AN ASSESSMENT OF PROGRAM FACTORS INFLUENCING CALIFORNIA FFA PROFICIENCY AWARD PARTICIPATION

By

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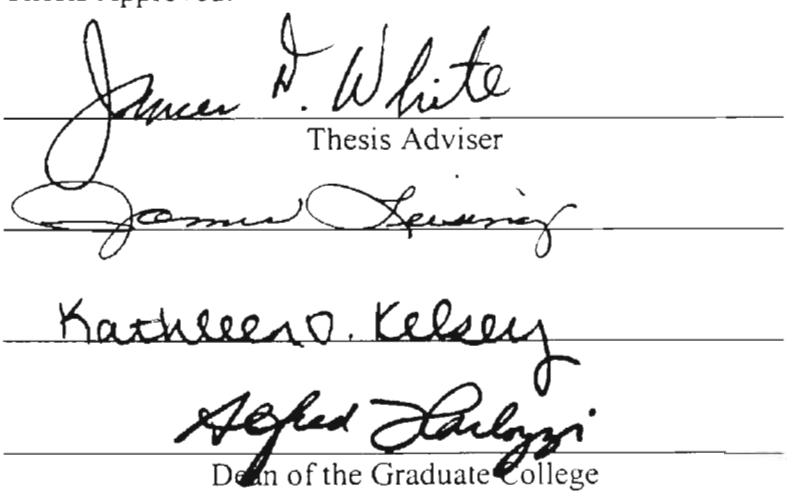

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CHAPTER I

Introduction

Classroom/laboratory instruction, the National FFA Organization (FFA), and supervised agricultural experience (SAE) programs are the three components that forge success in agricultural education (Cook, 1933; National Council for Agricultural Education & National FFA Organization, 2000; Phipps, 1952; Phipps & Osborne, 1988; Seefeldt, et al. 1982). Out of these three, the SAE component fosters the greatest pedagogical moment. Dewey (1938) stated that "...all genuine education comes about through experience..." (cited in McDermott, 1981, p. 507). For Dewey (1916), "To 'learn from experience' is to make a backward and forward connection between what we do to things...doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction--discovery of the connection of things" (cited in McDermott, 1981, p. 495-496). In fact, the philosophical foundation establishing a firm commitment to the SAE concept was cemented in the early 1900's.

Borrowing from a diverse cadre of academic theorists, David Snedden (circa 1908) set into motion the framework for the SAE concept through his doctrine of social efficiency for vocational education (Camp, 1982). Charles Prosser's 16 theorems for vocational education poured the concrete establishing legislative action for supervised experience (Boone, Doerfert & Elliot, 1987; Cross, 1981). Rufus Stimson built upon the foundation meaningful and applied curriculum supporting the SAE concept (Boone et al.

1987). Lastly, passage of the Smith-Hughes Act of 1917 permanently established the SAE as vital to the curriculum of vocational agricultural education.

The value of the SAE assists the student through occupational skills, the teacher through classroom/laboratory instruction, and the community through a skilled workforce (Cook, 1933; Noxel & Cheek, 1988). It is the ability of the student to take classroom knowledge and then apply a developed skill that adds value. Ultimately, the SAE, which provides practice for the skill learned, bridges the gap between school and work (Phipps & Osborne, 1988). Students who participate in SAE projects develop life-long learning and occupational skills (Clark & Scanlon, 1996; Pals, 1988; Fletcher, Williams, & Miller, 1985).

Over the 83 years of legislative existence, examination of the agricultural education program has focused on preparing the student for occupational success. Instrumental in support of the vocational agricultural student, the FFA recognizes students with superior SAE projects through the FFA proficiency awards program (Arrington, 1984). Members are recognized at the local, regional, state, and national levels.

Data from the National FFA Organization, between the years 1994 to 1999, reported the Central Region secured 445 national FFA proficiency awards finalists and 119 national FFA proficiency awards winners, by far the largest region. The Western Region secured the second largest number with 243 national FFA proficiency awards finalists and 55 national FFA proficiency awards winners. When examining the two regions further (U.S. Territories not included), the Central Region consists of 12 states, where as, the Western Region involves 15 states. The Western Region makes up almost

40 percent of total FFA membership and 36 percent of total chapters. The Central Region makes up 25 percent of total FFA membership and 28 percent of total chapters (National FFA Organization, 1994-99). With a larger FFA membership and a greater number of chapters than the Central Region, it stands to reason the Western Region should exhibit at least a proportional percentage of FFA proficiency awards finalists and winners (Appendix E).

Within the Western Region, California has experienced a "boom" in FFA proficiency awards finalists and winners at the national level. During 1994 to 1999, California had 68 of 243 finalists, almost 28 percent, and achieved a 26 percent success rate with 18 winners (National FFA Organization, 1994-99). However, this successful involvement of California FFA members participating in SAE programs over the past five years may portray a pretty picture for the state, but the reality is that student participation nationally has declined. In 1998, the National FFA Organization reported that participation in SAE programs nationwide involved only 47 percent of students that were enrolled in agriculture classes during the 1997-98 academic year.

The successful vocational agricultural education program revolves around the achievement of its students. It is that achievement born out of SAE project success that leads to student success and a quality program (Long & Israelsen, 1983). Therefore, if there exists a philosophical agreement to the value of SAE (Noxel & Cheek, 1988), then why do some FFA members have SAE projects and others do not? Herren & Cole (1984) found philosophical agreement among agricultural education instructors to the value of the SAE program, but disagreement upon whether or not all students should have a SAE and level of commitment by agricultural education instructors.

Statement of the Problem

Some California FFA chapters have members who submit state FFA proficiency award applications on a regular basis while others rarely have students apply. This is especially important due to the overlapping relationship of SAE to classroom instruction and FFA within the framework of agriculture education. Adams (1994) found that instructor perceptions of quality SAE projects affected the number of students submitting state FFA proficiency awards applications and instructors had the necessary time to teach students. Kotrlik (1987) found that less than 15 percent of the instructors in Louisiana had students apply for these awards. Therefore, a need exists to study those programs whose members participate in the FFA proficiency awards program to determine the factors that influence chapter members to participate in the FFA proficiency awards program.

