Examples of CDEs can be found in Table 1.

Table 1. Career Development Events Offered by the National FFA Organization

<table>
<thead>
<tr>
<th>CDE</th>
<th>Team or Individual Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Communications</td>
<td>Team</td>
</tr>
<tr>
<td>Agricultural Issues Forum</td>
<td>Team</td>
</tr>
<tr>
<td>Agricultural Sales</td>
<td>Team</td>
</tr>
<tr>
<td>Agricultural Technology and Mechanical Systems</td>
<td>Team</td>
</tr>
<tr>
<td>Agronomy</td>
<td>Team</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>Individual</td>
</tr>
<tr>
<td>Dairy Cattle Evaluation and Management</td>
<td>Team</td>
</tr>
<tr>
<td>Dairy Cattle Handler’s Activity</td>
<td>Individual</td>
</tr>
<tr>
<td>Environmental and Natural Resources</td>
<td>Team</td>
</tr>
<tr>
<td>Extemporaneous Public Speaking</td>
<td>Individual</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>Team</td>
</tr>
<tr>
<td>Floriculture</td>
<td>Team</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Team</td>
</tr>
<tr>
<td>Forestry</td>
<td>Team</td>
</tr>
<tr>
<td>Horse Evaluation</td>
<td>Team</td>
</tr>
<tr>
<td>Job Interview</td>
<td>Individual</td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>Team</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>Team</td>
</tr>
<tr>
<td>Meats Evaluation and Technology</td>
<td>Team</td>
</tr>
<tr>
<td>Milk Quality and Products</td>
<td>Team</td>
</tr>
<tr>
<td>Nursery/Landscape</td>
<td>Team</td>
</tr>
<tr>
<td>Parliamentary Procedure</td>
<td>Team</td>
</tr>
</tbody>
</table>
Many FFA members participate in CDEs throughout their high school careers, although, many do not attain jobs that pertain to their participated CDE. In this evaluation it is important to examine the benefits of the CDE program as well as the amount of students that obtain a career in the CDE area for the Arizona State FFA.

Career and technical student organizations (CTSO) have existed in career and technical education courses since the early 1900s (Zirkle & Connors, 2003). Within each CTSO, opportunities exist for experiential education and career development (McCharen, 2008). Kosine and Lewis (2008) stated that “Developing a career is a process, not just a destination” and that “not enough attention is paid to the process that is required for thoughtful, thorough career development” (p. 227) One means for assisting in developing agricultural education students’ career skills and awareness is through career development events (CDEs). CDEs are competitive events which exist within agricultural education as a means for connecting content students learn in the classroom setting to real-life situations with an emphasis on skill acquisitions needed for various agriculturally-related careers (Zirkle & Connors, 2003). These competitive events provide technical skills training for industry-related occupations and “provide recognition to participants and serve to ensure business and industry involvement in career and technical education programs” (p. 18). Additionally, CDEs enable students to engage in teamwork, speak publically, debate, write, and prepare for future career aspirations (Dailey, Conroy, & Shelley-Tobert, 2001).

CTSOs offered at the secondary level include Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), and FFA to name a few (Zirkle & Connors, 2003). Meyer and Dyer (2006) found that “employees in today’s job market need to know how to learn, reason, think creatively, make decisions, and solve problems: and “agriscience education can contribute in an essential way to develop these skills” (p. 52). Students who lack employment skills can obtain them by participating in CDEs through the FFA (Connors & Mundt, 2001). Students’ participation and involvement in a CDE can lead to enhanced career preparation and a more informed selection of occupation (Talbert & Balschweid, 2006) by integrating core courses such as science, reading, and mathematics through the context of agriculture.

The agricultural education program has three integral, intra-curricular components: classroom and laboratory instruction, experiential learning through supervised agriculture experience (SAE), and leadership and personal development through membership in the National FFA Organization (FFA) (Dailey, Conroy, & Shelly-Tolbert, 2001). Agricultural education has had a career focus for its students since the passage of The Smith Hughes Act in 1917 (Moore & Borne, 1986; Talbert, Vaughn, & Croom, 2005). This focus is restated today through the agricultural education mission statement, “Agricultural education prepares students for...
successful career and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems” (National FFA Organization, 2004b). The FFA mission, “FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education,” supports the career focus of agricultural education (National FFA Organization, 2000, p.6).

**Logic Model of the Program**

The logic model of the program is attached at the end of the document in the Appendix A.

