Ag DISCOVERY

TALLAHASSEE, FL

June 10 - June 29, 2007

REPORT
REPORT FOR JUNE 2007
AG-DISCOVERY - Investing in the
Future of Animal Care

Introduction

The Ag-Discovery program is an outreach program designed to help teenagers learn about careers in animal science and veterinary medicine, and targets students who are interested in learning more about the field. The Program allows students/ participants to live on a college campus and learn about the science from university professors, veterinarians (practicing and clinical), animal scientists/specialists, plant scientist/botanist, and other related professionals working in the public and private sectors.

Florida A&M University (FAMU) is one of four campuses that hosted the Ag-Discovery program. The program is jointly sponsored by FAMU and the U.S. Department of Agriculture (USDA), Animal and Plant Inspection Service (APHIS). This year’s (2007) Ag-Discovery program began June 10 and ended June 29. The students/ participants whose ages (this year 2007) ranged from fourteen to seventeen years were selected by a USDA/APHIS (Equal Employment Opportunity/Civil Rights) committee. This year the planning committee at Florida A&M University was involved in the selection process.

A total of twenty students, comprising of twelve females and eight males were admitted to the program. However, eighteen students actually participated in the program. The participants/ students were well represented across the United States spanning as far as New Mexico and California. Tallahassee, Florida is also represented for the first time this year.

The students hosted on FAMU campus were registered under the university’s summer program governing policies. Housing and meals for the student participants were provided by the university’s housing and catering services. As is required by the summer program policies, residence and program counselors were employed to accompany the students at all time, and counseled as necessary. The students who participated in the program paid only travel and transportation expenses, to and from the camp location, and was responsible for personal supplies. The cost of tuition, room and boarding, laboratory supplies, and program travel were covered under the program.

Program Design

The program is designed around several activities to provide hands-on real life experiences with several animal species. The program also provided cultural enrichment and basic life coping skills. The activities provided exposure to various career fields in animal science and related areas including a diversity of animal industries, clinical and diagnostic laboratories, veterinary medical school, recreational and cultural activities. Each area provided a unique experience, and allowed the students to increase their knowledge, understanding and, appreciation of the field of animal science, veterinary medicine, and related areas.
An Overview of program areas

The areas are outlined according to the experience they offer. These include:

1. Animal laboratories
2. Animal industries
3. Clinical and diagnostic laboratories
4. Veterinary medical schools
5. Introduction to careers in animal science
6. Cultural experiences
7. Recreational, social and inspirational activities

Animal Laboratories and Farm:

- College of Engineering Sciences, Technology and Agriculture (CESTA) Quincy farm
- Leon/Tallahassee animal Shelter
- FAMU animal laboratory

These sites were populated with several animal species such as horses, cattle, goats, swine, cats, dogs, and poultry. Each site emphasizes the protection of health and the welfare of animals, and considers the welfare of humans. The main objective of the program was to identify the various animal health and animal husbandry issues in large and small animals and apply those principles through experiential learning opportunities.

Students received orientations, instructions and training in aspects of animal husbandry, management, behavior, grooming, preventative maintenance, and housing, among other animal health and welfare concerns. Students then applied the instruction and
training through hands-on/practical experiences. These included immunization, intravenous (IV) blood collection, palpations, hoof trimming, grooming, fecal collection and age determination. Student had firsthand experiences and association with experts in the field of animal science/veterinary medicine.

Animal Industries:

- Madison Livestock Market, Madison, FL
- Gulf World, Panama City, FL
- Wild Adventure, Valdosta, GA
- Lubee Foundation, Gainesville, FL

These sites provided diverse exposures to animals and their uniqueness in the animal world. The objective here is to expose students to examples of the diversity of animals and animal science career and job opportunities, and be able to identify their interrelationships.

Students were exposed to various factors that are entailed in managing operations, animal feeding, entertainment and observation. Also, the students were briefed of the importance of animal care in many different environments. In addition, student had the opportunity to go behind the scenes to observe how animals are managed, cared for and maintained.

Clinical and Diagnostic Laboratories:

- FDACS Diagnostic Laboratory
- FAMU Diagnostic Laboratory
- Equine Medical and Surgical Hospital
These facilities are of the state system of higher education, the Florida Department of Agriculture and Consumer Services, and their affiliates. These sites are equipped with technologically advanced equipment, and are the first response to any homeland security or other animal health related situation.

The students observed firsthand, the collection of semen, and techniques in breeding, clinical treatment and inseminating equine animals. The objective here was to expose the students to various resources and techniques used in identifying and diagnosing animal diseases; and health related processes in managing animals.