Findings of this study can be used by state staff, school administrators, teacher educators, and agricultural instructors to emphasize practices that will impact chapter participation in the FFA proficiency awards program. This study will also serve as the foundation for additional inquiry into understanding relationships between FFA proficiency awards participation and program factors.

Purpose of the Study

The purpose of this study was to identify and verify program factors influencing California FFA proficiency awards program participation. In addition, the purpose was to understand the relationship between selected program factors and perceptions held by

department heads, regarding supervised agricultural experience (SAE) programs and FFA proficiency awards.

Objectives of the Study

To accomplish the purpose of this study, the following objectives were established:

1. To determine selected program factors related to California FFA chapter participation in the FFA proficiency awards program.
2. To determine the perceptions of department heads concerning the supervised agricultural experience (SAE) program.
3. To determine the perceptions of department heads concerning the FFA proficiency awards program.
4. To determine the relationship between selected program factors and perceptions held by department heads regarding the supervised agricultural experience (SAE) program.
5. To determine the relationship between selected program factors and perceptions held by department heads regarding the FFA proficiency awards program.

Scope of the Study

The scope of this study included all California agricultural education program department heads during the 1999-2000 school year.

Assumptions of the Problem

The following assumption was made in conducting this study:

California agricultural education instructors understand that FFA and supervised agricultural experience (SAE) are interrelated components with classroom/laboratory instruction as part of the total agricultural education instructional program.

Definition of Terms

These terms are used as defined in this study:

Supervised Agriculture Experience (SAE) Program – related agricultural learning experience carried on outside the classroom, but is intra-curricular instruction as a part of the program. It is designed to develop hands-on experience, knowledge, and skills about agriculture and prepare students for careers in agriculture.

Vocational/Agricultural Education – a 9th through 12th grade secondary school program which offers agricultural courses designed to educate and develop leaders for careers or entry into higher education in a related agricultural field.

Program Factor – an element which contributes to student accomplishment or is the result of student activity in a particular area. In the case of this study, it specifically applies to FFA proficiency awards participation.

Teacher and Program Characteristics - a distinguishing attribute which identifies or sets apart distinctive elements involving people or programs.

Agricultural Education Instructor – a person who has completed a degree program from a college or university with an approved teacher education program in agricultural education. This person is state certified and employed by the local school district. The

individual is responsible for directing agricultural education programs and advising FFA chapters.

FFA – a national organization for students enrolled in secondary agricultural education programs. It is an educational, non-profit organization designed to develop agriculture leadership, cooperation, and citizenship.

FFA Proficiency Awards Program – an awards program based on the quality and scope of a specific enterprise relative to the student's SAE program.

FFA Proficiency Awards Finalists/Winners – members who excel within the SAE program that qualify for and/or win a proficiency award. These awards encourage members to develop specialized skills toward an agricultural career objective.

National FFA Regions – areas of the United States divided into four distinct geographical locations among the 50 states and territories. These areas are the Western Region, the Central Region, the Southern Region, and the Eastern Region. Regional winners compete for national recognition.

California Supervisory Regions – geographical locations of California divided into six supervisory areas on the basis of location and number of FFA chapters. These areas are the Central Region, the North Coast Region, the South Coast Region, the San Joaquin Region, the Southern Region, and the Superior Region. These regional winners compete for state recognition.

CHAPTER II

Review of Literature

The researcher conducted a review of literature to acquaint him with, the areas related to and affecting, the FFA proficiency awards program. To insure a well-rounded review, attention was particularly paid to specific areas of importance. These included: (a) the theoretical framework of agricultural education; (b) the supervised agricultural experience (SAE) program, its development and changing status; (c) the National FFA Organization (FFA) and FFA proficiency awards program; (d) and factors influencing FFA proficiency awards program participation.

The collection of information presented in this chapter was located through the use of computerized literature searches of educational databases and on-line computer services. An intensive hand search was also conducted for older publications. Publications examined were: (a) *The Journal of the American Association of Teacher Educators in Agriculture*; (b) *Journal of Agricultural Education*; (c) early textbooks in education; (d) early textbooks in agricultural education; (e) agricultural education theses and dissertations; and (f) papers presented at regional and national agricultural education conferences.

The information obtained was useful in determining methodology, areas of investigation, factors influencing SAE and FFA proficiency awards program participation and other aspects which would reflect the need for the research. This information is

presented in topical headings to facilitate clarity, organization and understanding. This review comprised an exhaustive list of related studies and articles.

Theoretical Framework

A Need for Vocational Agricultural Education

Agricultural groups, like the National Grange, organized for social and educational purposes. In 1874 (Boone, Doerfert & Elliot, 1987; Herren, 1986), the National Grange had taken a keen interest into the teaching of "practical agriculture, domestic science, and all the arts that adorn the home" (Cremin, cited in Herren, 1986, p. 41). Two years later, in 1876, the National Grange organized a committee to report on educational matters for the purpose of informing each state's Grange organization (Herren, 1986).

Prior to 1908, rural communities needed practical agricultural education for children of farming families in their high schools. Subsequently, this need was apparent in each state. Trying to emulate land-grant colleges resulting from the passage of federal legislation, the Morrill Act of 1862 and the Second Morrill Act of 1890, states established dormitory schools. Unfortunately, these dormitory schools failed the practical experiences needed by their students (Boone et al. 1987).

As the public began to vocally express the need for practical agricultural education, agricultural publications, *Wallace's Farmer* and *Hoard's Dairyman*, printed editorials describing the need for trained teachers of agriculture, since the future of agriculture laid in the hands of America's youth. Joining the public voice for agricultural education, the Farmers Union (organized in 1902) teamed up with agricultural

publications and the National Grange. Together, their voices were heard by President Theodore Roosevelt in 1908 resulting in the "Commission on Country Life" for the purpose of determining the needs of farmers and alleviating rural distress (Herren, 1986).