**Program Objectives**

A. To encourage students to demonstrate an understanding of the marketing plan process.
B. To provide an activity to focus student and community attention on the agri-marketing curriculum.
C. To encourage students to explore and prepare for possible careers in agri-marketing.
D. To help develop partnerships and improve relations between industry, local FFA chapters and the general public

**Description of Stakeholders and Constraints of the Evaluation**

**Stakeholders**

There are several groups of stakeholders, which have direct interest in the Arizona FFA State Career Development Events. They include:

Table 2. *Stakeholders*

<table>
<thead>
<tr>
<th>Stakeholder:</th>
<th>Direct/Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler Grandil</td>
<td>Direct</td>
</tr>
<tr>
<td>Administration</td>
<td>Direct</td>
</tr>
<tr>
<td>Advisors/Teachers from each FFA District</td>
<td>Direct</td>
</tr>
<tr>
<td>Students</td>
<td>Direct</td>
</tr>
<tr>
<td>CDE Chairs</td>
<td>Indirect</td>
</tr>
<tr>
<td>CDE Student Chairs</td>
<td>Indirect</td>
</tr>
<tr>
<td>Parents</td>
<td>Indirect</td>
</tr>
<tr>
<td>University of Arizona College of Agriculture and Life Science</td>
<td>Indirect</td>
</tr>
<tr>
<td>FFA Alumni</td>
<td>Indirect</td>
</tr>
<tr>
<td>FFA Foundation</td>
<td>Indirect</td>
</tr>
<tr>
<td>Arizona FFA State Officer Team</td>
<td>Indirect</td>
</tr>
<tr>
<td>AATA Executive Board</td>
<td>Indirect</td>
</tr>
<tr>
<td>FFA Advisory Boards</td>
<td>Indirect</td>
</tr>
</tbody>
</table>
Tyler Grandil is the State FFA Education Program Specialist. The duties for the Education Program Specialist for FFA are divided up into three parts. The first is a Grants Specialist wherein support and monitoring of Federal and State monies is given to assigned school districts across Arizona. The second role is as the Assistant Program Specialist for Agricultural Education wherein support is given to the Program Specialist for Agricultural Education in the areas of teacher certification, curriculum projects, approval of new and existing Agricultural Education programs. The majority of the time for the position is dedicated to the role of Executive Director for the Arizona Association FFA. The duties associated with this role focus on the creation, implementation and revision of competitive events (aka Career Development Events or “CDEs”), leadership events and training and the state officer program. All activities, conferences and camps are designed with educational components and the goal of dovetailing into coursework/instruction given at the local level. As one of the three components of the Agricultural Education model, the intent is that FFA events/activities will serve as a capstone to much of the instruction/experiences introduced in the classroom setting.

Constraints

Constraints that might occur during the evaluation process include time, money and responses. Time may be a constraint due to the academic school year and high school events happening.

Money is also a limitation of this evaluation. At this time, no funds have been provided for internal evaluation, which will put a constraint on the types of methods the evaluators can use for data collection. Therefore, the survey research will be done via Qualtrics.com and paper questionnaires. Finally, the evaluators are predicted there to be a non-response error from the survey to be completed by a census of current FFA members, teachers, and former FFA members. Factors that will contribute to the measurement error include the inability to reach subjects from email complications or the subject’s failure to respond.

Purpose

The purpose of this evaluation was to determine the effectiveness of the Arizona FFA State career development events. The existence of the career development events is important to not only the Arizona State FFA but also to the National FFA Organization. It is imperative to evaluate the effectiveness, preparation, and motivation & interest in regards to student’s current FFA members and former FFA members to help re-establish the effectiveness, preparation and/or motivation and interest if needed.
Evaluation Questions and Matching Criterion

After speaking to Mr. Tyler Grandil, several evaluation questions were determined. The full list is included in Appendix H. Due to size constraints, the evaluation questions were split into three categories that include Effectiveness, Preparation, and Motivation & Interest. The methods that will be used during this evaluation include questionnaires can be found on Appendix H.

Collect Data

Data Collection

The evaluator used a questionnaire for our main collection of our data with all three of our groups. The FFA advisors (Appendix C), current FFA member (Appendix G), and former FFA member (Appendix E) questionnaire were distributed in Qualtrics.

The evaluator also gathered data from current FFA members. This data was distributed to 15 CDE participants in 4 different chapters: Buckeye FFA, Cibola FFA, Gilbert FFA, and Safford FFA by their FFA advisor.

Design and Justification

The evaluators conducted this formative evaluation study through the lens of a quantitative, descriptive, and non-experimental design. The purpose of a survey-approach was to answer the question, ‘what is?’ The evaluation strategically and systematically sought to accurately describe what was the overall impact of the Arizona FFA State Career Development Events.