Students received training in the use of laboratory facilities, and diagnostic procedures applicable to animal related careers.

**Veterinary Medical School:**

- The University of Florida Veterinary College

The University of Florida (UF) Veterinary College is the only institution that provides veterinary medicine training in the state of Florida. The veterinary college has diagnostic and surgical laboratories and provides research on metabolic and infectious diseases of animal, veterinary medical training for interns, graduates and practitioners. Florida A&M University (FAMU) has a collaborative agreement with UF to provide opportunities for students from FAMU to enroll at UF College of Veterinary Medicine on an annual basis.

Students received invaluable information regarding preparation for veterinary school, applying to, and matriculating in a school of veterinary medicine. They also received practical hands-on experiences in animal surgery and reproduction.

**Introduction to Careers in Animal Science**

- Walco Animal Products
- International Programs-FAMU

The representatives from the organization(s) briefed the students about options and career opportunities at that organization. The presentations were mainly in the form of exhibitions and displays where students could observe and ask questions. The
The information presented pertains to career options in animal science and related fields. The objective here was to expose the students to career paths that are available in animal science/veterinary medicine.

**Cultural Experiences**

- Mary Brogan Museum of Arts and Sciences
- Challenger Learning Center - Planetarium, Tallahassee, FL
- Florida/Marianna Caverns, Marianna, FL
- Tallahassee Museum of History and Natural Resources, Tallahassee, FL
- R. A. Gray Museum of Florida History, Tallahassee, FL
- San Luis Trail, Tallahassee, FL
- The Black Archives, FAMU, Tallahassee, FL

These institutions listed acquired, preserved and exhibit the work of artistic, historical or scientific valuables. These sites provided the students with an array of cultural and historical facts of the nation, the region, the state of Florida, and local areas. The objective of this was to enhance the students’ appreciation for art, history and science, and to enrich their cultural knowledge. The students gained invaluable experiences through these visits.

**Recreational, Social, and Inspirational Activities**

- Seminole Reservation, Tallahassee, FL
- Governor Square Mall, Tallahassee, FL
- CESTA Cook-outs
- Inspirational Moment-An Expert Experience, FAMU
These areas provided an atmosphere whereby individuals and groups can participate in a variety of recreational and social activities, and from which to gain inspiration. They provided opportunities for students to mingle with other groups and individuals, and to satisfy personal needs. The objective of these areas was to provide a balance of social, educational-based learning and recreational activities. Students have the opportunity to learn and grow in a minimal stress environment.

An expert experiences on the route to becoming a veterinarian was identified as a source of inspiration for the group. The expert (a veterinarian) narrated the ins and outs of veterinary medicine, and offered life coping tips. The objective was to provide a real life feedback of the experiences and to enhance the appreciation of animal science / veterinary medicine.

**Program Evaluation:**

A summative evaluation of the twenty-day (June 10-29, 2007) summer camp indicated the program is effective. The objectives were met, and feedbacks toward the program were positive. The evaluation was based on an analysis of a student survey, and reflections from the staff in post-program meeting.

Data from the student survey indicated that 100 percent of them agreed that their learning expectations have been met by the program (see Table 1). The students’/participants’ comments also indicated their approval of the activities, and that their interest in veterinary sciences is affirmed through the program. The response options were based on a five point rating scale which ranged from one to five, one being the most favorable.
Table 1: Participants rate on the different aspects of the program

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Frequency</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  The expectations to learn about options in veterinary medicine and animal science were met</td>
<td>1</td>
<td>14</td>
<td>100</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>2  The accommodations were adequate and met expectation</td>
<td>1</td>
<td>2</td>
<td>14.29</td>
<td>2</td>
<td>14.29</td>
</tr>
<tr>
<td>2a The accommodation for dormitories was adequate and met expectation</td>
<td>1</td>
<td>2</td>
<td>14.29</td>
<td>2</td>
<td>14.29</td>
</tr>
<tr>
<td>2b The accommodation for transportation was adequate and met expectation</td>
<td>1</td>
<td>6</td>
<td>42.86</td>
<td>6</td>
<td>42.86</td>
</tr>
<tr>
<td>2c The accommodation for meals was adequate and met expectation</td>
<td>1</td>
<td>3</td>
<td>21.43</td>
<td>3</td>
<td>21.43</td>
</tr>
<tr>
<td>3  The counselors and support staff met needs and expectations</td>
<td>1</td>
<td>8</td>
<td>57.14</td>
<td>8</td>
<td>57.14</td>
</tr>
<tr>
<td>4  The topics and presentations were relevant and met expectations</td>
<td>1</td>
<td>8</td>
<td>57.14</td>
<td>8</td>
<td>57.14</td>
</tr>
<tr>
<td>5  The places visited were relevant and met expectations</td>
<td>1</td>
<td>10</td>
<td>71.43</td>
<td>10</td>
<td>71.43</td>
</tr>
<tr>
<td>6  The schedule of activities were adequate and met the needs</td>
<td>1</td>
<td>5</td>
<td>35.71</td>
<td>5</td>
<td>35.71</td>
</tr>
<tr>
<td>7  I would recommend this program be continue in its present form</td>
<td>1</td>
<td>11</td>
<td>78.57</td>
<td>11</td>
<td>78.57</td>
</tr>
<tr>
<td>8  This program will help me to decide whether to pursue a career in animal science/veterinary medicine</td>
<td>1</td>
<td>13</td>
<td>92.86</td>
<td>13</td>
<td>92.86</td>
</tr>
</tbody>
</table>