By 1910, the various groups clamoring for an establishment of agricultural education came together under the broad umbrella of the National Society for the Promotion of Industrial Education (NSPIE, organized in 1907). Under the guidance of Charles Prosser, executive director of the NSPIE and Deputy Commissioner of Education in charge of Vocational Education from 1909-1919, legislation was sought for industrial and agricultural training in the high schools and the establishment of the agricultural extension service (Boone et al. 1987; Herren, 1986). Establishing the agricultural extension service, the Smith-Lever Bill was successfully passed in 1914. However, legislation for high school industrial education and agricultural education was held up.

In order to pass legislation for high school industrial education and agricultural education, Charles Prosser invited state representatives in the departments of education from New York, Pennsylvania, and New Jersey to attend a conference at Staten Island, New York. To sway opinion, Prosser brought in advocates of "home projects" for agriculture, Rufus Stimson, Supervisor of Smith's Agricultural School at Northampton, Massachusetts and David Snedden, Massachusetts Commissioner of Education from 1909-1919. As a result, these representatives played a critical role in establishing the framework for a vocational education program set forth by the federally legislated Smith-Hughes Act of 1917 (Boone et al. 1987).

In order to pass the Smith-Lever Act of 1914, Senator Hoke Smith of Georgia had promised to bring the plight of vocational education to the attention of President

Woodrow Wilson. Keeping his word, Senator Smith sponsored a resolution to authorize President Wilson to appoint the "Committee on National Aid to Vocational Education" charged to examine the need for federal support of vocational education. Teetering on the brink of war in Europe, Senator Smith, in a speech to the U.S. Senate, stated men and women were needed to forge the instruments of war, as much as, the soldiers who use those instruments. Also chiding the U.S. House of Representatives with a report, co-sponsor of the Smith-Hughes Act, Dudley Hughes of Georgia, indicated the government had neglected supporting a practical education for wage earners. Finally, with bilateral support from Congress and the Senate, passage of the Smith-Hughes Act was enacted February 23, 1917 (Herren, 1986).

Establishing a Theoretical Framework

The genesis for the theoretical framework of vocational agricultural education began in 1908 with the "Douglas Commission Report," in which, Massachusetts provided funding for the Smith's Agricultural School at Northampton, Massachusetts. Rufus Stimson was hired as the director of the school and the operator of the farm, which the trustees had recently bought. Stimson traveled the country to view other schools of agriculture and studied the problems associated with the dormitory schools. As a result, Stimson advocated the "home-project" concept for vocational agriculture. Stimson wanted his students to focus their attention of their own home farming problems and their solutions (Boone et al. 1987).

The foundation for the theoretical framework for vocational agriculture education rested on the shoulders of David Snedden. He was "convinced that schools served an important mission in society and that Vocational Education was the essential element for

accomplishing that mission" (Camp, 1982, p. 35). His doctoral work at Teacher's College, Columbia University, life experiences, and Professor of Educational Administration at Columbia led to his "Doctrine of Social Efficiency." Befriended by Frederick P. Fisk, founder and President of the American Telephone and Telegraph Company and Chairman of the Massachusetts State Board of Education, Snedden was appointed to the position of Commissioner of Education for Massachusetts. Charged to develop a vocational-based program that served the needs of industry, Snedden combined the teachings of economists, sociologists, psychologists, and educators to espouse his social efficiency theory (Camp, 1982).

Borrowing learning theories from E. L. Thorndike, also at Columbia, Snedden viewed teaching as experiential. "If learning consists of attaching a stimulus to a response by means of a connection resulting from reward repetitions, then teaching built upon that process can be readily defended as being correct" (Camp, 1982, p. 35). Snedden's social efficiency theory greatly affected vocational agriculture education and provided for programmatic direction (Appendix F). Thus, the foundation for agricultural education was poured.

Early on, Snedden envisioned separate systems of education, in which, vocational education would be administrated separately. This establishment of a dual system contributed to today's federal and state agriculture education programs. Second, Snedden desired vocational programs located away from the rest of the school. For agricultural education, this meant programs would be located to rural schools and away from non-vocational education administrators. Helping to mandate this, Charles Prosser, Snedden's former student, pressured state school supervisors. Third, Snedden developed a

vocational "track" for students. Students were to be differentiated according to leadership and intellectual roles as opposed to factory and farm roles. The first group of students would go to college and the second group would be made "socially productive" (Camp, 1982, p. 39). The fourth implication developed into a "supervised farming program" that was ultimately federally mandated. "Vocational agriculture students could be required to operate farm project programs that would emphasize the value of work and produce a prideful, diligent farm worker" (Camp, 1982, p. 40). Lastly, the fifth implication insisted that vocational education curriculum parallel the needs of industry. Snedden desired committees of laborers and employers in industry for program quality. For Agricultural Education, this meant that advisory committees were to be formed and agricultural community and employer surveys were to be sent (Camp, 1982).

If David Snedden's ideas were the foundation for vocational agriculture education, then Dr. Charles Prosser was the cornerstone for this theoretical framework. As a doctoral candidate at Columbia under Snedden, Prosser stayed on as a faculty member at Columbia, and then was nominated by Snedden to Associate Commissioner of Education for Massachusetts in 1910. In 1912, Prosser became the Secretary of the National Society for the Promotion of Industrial Education (NSPIE) and then the Executive Director. Instrumental in the passage of the Smith-Hughes Act of 1917, Prosser became the first Executive Director of the newly established Federal Board of Vocational Education (Camp, 1982).

In his Distinguished Lecture to the American Association of Teacher Educators in Agriculture, Cross (1981), paid homage to Prosser's "Sixteen Theorems of Vocational Education" (Appendix G). Cross stated that these sixteen theorems are just as valid today,

as they were when Prosser developed and publicized them in the early stages of vocational education.

> If every vocational agricultural educator responsible for programs of instruction would only maintain this list of sixteen theorems and make a serious effort to meet them, the result would be sound, quality vocational agriculture programs. The more nearly [sic] a vocational agriculture program can approach the full realization of these theorems in its operation, the higher the quality of the program will be. Any attempt to disregard any one of these basic and fundamental concepts can only result in undermining and destroying the program of vocational agriculture for the citizens of this country (Cross, 1981, p. 8).