A formative approach was determined most appropriate and met with stakeholder approval for the purposes of providing feedback for program improvement. Data was collected in technology based setting and focused on the educational impact within the ongoing process of the FFA CDE program. This purposeful design further cemented the selection of formative evaluation methodology.

The study analyzed the responses of three specific groups of participants in the survey instrument via Qualtrics surveys. Through examination of collected data, the evaluator attempted to answer what aspects and to what degree the FFA CDE met effectiveness criteria set by the direct stakeholder. The University of Arizona’s partnership with Qualtrics, and online survey software tool, provided the evaluator with the ready access to a robust means for data collection and analysis that were used to meet project objectives.

Subject Selection and Sampling

Subject sampling was broken up into three associated FFA groups: (1) current FFA members, (2) FFA advisors, and (3) former FFA members. The FFA members aged from grades 9-12 in high school and were sampled by the use of Qualtrics questionnaires. The students were given the questionnaires by their advisors. FFA advisors were emailed their questionnaires via Qualtrics as well and were selected by Mr. Tyler Grandil as a means of FFA advisors across the
state of Arizona. Former FFA members did not have an age limit, and rather they were selected as individuals now working in the industry and had a known participation with FFA CDE.

A convenience sample was determined to be the method that best fit the study. It was the most appropriate way to sample the target population given the named limitations and was a method that met with stakeholder approval. The threats to external validity were noted and overcome by the evaluator’s choice to select the sample based on convenience. Although this type of sample selection allowed added control of the sample, outcomes were not generalizable to all FFA members, former FFA members and FFA advisors. By design, a convenience sample does not meet probabilistic sampling standards that allow for generalizability. This study’s frame was known to be non-representative of all brown bear exhibit visitors.

**Data Collection Methods and Response Rate**

The data for this study were collected on April 23, 2014 – May 1, 2014. Using Qualtrics as the online survey system, subjects were sent out the cover letter and the link to the survey 60 current FFA members, 45 former FFA members and 43 agricultural education teachers.

**Instrument Development**

A cover letter and questionnaire were prepared to collect the data. The cover letter (Appendix B, Appendix D, and Appendix F) served to notify participants of the evaluation project. The data collection instrument was developed using Qualtrics Survey Software (see Appendix C, Appendix E, Appendix G). The instrument has a total of 16 questions and will take no more than 10 minutes for the current FFA members to complete and can be seen under Appendix F. The same instrument was used for the FFA advisors, as their questionnaire, (Appendix C) was a total of 14 questions and an estimated amount of 10 minutes to complete. Although, the former FFA members, (Appendix E) questionnaire was a short 6 questions, and estimated 2 minutes to complete. The questions were designed to evaluate the content (knowledge), effectiveness and overall motivation of the FFA career development events. The questions for the instrument were designed by the evaluator and were based upon the recommendations of the main stakeholder, Mr. Tyler Grandil.

Evaluation, planning, and survey design knowledge of the evaluators contributed to the sound development of the electronic questionnaire questions and indicators. The questions were designed to evaluate the content (knowledge) and effectiveness of the Arizona FFA State Career Development Events. Evaluators controlled for measurement errors by constructing a pre-participation script to increase consistency, decrease ambiguity, and clarify expectations. Prior to entering the data, evaluators tested the questionnaire amongst themselves, refining and simplifying question language and establishing face validity. These planning efforts were meant to increase data validity and reliability through provision of clear instructions, hoping to elicit more truthful and careful responses by participants.
Data Entry
It was determined that a weeklong survey collection time was appropriate, although 2 weeks would have been ideal. The main week was April 23, 2014 through May 1, 2014. With the use of Qualtrics, each individual participant was able to get use their own technology, (i.e. phone, laptop, iPad, or computer) to take the survey at their convenience.

Data Analysis
Data for each evaluation question were analyzed through Qualtrics.com and reported as frequencies, percentages, mean, and standard deviation. For ease of reading, data were presented in graphic form through creation of numerous bar charts as well as tables.

Data Description and Interpretations, and Observations
The purpose of this evaluation project was to assess the overall effectiveness of the Arizona FFA State Career Development Events.

Brief Narrative Description of Data: Former FFA Member
The first evaluation question, effectiveness, had 6 indicators which examined the CDE participation, state level CDEs participated, national level CDE participated, current job association with CDE, and preparation of their previous gained experience with FFA. These six indicators corresponded with Questions 1 through 6 on the Former FFA Member questionnaire. Figure 1 represents the results from the first question on the questionnaire. With a total of twenty-nine questionnaire responses, the list indicates the highest competed in either Livestock Evaluation or Parliamentary Procedure both having fifty-seven percent of responses. Creed Speaking came in closely with forty percent of responses. The low was Veterinary Science with no past participation. The average number of CDE former members participated in was 3.7. The range was 0-10 CDE. Figure 2 represents the results from the second question on the questionnaire. Seventy-three percent of the respondents participated in ≥4 career development events at the state level. Figure 3 represents fifty-three percent of former FFA members that had the opportunity to compete at the national level whereas forty-seven percent of respondents did not compete at the national level. Figure 4 represents fifty percent of respondent's jobs have an association with their participated FFA CDE.