Note: 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree, 5=No opinion
Table 2: Summary of participants evaluation

<table>
<thead>
<tr>
<th>Questions</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
<th>Non-response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
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<tr>
<td>Q2</td>
<td>14.29</td>
<td>78.57</td>
<td>7.14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Q3</td>
<td>57.14</td>
<td>42.86</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Q4</td>
<td>57.14</td>
<td>42.86</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Q5</td>
<td>71.43</td>
<td>28.57</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Q6</td>
<td>35.71</td>
<td>57.14</td>
<td>7.14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Q7</td>
<td>78.57</td>
<td>21.43</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Q8</td>
<td>92.86</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7.1</td>
<td>0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**NB:** Q1 to Q8 represent questions 1 to 8, and R1 to R5 represent rates 1 to 5. Please see Table 1 for explanation of the questions.
Rating of the Program

Note: q1 to q8 represent questions 1 to 8 and r1 to r5 represent rates 1 to 5 (See Tables 1 and 2)
Fourteen of eighteen students participated in the survey. All fourteen students, (100%) rated one for question one, that is, they strongly agreed that their expectations to learn about options in veterinary medicine and animal science were met. For question two (see Table 1), two (14.29) strongly agreed, eleven (78.57) agreed and only one (7.14) disagreed. Eight (57.14) students strongly agreed and six (42.86) agreed with question three, that is, 100 percent of the students agreed that the counselors and support staff met needs and expectations. Question four asked the participants whether the topics and presentations were relevant and met expectations, they all agreed. Eight (57.14) participants strongly agreed and six (42.86) agreed to question five, that is, 100 percent of the students believed that the places visited were relevant and met expectations. For question six (see Figure 1), five (35.71%) participants strongly agreed, eight (57.14%) students agreed and one (7.14%) student disagreed. Eleven (78.57) participants strongly agreed with question seven and three (21.43) agreed. Finally, result for question eight showed 92.7 percent (13 students) of the participants strongly agreed, and one (7.14%) with no opinion. Therefore, nearly a 100 percent of the participants strongly agreed that the program will help them decide whether to pursue a career in animal science.

**Conclusion /Recommendation/Suggestions/Limitations**

The Ag-Discovery program at Florida A&M University (FAMU) provided an excellent opportunity for high school students to experience the many aspects of animal science/veterinary medicine in various settings and environments. The twenty-day experience allowed students to receive information and training via classroom presentations, hands-on practical experiences, demonstrations, individual and group participation, and offered character and team building opportunities.

The collaboration among the USDA/APHIS, Florida Department of Agriculture and Consumer Services, University of Florida College of Veterinary Medicine, FAMU, and the various industries representatives, is a testament to the interrelationships of the program. Based on results from the evaluation, and the favorable assessment of the program, it would be extremely beneficial that this program be continued. The participants rated the program very highly as evident by the result.

Time has not permitted yet for a formal post-program meeting, but the general feedback is good. As usual, a few suggestions and recommendations were made. Nearly all of last year’s (2006) suggestions and recommendations (See 2006 Ag-DISCOVERY Report, p. 10) were addressed with success. While the program lost one of its eighteen participants to behavioral problems, it closed with very little problems. In this event, however, the FAMU based Ag-DISCOVERY planning committee is prompted to consider implementing some alternative behavioral control strategies.

Like any great program, there are limitations and recommendations for improvement, which signify dynamism,
growth and innovation. Therefore, the recommendations serve as a tool for greater success in achieving the objectives and goals of the program. This program has shown much benefit to its participant and should therefore be recommended for continuation.

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