And thus, put in place and into practice, "the doctrine of social efficiency espoused by David Snedden and effectuated by Charles Prosser in the early 1990s" (Camp, 1982, p. 35) established the foundation and cornerstone for the theoretical framework for vocational agricultural education. "No other single theoretical construct has so substantively affected the philosophical, administrative and programmatic development of vocational education in this country" (Camp, 1982, p. 35).

Preface to a Conceptual Model (1917-1980s)

With the passage of the Smith-Hughes Act of 1917, the purpose of vocational agricultural education was to provide a practical education that involved agricultural training and academic coursework that met the needs of the community (Cook, 1933). Meeting the approval of national agricultural leaders of the day, the George-Reed Act of 1929, George-Ellzey Act of 1934, and the George-Deen Act of 1936 provided for

additional federal funding. The typical Vocational Agricultural Education program commonly covered four phases:

1. Classroom work;
2. Supervised farm practice work;
3. Farm mechanics; and
4. Extra curricular activities (Cook, 1933, p. 21).

As time progressed and with many states offering systematic instruction in agriculture to train present and prospective farmers for proficiency in farming, vocational agricultural education became recognized as a permanent program in public education in rural areas. Vocational agricultural education included the following integral areas as part of its instructional program:

1. Classroom activities;
2. Supervised farming programs of the students;
3. Farm mechanics activities;
4. Training in food preservation in school-community canneries (In areas where this training was needed); and
5. School sponsored organizations, such as Future Farmers of America, New Farmers of America, and Young Farmers (Phipps, 1952, p.15).

Replacing the *Handbook on Agricultural Education in Public Schools* by Phipps (1952), the *Handbook on Teaching Vocational Agriculture* by Phipps (1965) included as integral parts of instruction in vocational agriculture for farming:

1. Classroom activities;
2. Supervised farming programs of the students;
3. Farm mechanics activities; and
4. School-sponsored organizations, such as Future Farmers of America, New Farmers of America, and Young Farmers (p. 6).

Not deviating greatly, Phipps (1972) second edition included the following as integral parts of instruction in vocational agriculture for farming:

1. Classroom activities;
2. Supervised farming programs of the students;
3. Farm mechanics activities; and

4. School-sponsored organizations, such as FFA and Young Farmers (p. 6).

In 1983, David McCracken, while presenting a Distinguished Lecture to the American Association of Teachers Educators in Agriculture, asked, "What are our beliefs?" A set of beliefs according to McCracken involved "a body of knowledge and a set of attitudes" (p. 4). Furthermore, McCracken stated,

> We have believed in a community-based program with the teacher as a (*sic*) agricultural leader. We have believed in supervised occupational experience programs, the intracurricular FFA organization, year-around programs, problem-solving as a approach to teaching and learning, the college-prepared teacher, and continuing education for adults (p. 4).

For McCracken (1983), he foresaw the changing face of agriculture education and challenged the profession to examine its beliefs in agricultural education and analyze the attitudes of its essential premises. Furthermore, McCracken asked if the essential premises for agricultural education hold up today and if these premises are applicable to today's agricultural students.

> Perhaps a reason we are having difficulty maintaining certain phases of our program is that society may have changed more rapidly than our program. For example, is it reasonable to expect students to have supervised occupational experience programs at home when they live in apartments? Of course not, but do we offer reasonable alternatives? I think not! (McCracken, 1983, p. 4).

By the late 1980s, agriculture at the secondary and post-secondary levels consisted of four commonly included integral parts of vocational agricultural education.

However, not all exploratory and adult levels of vocational agricultural education incorporated all of these components:

1. Classroom instruction;
2. Supervised occupational experience programs of the students;
3. Laboratory instruction; and
4. Vocational student organization (Phipps & Osborne, 1988).

The fourth component, vocational student organization, referred to the FFA as "the national organization of, by, and for students studying vocational agriculture in public secondary schools which operate under the provision of the National Vocational Education Acts" (Phipps & Osborne, 1988, p. 8).

Leading up to the 1990s, the philosophical base for vocational agricultural education changed to include a balance between three major components:

1. Classroom/laboratory instruction;
2. Supervised occupational experience programs; and
3. FFA activities (Gagnon & Keith, 1988).

Each of these three components (Appendix H) were designed to provide a separate but interconnected foundation that supported practical experiential learning through problem solving and leadership. This model illustrated a complete agricultural education program which incorporated each component, where by, one component is incomplete without the others (Bowen & Doerfert, 1989; Gagnon & Keith, 1988).

A Program Model for the Future (1990s & Beyond)

The National Research Council (1988) in *Understanding Agriculture: New Directions for Education* reported that vocational agriculture has failed to keep up with modern agriculture. The report supported more flexibility in curriculum and program design, while acknowledging the requirements and activities of the FFA as essential.

> Current vocational agriculture programs that have changed little over the past decade prepare students for a rather limited and generally shrinking component of the job market. These programs are also geared to a shrinking segment of the student population. They probably give some students an unrealistic view of agricultural job prospects, while failing to alert them to other career opportunities in agriculture (NRC, 1988, p. 32).

As a response to the report's charge to broaden the SOE program, a national task force expanded the SOE program to recognize that vocational agricultural education has two desired outcomes: (1) students have knowledge in agriculture and (2) students have knowledge about agriculture. In other words, the purpose of vocational agricultural education was to produce an agriculturally literate person that was prepared for a career (Barrick, 1992; Moore & Flowers, 1993).

Adopted in 1992, a new program model (Appendix I) for vocational agricultural education illustrated a focus on technical agriculture, leadership and personal development. Where supervised experience, improvement activities, and FFA provided experiential learning situations, they also reinforced instruction, motivated students, and provided a platform for problem-solving instruction. Contests, degrees and awards were not the driving force in which the FFA and supervised experience activities were based. In this manner, the cart is not before the horse. But instead, incentives served as motivating tools by allowing recognition to students for awesome and exemplary work (Barrick, 1992). "This model shows that agricultural education does not end with the completion of secondary education; employment and/or additional education, and eventually a career, are the intended outcomes of an agriculture program"

(Barrick, 1992, p. 4).