Table 3 represents the results from the fifth question on the questionnaire. Fifty percent of respondents stated, “No” to question four. The other fifty percent who responded, “Yes” were asked a follow-up question (Question 5). The question asked respondents to fill in with text box with what skills they learned through their participated CDE that they now apply to their current job. The response list was condensed into 4 main categories: Communication, Leadership, Teamwork and Technical Skills. The highest response rate, of fifty-one percent, fit under the category, Technical Skills. While 7% of respondents found Teamwork to be a learned skill from their CDE.
Table 3. CDE Skills Learned Related to Current Job (n=41)

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills (e.g. Animal health/husbandry, accounting, research, interviewing, plant identification)</td>
<td>21</td>
<td>51</td>
</tr>
<tr>
<td>Leadership (e.g. Parli Pro, Time Management, Public Speaking)</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Team Work</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Figure 1. Effectiveness: CDE Participation

Figure 2. Effectiveness: State Level CDE Participation

Figure 3. Effectiveness: CDE at National Level

Figure 4. Effectiveness: Job Association
The second evaluation question, *Preparation*, had one indicator, which examined the preparation the respondent felt to participate in their state-level CDE. This indicator corresponded with Question 6 on the Former FFA Member questionnaire. Sixty-seven percent of the respondents felt very prepared to participate in their CDE, as 3% felt “little prepared.”

![Graph](image.png)

Figure 5. Preparation: State Level CDE

**Brief Narrative Description of Data: FFA Advisors**

The second evaluation question, *Preparation*, had seven indicators, which examined the preparation the respondent felt to participate in the 2013-2014 career development events. These seven indicators corresponded with Questions 1 through 4, 6, 7, and 10 on the FFA advisors questionnaire. Figure 6 represents the results from the first question on the questionnaire. With a total of twenty-nine questionnaire responses, the list indicates the CDE that was prepared by the FFA advisors during the 2013-2014 academic school year. Creed Speaking was the highest participated CDE with seventy-six percent of the respondents while Livestock Evaluation and Job Interview came in closely behind with sixty-six percent. The surprise was the difference between the Former FFA members having zero percent participation in Veterinary Science whereas with the current FFA advisors having sixty-two percent participation this academic school year. Figure 7 represents the CDE that is an outgrowth from the teacher’s curriculum. Seventy-nine percent of the respondents taught both Job interview and Creed Speaking. Agriculture Communications having zero percent preparation in Figure 6 while then having ten percent curriculum responses in Figure 7. Table 4 represents the amount of contact hours dedicated to each individual CDE participated in by the FFA advisors. The highest amounts of devoted hours were to creed speaking CDE with 24.18 hours with twenty-two participants, while Poultry had sixty contact hours with only 2 participants.
Table 4. Mean Contact Hours dedicated to preparation of a CDE

<table>
<thead>
<tr>
<th>CDE</th>
<th>Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poultry</td>
<td>60.00</td>
<td>2</td>
</tr>
<tr>
<td>Dairy Cattle Evaluation and Management</td>
<td>53.71</td>
<td>7</td>
</tr>
<tr>
<td>Agricultural Technology and Mechanical Systems</td>
<td>44.09</td>
<td>11</td>
</tr>
<tr>
<td>Floriculture</td>
<td>41.00</td>
<td>9</td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>39.80</td>
<td>15</td>
</tr>
<tr>
<td>Meats Evaluation and Technology</td>
<td>32.71</td>
<td>14</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>32.29</td>
<td>7</td>
</tr>
<tr>
<td>Horse Evaluation</td>
<td>29.78</td>
<td>18</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>27.20</td>
<td>5</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>24.18</td>
<td>22</td>
</tr>
<tr>
<td>Agricultural Sales</td>
<td>20.20</td>
<td>10</td>
</tr>
<tr>
<td>Agronomy</td>
<td>20.00</td>
<td>6</td>
</tr>
<tr>
<td>Milk Quality and Products</td>
<td>20.00</td>
<td>1</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>18.38</td>
<td>16</td>
</tr>
<tr>
<td>Forestry</td>
<td>18.29</td>
<td>7</td>
</tr>
<tr>
<td>Prepared Public Speaking</td>
<td>17.17</td>
<td>18</td>
</tr>
<tr>
<td>Nursery/Landscape</td>
<td>16.50</td>
<td>12</td>
</tr>
<tr>
<td>Job Interview</td>
<td>15.24</td>
<td>21</td>
</tr>
<tr>
<td>Agricultural Issues Forum</td>
<td>15.00</td>
<td>3</td>
</tr>
<tr>
<td>Extemporaneous Public Speaking</td>
<td>14.50</td>
<td>16</td>
</tr>
<tr>
<td>Environmental and Natural Resources</td>
<td>10.00</td>
<td>3</td>
</tr>
<tr>
<td>Agricultural Communications</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Dairy Cattle Handler’s Activity</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td><strong>OVERALL:</strong></td>
<td><strong>24.79</strong></td>
<td><strong>1-22</strong></td>
</tr>
</tbody>
</table>

Figure 8 represents the results from the knowledge base that helps the teachers in preparing students for CDE. Ninety-seven percent of respondents agreed that both (formal and non-formal education) influence their knowledge base. While 3% saw their influence came only from academic (formal education, e.g. course work, workshop-training, seminars). Figure 9 represents the results from the sixth question on the FFA advisors questionnaire. Seventy-nine percent of respondents stated that students were selected to participate in CDE by student sign-up. Whereas, 0% were chosen by their academic performance (e.g. GPA).
Table 5 represents the results from the seventh question on the questionnaire. Question 7 asked teachers how many years they have been teaching agricultural education. The mean found was 12.90, while the standard deviation was 9.59.

**Table 5. Years of Teaching**

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>12.90</td>
<td>9.59</td>
</tr>
</tbody>
</table>

Figure 10 represents sixty-four percent of teachers had assistance in coaching CDE.

Table 6 represents the results from the tenth question on the questionnaire. Thirty-six percent of respondents stated, “No” to question ten. The other sixty-four percent who responded, “Yes” were asked a follow-up question (Question 11). Question 11 asked those who responded “Yes” to Question 10 to state the number of people that assist them in preparing students for completion. The most help given to teachers was in the Veterinary Science CDE with a total of 7 volunteers or thirty-nine percent of the responses. Livestock and Horse Evaluation both had 6 volunteers or thirty-three percent.
Table 6. *Volunteers who Assist Teachers with Coaching CDEs*

<table>
<thead>
<tr>
<th>CDE</th>
<th>Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sales</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Forestry</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Dairy Cattle Evaluation and Management</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Environmental and Natural Resources</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Floriculture</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Job Interview</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Prepared Public Speaking</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Agricultural Issues Forum</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Agricultural Technology and Mechanical Systems</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Agronomy</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Extemporaneous Public Speaking</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Horse Evaluation</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Meats Evaluation and Technology</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Nursery/Landscape</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Parliamentary Procedure</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agricultural Communications</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dairy Cattle Handler’s Activity</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Milk Quality and Products</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Poultry</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>OVERALL:</strong></td>
<td><strong>1.29</strong></td>
<td><strong>0-7</strong></td>
</tr>
</tbody>
</table>

The third evaluation question, *Motivation and Interest*, had three indicators, which examined the motivation and interest of the FFA advisors teaching the career development events. These three indicators correspond with questions 5, 8 and 9 on the FFA advisors questionnaire. Figure 12 represents the results of the primary motivator students have to prepare for CDE competition. With forty-three respondents agreeing that, the primary motivator was achievement (personal recognition and reward). Whereas, only eighteen percent saw that opportunity to teach was the primary motivator. Figure 11 corresponded with Question 8 on the questionnaire. Examining how many FFA advisors participated in FFA competitive events as a youth in high school. Seventy-two percent agreed with their participation, however only twenty-eight percent never participated.

Figure 13 represents the results from the ninth question on the questionnaire. Twenty-eight percent of respondents stated, “No” to question eight. The other seventy-two percent who responded, “Yes” were asked a follow-up question (Question nine). The question asked
respondents to identify the CDE in which they had competed in while participating in FFA competitive events. The response list found that forty-seven percent participated in livestock evaluation while forty-three percent participated in parliamentary procedure. Once again it is interesting that 0% of the teachers participated in Veterinary Science CDE, while it is the forth highest CDE prepared during the 2013-2014 academic year with sixty-two percent participation (shown in Figure 6).