"Agriculture today has a significantly different mission and more diversified clientele than what was first proposed at the turn of the century" (NCAE, 1992, p. 3). In 1994, the "Vision 2000 Conference Report," by the National Council for Agricultural Education, asked for a common vision to lead vocational agricultural education into the next millenium. This vision took into account that jobs were changing, the student population was changing, and agriculture was changing (Curtis, 1995). In his 1994 Distinguished Lecture to the American Association of Agricultural Educators, Samuel Curtis exclaimed, "We can 'hold a finger in the dike' only so long; eventually we will change to accommodate these demographic shifts or they will overwhelm us" (p. 1). Therefore, "rather than reacting to change as it comes 'a passive approach'" the agricultural education community must take a proactive stance and look ahead to develop a cohesive vision of its preferred future" (NCAE, 1998).

Curtis (1995) advocated, the past principles for vocational agricultural education were our rudder, and we have been steered correctly thus far. Based on the practical application of the science of agriculture, Curtis (1995) listed seven absolutes that the profession must hold for the 21st century:

1. Free quality public education is fundamental to the American democracy;
2. Schools are for education, not indoctrination;
3. The student is central to the program;
4. The practical application of science determines curriculum content;
5. Entrepreneurship, decision making, and problem solving are essential;
6. Leadership skills are crucial; and
7. Programs are community-based (p.2-4).

Curtis' (1995) seven absolutes can be seen in the new program model for agricultural education which incorporates the major components of SAE: entrepreneurship; placement; and exploratory.

Supervised Agricultural Experience (SAE) Program

"The primary goal of vocational education in agriculture has traditionally been to prepare youth and adults for entry level employment in the agricultural industry" (Leising & Zilbert, 1983, p. 1).

> One of the first requirements of an agricultural educator, is to have a real dedication and commitment to a supervised occupational experience program for every student. The 'heart and backbone' of a vocational agriculture curriculum is the supervised occupational experience program (Peterson & McCreight, cited in Leising & Zilbert, 1983, p. 1).

Practical Experience as Home Projects

Boone et al. (1987) and Dickerson, (1984) traced the development of the supervised occupational experience (SOE) program to Rufus Stimson. Influencing Stimson were philosophers like Socrates, Rouseau, Pestalozzi, Froebel, and Herbert. Also influencing Stimson was Herbert Spencer, who placed a high emphasis on vocational education for the average student.

However, two contemporary philosophical educators had the greatest impact, William James and John Dewey. Stimson's pragmatic instructor at Harvard, William, James, believed in manual training schools (Boone et al.1987), where as, John Dewey

introduced "project or problem" methods at his new experiential school at the University of Chicago (Dickerson, 1984).

Before 1908, dormitory schools tried to teach rural farm students a practical agricultural education. It soon became apparent that these dormitory schools were costly and enrolled too many students. In 1908, Stimson was hired at the Smith's Agricultural School at Northampton, Massachusetts as the director of the school and operator of the farm. As the director, Stimson transferred his idea, the "home project plan." "Students were expected to have projects consisting of crops and livestock at home rather than school owned projects" (Dickerson, 1984, p. 4).

> He did not want the students returning home contemplating farming problems they had encountered during school hours. He wanted their attention to be focused sharply on home farming problems and their solutions, based on well-studied programs of work and management (Boone et al. 1987, p. 58).

The "home-project" concept was quickly supported by the community. Parents liked having students home where they could participate in all aspects of the farm operation. The idea of record keeping was soon adopted even if no records were previously kept. More importantly, students favored the farm projects. The success of the student was demonstrated at local fairs which served to motivate the student to achieve (Boone et al. 1987). "Noting student motivation, Mr. Stimson viewed the new experience as one where the students, and not the instructor, asked most of the questions" (Boone et al. 1987, p. 59).

Passage of the Smith-Hughes Act of 1917

> The National Vocational Education (Smith-Hughes) Act of 1917, stated, "...the controlling purpose of such education shall be fit for useful employment" and "...such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year" (Section 10).

This act not only provided federal support for Stimson's "home-project" concept, it established teacher-supervised projects that were to provide real-life experiences for a duration no less than six months. Quickly, the terminology of "home-projects" was abandoned for "supervised farming practice." The "supervised farming practice" provided vocational training needs, which focused to motivate the student towards a farming career. The objectives of the "supervised farm practice" were:

1. Meet the needs of the boy and his home;
2. Opportunity for ownership and encouragement to farm;
3. Apply modern agricultural scientific principles;
4. Provide responsibility and managerial skills;
5. Analyze and solve problems;
6. To make money for additional education or work; and
7. Spread agricultural education throughout the community by scientific methods of production (Cook, 1933, p.156-7).

These objectives meet the needs of the individual, the community, and provided support for classroom teaching. "Home-projects" were to entail all related farming practices needed to carry out the enterprise. According to Cook (1933) the types of "supervised farming practices" were classified into ten categories:

1. Production projects;
2. Demonstration projects;
3. Improvement projects;
4. Long-time project programs;
5. Continuation projects;
6. Group projects;
7. Class projects;
8. Prevocational projects;
9. Major projects; and
10. Minor projects (p. 159).

What's in a Name?

A new conception of "home-project" was established with the Smith-Hughes Act of 1917. "A supervised farming program is an integral and very essential part of vocational agriculture, not an appendage" (Phipps, 1952, p. 229). Soon the terms, "home-project" and "supervised farming practice," were replaced with "supervised farming." Since the primary aim is to train for farming, "supervised farming" led toward satisfactory establishment in farming (Phipps, 1952).

Dominating the terminology for the next forty-six years, "supervised farming" was synonymous with hands-on learning for vocational agricultural education programs. In 1963, the Vocational Education Act required educators to include *non-farm* agricultural occupations in their agricultural courses. During this era, 1960s were a time for change. Caught up in this change, rural agricultural communities noticed their sons and daughters not returning to the farm. Agriculture began to loose its production workers to *non-farm* occupations. The *non-farm* occupations consisted of sales and services, marketing, and communications. "In 1967, 'supervised occupational experience' was selected as the appropriate term..." (Boone et al. 1987, p. 60).

Ironically, replacing the *Handbook on Teaching Vocational Agriculture* by Phipps (1952), the *Handbook on Agricultural Education in Public Schools* by Phipps (1965)

referred to 'supervised occupational experience' programs as 'supervised agriculture experience' programs.

> Supervised agriculture experience programs consist of all the practical agriculture activities of educational value conducted by pupils outside of class for which systematic instruction and supervision are provided by their teachers, parents, employers, or others (Phipps, 1965, p. 201).

Subsequently, Phipps third (1972) and fourth (1980) editions of the *Handbook on Agricultural Education in Public Schools* referred to the program as "supervised occupational experience programs in agriculture." Finally, the fifth edition of the *Handbook on Agricultural Education in Public Schools* by Phipps and Osborne (1988) also refer to "supervised occupational experience (SOE) programs in agriculture."

A Name for the 21st Century

Dickerson (1984) stated that the SOE program is a basic necessity for a vocational agriculture program to show proficiency. Moreover, competencies in individuals must be developed by problem-solving instruction. Then, how should the vocational agriculture program be developed? For Dickerson, the instructional program should grow out of the SOE program rather than the SOE program planned around the instructional program. In this way, Dickerson visualizes SOE programs providing "specific kinds of learning experiences" (p. 5).

Dickerson (1984) questioned the SOE program as only hands-on learning for students to develop psychomotor skills. The over emphasis on home-based production enterprises has excluded many students.

> If vocational agriculture is to continue to be a viable component of the secondary school curriculum, ways must be found to enable all students to have occupational experience programs either at home, through school provided facilities, through placement, or by some other means (p. 6).

Pals (1989) asked if the SOE program is destined to become a dinosaur. Has the SOE failed to adapt to the needs of students and employers? Pals (1989) emphatically stated that in order for the SOE from becoming extinct, it must adapt to the forces prevalent in our schools. These forces include restrictive graduation requirements, course scheduling, and a decreasing student population with a farm background.

Briers (1989) offered two explanations for the changes in supervised experience: (1) changes in agriculture and opportunities in agricultural occupations; and (2) changes in the school demographics. In order to meet these changes head-on, Briers suggested that vocational agriculture become more "generalized" and less specific in job skills. Agriculture should emphasize fundamental scientific knowledge of agriculture and develop skills to be an effective communicator.

Zurbrick (1989) stated it was important for the profession to understand the differences between supervised occupation experience (SOE) and supervised agricultural experience (SAE). In fact, Zurbrick mentioned SOE and SAE should not be used interchangeably. This operational definition for SAE allowed for any experience in agriculture and ran the possibility of neglecting the occupational requirement. Contrasted, the concept of SOE is limitless and must include "agriculture" and "occupation." "Such a broad operational definition allows for adaptability and creativity in developing an individually designed and planned supervised experience program" (p. 3). Furthermore,

Zubrick stated the profession must recognize that both the SOE and SAE are integral components for Agricultural Education's broad mission of educating 'for' and 'about' agriculture (p. 3)

Due to changing enrollments, a diverse student population, and technological advancements, the agricultural education profession was forced to adapt its program model. Hughes (1992) supported the movement from SOE to SAE. SAE is an expansion of the SOE concept. SAE may be thought of as 'SAE plus'" (p. 8). Where as, SOE indicated the direction of student programs as vocational and SAE including, but not solely limited to, occupational preparation. The SAE included exploration, entrepreneurship, and placement towards education, career, and personal interests of the student.

The original concept of a "home-project" enacted by Stimson, supported by Prosser and Snedden, and philosophized by Dewey, opened the door for a most successful educational concept that has transcended changes in the agricultural industry itself, teachers, students, and its original name (Appendix J). However, Doerfert, Elliot & Boone (1989) noted that the heart and soul of the "home-project" has remained steadfast, even when changes occurred in planned instruction, supervision, record keeping, and the involvement of others.

Today's Supervised Agricultural Experience

Brought about by the National Research Council (1988) report, *Understanding Agriculture: New Directions for Education*, the National Council for Agricultural Education, in cooperation with The National FFA Foundation, issued in 1992,

Experiencing Agriculture: A Handbook on Supervised Agriculture Experience.

Acknowledging, supervised agricultural experience (SAE) is an integral part of the total agricultural education program for each student enrolled in Agricultural Education (Cox, 1991; Croom, 1991; Hughes, 1992), SAE was solidified as a foundation of agricultural education (Grellner & White, 1992).

In order to carry out the goals of the SAE, the student should have the following opportunity to:

1) Carry out SAE programs in keeping with individual educational and career goals;
2) Record, summarize and utilize Supervised Agricultural Experience record books;
3) Be taught in an environment which duplicates the real world setting, utilizing the same facilities, equipment, materials and processes as found in agricultural careers and occupations;
4) Receive instruction of sufficient duration to be able to develop into a competent, reliable and responsible worker; and
5) Receive year round instruction so that it can be applied at the time it is learned (NCAE, 1992, p. ii).

In addition, direct and indirect supervision was recommended to come from teachers, parents, employers, and the community. Each group must accept the responsibility in helping the student plan, conduct, and evaluate the program.

Before dissecting each component of the SAE, the operational definition was (NCAE, 1992):

> The actual, planned application of concepts and principles learned in agricultural education. Students are supervised by agricultural teachers in cooperation with parents/guardians, employers and other adults who assist them in the development and achievement of their educational goals. The purpose is to help students develop skills and abilities leading toward a career (p.1).

SAE programs included planned, practical activities outside of the school, which develop and apply agricultural knowledge and skills. There were three types of SAEs:

1) Exploratory—explore a variety of subjects about agriculture and careers in agriculture,
2) Entrepreneurship—develop competencies needed to own and manage production agriculture or agribusiness enterprises; and
3) Placement—gain practical experiences needed to enter and advance in their chosen occupational field. (p. 5).

National FFA Organization and FFA Proficiency Awards Program

Vocational Student Organization

The Future Farmers of America, now known as the National FFA Organization (FFA), began as a national organization November 1928 in Kansas City, Missouri for boys who were enrolled in vocational agricultural education. This name was used because the members were to become this country's future farmers and agricultural leaders. By 1933, there were forty-six states, Puerto Rico, and Hawaii having state associations with over 3,000 chapters and an enrollment of over 60,000 active members (Cook, 1933). By 1950, congress had granted the FFA a federal charter. Public Law 740 guaranteed the FFA as an integral and intra-curricular part of public agricultural instruction (National FFA Organization, 2000).