Figure 11. Motivation & Interest: Primary Motivator

Figure 12. Motivation & Interest: FFA Participation

Figure 13. Motivation & Interest: Competed CDE
Observations

Effectiveness

The question of effectiveness was addressed by five indicator questions on the former FFA member’s questionnaire. Figure 1 determines the FFA CDE participation of the former members. Fifty-three percent of respondents participated in 4 or more CDEs, ranging from 0-10 CDEs. Figure 2 shows that 73% of former members participated in a state level CDE. Figure 3 shows that fifty-three percent competed in a CDE at the national level. Leading us into Figure 4, of the twenty-nine representative former members fifty percent currently have a job that is associated with a CDE they competed in.

Table 3 represents the CDE skills learned that are related to the former FFA members current job. Broken up into 2 main categories: leadership skills and technical skills. Fifty-one percent of the frequency of forty-one was classified as technical skills. The remaining forty-nine percent were leadership skills, which could be communication, leadership or teamwork.

Preparation

Figure 5 references Question 6 on the former FFA member questionnaire has a mean of 3.67 and a standard deviation of 0.56. Ninety-seven percent felt that they were “somewhat” to “very prepared” to participate in a state-level CDE.

Figure 6 refers to Question 1 on the FFA advisors questionnaire. This indicator question has a frequency is twenty-nine, a mean of 9.9 and a range from five to eighteen prepared CDEs. This question leads us to asking the teacher how many CDEs are an outgrowth of their curriculum, Figure 7. Ranging from four to thirty-eight and a mean of twenty.

Table 5 represents the contact hours with a mean of 24.79. Figure 9 represents the student’s selection of their CDE. Seventy-nine percent of students were student sign-up, while ten percent was other. Having a weakness in the questionnaire caused the evaluators the inability to specifically see what the other option was for the students. Table 5 shows the results of the questionnaires asking teachers to state the amount of years they have taught agricultural education. The mean of the teaching years was 12.90 and a standard deviation of 9.59. Figure 10 finds that most teachers have assistance in coaching CDEs. As Table 6 follows along identifying there is an average of 1 volunteer coach for each of the CDEs participated in.

Motivation & Interest

Figure 11 shows that teacher’s primary motivator for preparing students for CDE competition with forty-three percent is for the Achievement (personal recognition and reward). Affiliation (participating in FFA related activities) came in right after with a twenty-nine percent response rate. Figure 12 displays seventy-two percent of the respondents participated in FFA competitive events as a youth in high school. Figure 13 identified the CDE in which the teachers competed-in. With seven CDEs having over twenty-five percent participation, the top three CDEs were Livestock Evaluation, Parliamentary Procedure, and Creed Speaking.
Use Evaluation

Communicating of Results

A presentation was prepared on May 14, 2014 for the direct stakeholder, Tyler Grandil. Results were communicated via a PowerPoint and a hard copy of all documents. The executive summary can be found in Appendix I. The PowerPoint used to present the evaluation process and results, which can be found in Appendix J.
Appendix A

Logic Model of the Program
Appendix B

Arizona FFA State CDE Advisors Questionnaire Cover Letter

Dear «Salu» «LName»;

You have been identified as an agriculture teacher who had one or more teams participate at the 2014 State FFA Spring Conference at the University of Arizona. Mr. Tyler Grandil and myself are asking for your participation in obtaining evaluative information regarding the State FFA Career Development Events.

Your responses to this questionnaire will greatly assist in identifying the effectiveness of the Arizona FFA State Career Development Events, and the connection there may be within FFA members’ future careers interests. The questionnaire will take approximately 10 minutes to complete. Your participation is completely voluntary. You may answer some or none of the questions. Your responses will be kept confidential and your name will not be associated with the overall results.

Please complete the questionnaire by April 30, 2014.

For questions, concerns, or complaints about the study you may contact Hillary Hibbard at (602) 989-2757.

Sincerely,

Hillary Hibbard
Graduate Student
Appendix C

Arizona FFA State CDE FFA Advisors Questionnaire
Block 1

This survey focuses specifically on the 2014 Arizona State FFA Career Development Events during the Spring Conference held at the University of Arizona.

Default Question Block

From the following list, please identify the CDEs that you prepared during the 2013-2014 academic school year. (select all that apply)

<table>
<thead>
<tr>
<th>Agriculture Communications</th>
<th>Horse Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Issues Forum</td>
<td>Job Interview</td>
</tr>
<tr>
<td>Agricultural Sales</td>
<td>Livestock Evaluation</td>
</tr>
<tr>
<td>Agricultural Technology and Mechanical Systems</td>
<td>Job Interview</td>
</tr>
<tr>
<td>Agronomy</td>
<td>Livestock Evaluation</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>Marketing Plan</td>
</tr>
<tr>
<td>Dairy Cattle Evaluation and Management</td>
<td>Meats Evaluation and Technology</td>
</tr>
<tr>
<td>Dairy Cattle Handler’s Activity</td>
<td>Milk Quality and Products</td>
</tr>
<tr>
<td>Environmental and Natural Resources</td>
<td>Nursery/Landscape</td>
</tr>
<tr>
<td>Extemporaneous Public Speaking</td>
<td>Parliamentary Procedure</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>Poultry</td>
</tr>
<tr>
<td>Floriculture</td>
<td>Prepared Public Speaking</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Veterinary Science</td>
</tr>
<tr>
<td>Forestry</td>
<td></td>
</tr>
</tbody>
</table>
From the following list of CDE's, please select those that are an outgrowth of your curriculum?