The National FFA Organization was dedicated to making a positive impact on America's youth. Holding true to the organization's motto, "learning to do, doing to learn, earning to live, and living to serve," the FFA prepared students toward premier leadership, personal growth, and career success within agricultural education (National FFA Organization, 2000).

Today's FFA membership exceeds 451,997 members and 7,268 chapters representing all 50 states, as well as Puerto Rico, the Virgin Islands, Guam, and Rota. Changing with the times and a dynamic agricultural industry, the FFA is a diverse organization in rural, urban, and suburban schools. Furthermore, the FFA reflects its evolution in response to expanding agricultural opportunities which encompass science, technology, and business to the pursuit of agriculturally related careers (National FFA Organization, 2000).

In the classroom, students gain valuable knowledge and apply that knowledge to real-life, practical, experiences through their SAE programs. As an integral component, the FFA motivates students through activities designed to challenge the student personally and professionally. The FFA awards program serves as a motivational tool in the FFA.

FFA Proficiency Awards Program

The "Agricultural Proficiency Award program" is commonly referred to in the literature as, the "FFA proficiency awards program." The FFA proficiency awards program has been part of the FFA awards program for the past 56 years (Clark & Scanlon, 1996; Kotrlik, 1987).

> The Agricultural Proficiency Award program recognizes excellence in a supervised agricultural experience (SAE) program. The program rewards FFA members at the local, state and national levels for exceptional accomplishments in progressing toward specific career objectives in agriculture (National FFA Organization, 1995, p.1).

Since 1944, the FFA proficiency awards program has been regarded as a supplement to the SAE program acting as a motivational and reward compliment (Balfe, 1989; Blakely, Holschuh, Seefeldt, Shinn, Smith, and Vaughn, 1993; Clark & Scanlon, 1996). "The role of career development events and awards is to motivate students and encourage leadership, personal growth, citizenship and career development" (National FFA Organization, 1995, p. iii). The FFA proficiency awards program has had continued support among vocational agricultural educators, industry, and the community for its educational value and recognition of students with outstanding SAEs (Herren, 1987; Kotrlik, 1987). "National FFA career development events and awards should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience" (National FFA Organization, 1995, p. iii). Recognizing students transferring and applying knowledge from the classroom to their SAE, the FFA proficiency awards program encourages students to set higher personal and professional goals (Balfe, 1989).

The National FFA Organization recognizes three objectives of the FFA proficiency awards program (Herren, 1987; National FFA Organization, 1981):

1. Stimulate interest in the instructional program;
2. Stimulate interest in agricultural occupations; and
3. Reward FFA members at the local, state, regional and national levels for exceptional accomplishments in progressing toward specific occupational objectives in agriculture.

Boggs and Yokum (1991) believe the purposes of the FFA proficiency awards program and the SAE program are essentially the same. For Boggs and Yokum, both programs list similar objectives:

1. Stimulate interest in the instructional program;
2. Stimulate interest in agricultural careers;
3. Enhance and stimulate creative thinking and problem-solving through the hands-on-learning-by-doing principle; and
4. Reward students by exceptional accomplishments (p. 10).

Addressing the dynamics of the agricultural industry, Boggs & Yokum (1991) point out that vocational agricultural education must stay focused on the needs of its clientele. This means that if less than two percent of the nation's population is employed in production agriculture, vocational agricultural education must accurately reflect the agricultural industry.

Striving to reflect the agricultural industry with the needs of the community, "it is appropriate for the national organization to develop career development events and awards which stimulate instruction in emerging areas which reflect both current and future community, national and global work force needs" (National FFA Organization, 1995, p. iii). The FFA proficiency awards program can be classified into production agriculture and non-production agriculture. Listing benefits of the FFA proficiency awards program, the *Agricultural FFA Proficiency Awards Handbook* (National FFA Organization, 1990) lists the following:

1. Make intelligent career choices;
2. Provide realistic and basic education in agriculture;
3. Develop the knowledge, skills, and abilities required to enter some type of agricultural occupation;
4. Complements broad educational objectives of the public school system by making practical application of academic subjects;
5. Develops self-confidence and encourages FFA members to take on added responsibilities;
6. Promotes active FFA membership; and
7. Teaches FFA members to make and follow through with plans that will effect their future (p. 6).

In California, the FFA proficiency awards program has three levels. First, the student applies at the local level. If the student wins, the student can apply at the regional level. If the student continues to win, the student may then apply at the state level. Once the student has won at the state level, the student is entitled to apply at the national level.

Each of the 53 state and territorial associations is allowed to submit one state winning application in each of the 44 categories of agricultural proficiency (Appendix K). All applications are ranked and selections are made for the top four in each proficiency area. Thus, the final four compete for selected honors during the National FFA Convention. Finalists are then given one of the following rankings: 1) National Finalist; 2) Gold; 3) Silver; 4) Bronze; 5) Participant; or 6) Disqualified. These national proficiency awards recognize student achievement at the local, state and national level. Each proficiency area carries a corporate sponsor from the agricultural industry.

Factors Influencing FFA Proficiency Awards Program

Program Factors Identified

Factors with the greatest effect and influence on the FFA proficiency awards program were investigated through the research of Balfe (1989), Blakely et al. (1993), Bowen and Doerfert (1989), Clark and Scanlon (1996), Herren (1987) and Kotrlik (1987). These researchers identified various characteristics associated with participation in the FFA proficiency awards program. The author chose to categorize the identified characteristics into four main factors (Appendix L): (a) teacher; (b) student; (c) chapter; and (d) instruction. These four main factors were then identified as program factors.

Kotrlik (1987) stated that many agricultural educators continually support the FFA proficiency awards program for its educational value. However, Kotrlik identified a lack of participation in the FFA proficiency awards program in the state of Louisiana. Kotrlik (1987) found teachers who had students apply for FFA proficiency awards were more likely to perceive proficiency awards: (a) as helping students to learn skills; (b) motivating students; (c) resulting in favorable publicity; (d) providing opportunity for recognition of student achievement; and (e) resulting in improved self concept for students. He also found that the number of students applying for FFA proficiency awards increased as the number of teachers in a department increased and as the number of years teaching experience decreased. For those teachers who did not have students applying for FFA proficiency awards, Kotrlik (1987) found the quality of the students' SOE projects and knowledge of how to fill out awards applications may be limiting factors.