- Agriculture Communications
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handler's Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking

Please identify the estimated TOTAL contact hours in preparing FFA members for competition.

- Agriculture Communication
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handlers Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking
Identify the knowledge base that helps you in preparing students for career development events.

- Academic (formal education: e.g., course work, workshop training, seminars)
- Life Experiences (informal education)
- Both (formal and non-formal education)
- Other

Please identify the PRIMARY motivator when preparing students for CDE competition?

- Achievement (personal recognition and reward)
- Opportunity to Teach
- Affiliation (participating in FFA related activities)
- Other: 

How are students selected to participate in CDEs?

- Student Sign-up (self interest)
- Students skills set
- Academic performance (e.g., GPA)
- Based on student's interest in career area
- Other: 

Including this year, how many years have you been teaching agricultural education?


Did you participate in FFA competitive events as a youth in high school?

- Yes
- No
Identify the CDE in which you competed. (select all that apply)

- Agriculture Communications
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handler's Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking
- Veterinary Science
- Other(s):

Do you have assistance in coaching CDEs?

- Yes
- No
Please enter the number of people that assist you in preparing students for competition in the following CDEs.

- Agriculture Communications
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handler's Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking
- Veterinary Science

From your observations, what is the PRIMARY motive for students to prepare (practice) for CDE competition?

- The desire to gain knowledge
- The desire to be affiliated with FFA
- The desire for reward and recognition
Appendix D

Arizona FFA State CDE Former FFA Members Cover Letter

Dear «Salu» «LName»;

You have been identified as a past agricultural education student who has participated in the State FFA Spring Conference at the University of Arizona. Mr. Tyler Grandil and myself are asking for your participation in obtaining evaluative information regarding the State FFA Career Development Events.

Your responses to this questionnaire will greatly assist in identifying the effectiveness of the Arizona State FFA Career Development Events, and the connection there may be within FFA members’ future careers interests. The questionnaire will take approximately 10 minutes to complete. Your participation is completely voluntary. You may answer some or none of the questions. Your responses will be kept confidential and your name will not be associated with the overall results.

Please complete the questionnaire by April 30, 2014.

For questions, concerns, or complaints about the study you may contact Hillary Hibbard at (602) 989-2757.

Sincerely,
Hillary Hibbard
Graduate Student
Appendix E

Arizona State FFA CDE Former FFA Members

Block 1

This survey focuses specifically on the Arizona State FFA Career Development Events during the Spring Conference held at the University of Arizona.

Default Question Block

From the list, select the state level CDE in which you participated while in FFA. (Select all that apply)

- Agriculture Communications
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handler’s Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking
- Veterinary Science
- None
- Other: 

How many state level CDEs did you participate in while in FFA?

- 0
- 1
- 2
- 3
- ≥4
Have you competed in CDE at the national level while in FFA?
- Yes
- No

Is your current job associated with a CDE that you competed in while in FFA?
- Yes
- No

What skills did you learn that you apply to your current job?

How prepared did you feel to participate in state-level CDE(s)?
- Not Prepared
- Little Prepared
- Somewhat Prepared
- Very Prepared
Appendix F

Arizona State CDE FFA Members Questionnaire Cover Letter

Dear «Salu» «LName»;

You have been identified as an agriculture student who has participated at the 2014 State FFA Spring Conference at the University of Arizona. Mr. Tyler Grandil and myself are asking for your participation in obtaining evaluative information regarding the State FFA Career Development Events.

Your responses to this questionnaire will greatly assist in identifying the effectiveness of the Arizona State FFA Career Development Events, and the connection there may be within FFA members’ future careers interests. The questionnaire will take approximately 10 minutes to complete. Your participation is completely voluntary. You may answer some or none of the questions. Your responses will be kept confidential and your name will not be associated with the overall results.

Please complete the questionnaire by April 30, 2014.

For questions, concerns, or complaints about the study you may contact Hillary Hibbard at (602) 989-2757.

Sincerely,
Hillary Hibbard
Graduate Student
Appendix G

Arizona State CDE FFA Members Questionnaire

Block 1

This survey focuses specifically on the 2014 Arizona State FFA Career Development Events during the Spring Conference held at the University of Arizona.

Default Question Block

From the following list of CDEs, please select those that you have participated at the state level.

- Agriculture Communications
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handler’s Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking
- Veterinary Science
From the following list of CDEs, please select these that correspond with your classroom curriculum.

- Agriculture Communications
- Agricultural Issues Forum
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Creed Speaking
- Dairy Cattle Evaluation and Management
- Dairy Cattle Handler's Activity
- Environmental and Natural Resources
- Extemporaneous Public Speaking
- Farm Business Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Prepared Public Speaking
- Veterinary Science

Do you have any technical/work related experiences outside of the classroom?

- Yes
- No

Are you interested in pursuing a job in your future that aligns with a CDE you have participated in?

- Yes
- No

What motivates you to prepare for the CDE competition?

- Achievement (personal recognition and reward)
- Opportunity to Teach
- Affiliation (participating in FFA related activities)
- Other: ____________________________
Of the CDE's that you have participated in, how many times did you place top 10 (as a team or individual) at the state competition?

- 1
- 2
- 3
- ≥4

How would you rate yourself as a student?

- Below Average
- Average
- Above Average

Categorize your GPA.

- 2.0 - 2.5
- 2.5 - 3.0
- 3.0 - 4.0
- 4.0+

Have you received/been offered any scholarships based on your performance in CDE?

- Yes
- No

Why are you participating in the CDE?

- Friends
- Want to win and to compete at the National FFA Convention
- Teacher
- Think it will help you in your future career
How are students selected to participate in CDEs?

- Student Sign-up (self interest)
- Student skill set
- Academic performance (e.g. GPA)
- Based on student's interest in career area
- Other: ____________

How prepared did you feel to participate in state level CDE(s)?

- Not Prepared
- Little Prepared
- Somewhat Prepared
- Very Prepared

Did you have practice before or after school?

- Before
- After
- Other: ____________

What motivates you to prepare for CDE competitions?

- Recognition
- Relationship of success in CDE to success in career area
- Natural competitive nature of student
- Demands placed on them by teachers
Appendix H

Program Indicators
Appendix I

Executive Summary
An Evaluation of the Effectiveness of the Arizona State FFA Career Development Events

Introduction & Background

The FFA Mission is: “FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.” With this mission the Arizona State FFA set out to grow the career success in FFA members. To do so they set up an event called career development events. The primary goal of career development events is to develop individual responsibility, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement. The activities in each career development event: 1) Include problem solving, critical thinking and teamwork skills, where appropriate, 2) Encourage appreciation for diversity by reducing barriers to participate among members, 3) Develop general leadership and recognize individual and team achievement, and 4) Promote concentrated focus on future needs of members and society.

Abstract

Membership in the National FFA Organization provides young people the opportunity to do something worthwhile, to excel in what they do, to receive appreciation for what they do, to be given responsibility, and to learn to be self-sufficient (Phipps & Osborne, 1988). As an example, there are presently 25 Career Development Events and 50 Proficiency Award Areas that provide FFA members a vehicle to connect classroom instruction and supervised experiences to career preparation (National FFA Organization, 2004a). The CDEs are a combination of team and individual events that are focused on the application of technical agriculture and leadership skills. The College of Agriculture and Life Sciences at the University of Arizona and Arizona FFA Association host 13 CDEs at the state level offered to students in grades 9-12. Covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams. The purpose of this evaluation was to determine the effectiveness of the Arizona State FFA career development events.

Asking questions of effectiveness, preparation, motivation and interest to three groups of respondents: current FFA members, former FFA members and FFA advisors.

Methods

The data for this study was collected on April 23, 2014 – May 1, 2014. Using Qualtrics as the online survey system we were able to send out the cover letter and the link to the survey 60 current FFA members, 45 former FFA members and 43 FFA agricultural education teachers.

Results

The second evaluation question, Preparation, had a specific indicator question that captured much of the attention from the evaluators. Figure 5 shows that ninety-seven percent of respondents felt they were “somewhat” to “very prepared.”

The first evaluation question focused on the question of overall effectiveness of the career development events. Figure 4 asked the question, “Is your current job associated with the CDE that you competed in while in FFA?” It was a split, fifty percent of respondents answered yes, while fifty percent answered no.

As shown on Table 3 the CDE skills learned related to the former FFA member’s current job. From the list of skills, fifty-one percent were technical skills, while forty-nine percent were leadership skills.
Appendix J

PowerPoint
Reference