According to Herren (1987), proficiency awards have been used as a means of recognition for those students with outstanding SOE programs. Herren noted that the FFA proficiency awards are based on the student's individual SOE and career objective which relates back to classroom instruction. Therefore, assessing how close FFA proficiency awards were associated with classroom instruction, Herren (1987) and Smith (1982) found that vocational agricultural instructors and programs appear to have been instrumental in influencing the direction of a student's SOE, but not all SOEs were derived from the classroom/laboratory setting. Herren (1987) noted experiences with the SOE influences occupational choice and helps students gain employment skills. Furthermore, parents and teachers were found as being the most influential in providing encouragement.

Balfe (1989) reported the FFA proficiency awards program was an important complement to a successful supervised experience program and provides student recognition to those students who utilize classroom-learned skills. Evaluating national FFA proficiency awards finalists of 1988, Balfe found:

1. 65 percent of finalists waited to apply during their last year of eligibility.
2. 83 percent of finalists grew up on farms.
3. FFA proficiency awards program attracted academically motivated students.
4. 87 percent would pursue an agricultural career.
5. 90 percent have participated in other Proficiency Awards areas.
6. student success was attributed to their advisors.

Since the FFA proficiency awards program is based on recognition, Balfe (1989) also found 73 percent of finalists were motivated by national recognition.

According to Bowen and Doerfert (1989), agricultural education instructors profess classroom/laboratory instruction, the FFA and SOE are interrelated. An extension of this relationship incorporates the belief that "students who advance in FFA contest [sic] or award programs are progressing toward occupations in agriculture" (p. 49). Bowen's findings showed state winners of speaking contests and the computers in agriculture contest were active in FFA activities, sought education beyond high school, and tended to be males living on farms or in rural, non-farm areas. Interestingly, Bowen and Doerfert's findings showed winners of the speaking contests aspired to occupations in agriculture, where as, the FFA proficiency awards winners in computers sought employment opportunities outside agriculture.

Studying the effects of teacher attitudes and related factors on FFA proficiency awards in North Carolina, Ohio, and Pennsylvania, Clark and Scanlon (1996) reported many agricultural education instructors regard the FFA proficiency awards program as motivational and supplemental to SAE. Teachers with positive attitudes about FFA

proficiency awards and SAE had higher numbers of students winning FFA proficiency awards. Differences between instructor attitudes toward FFA proficiency awards and SAE showed a positive relationship between the number of awards won and teachers' attitudes. The relationships between teacher and school variables and chapter participation level in the FFA proficiency awards program showed unidentified variance.

A review of literature showed little research in the area of FFA proficiency awards had been conducted. Since the FFA proficiency awards program is supplemental to the SAE Program, a review of literature in the area of SAE was conducted.

Factors Influencing Supervised Agricultural Experience

Social efficiency philosophers, David Snedden and Charles Prosser, advocated the theoretical rationale for practical skill-training programs (Wirth, 1972), whereas, Rufus Stimson carried out the practical skill-training programs (Boone et al. 1987). The Smith-Hughes Act of 1917 established supervision and occupational experience for vocational agriculture. Since then, considerable research has been conducted in the area of SAE.

Dyer and Osborne (1995, 1996) synthesized research on SAE program participation and quality. Dyer and Osborne categorized this research into the following areas: (a) perceptions; (b) benefits; (c) participation; (d) scope; (e) administration; (f) teacher satisfaction; (g) time requirements; (h) supervision; (i) evaluation; (j) program quality; (k) student and teacher backgrounds; (l) facilities; and (m) FFA/SAE relationships. However, the findings showed SAE program participation lacked definition, focus and direction. Moreover, SAE programs showed no educational benefit that would warrant student participation. Findings also revealed SAE programs lacked a

measurable means to determine program quality. Furthermore, instructor attitudes and past SAE experiences by the instructor influenced SAE program quality (Appendix M).

In 1997, Dyer and Williams synthesized research on SAE program supervision and benefits (Appendix N). Findings from SAE program supervision research revealed teachers, students, parents, and employers valued the supervisory role of the agricultural education instructor. However, the method in which instructors supervise SAE programs varied among instructors and between states. Findings from SAE program benefits reinforced beliefs that SAEs are regarded as beneficial to students and help define vocational agricultural education.

Barrick, Hughes, and Baker (1991) synthesized research findings related to supervised experience perceptions. Research findings indicated agricultural education instructors highly rated the value of supervision for the SAE program. The agricultural instructor had the primary obligation for SAE activities, although, there existed a decline in job satisfaction related to supervised experience responsibilities. Lastly, the majority of agricultural instructors and administrators perceived a need to expand the SAE concept and clientele.

Howell (1986), Reneau, Roider, Legacy, and Stitt (1983) and Swortzel (1996) reported agricultural education instructors had more positive perceptions regarding SAE planning activities and strategies depending on personal and departmental characteristics. Swan and Cole (1991) showed teacher educators and state supervisors perceived summer program activities should maximize the time spent with students to develop agricultural skills and competencies in SAE programs. Perceived importance of SAE practices and benefits were shared by New York agricultural education instructors (Steele, 1997).

However, barriers to SAE supervision included low levels of summer employment, release time, assistance with transportation costs, and competition with other school activities. Slocombe (1983) found the number of students participating in placement SAEs had more favorable attitudes and program knowledge. Therefore, the instructor should include classroom instruction on SAE programs. Smith (1982) reported agricultural education instructors in Oklahoma agreed that departments should have a written policy outlining requirements and guidelines for SAEs and that all students enrolled in vocational agriculture education be engaged in a SAE program. Baggett-Harlin and Weeks (2000) examined Oklahoma FFA member participation in SAE activities between traditional and non-traditional students. Strong corrlelations were found between SAE involvement with FFA status and FFA award applications.

Gibson (1988) identified factors influencing SOE programs of high school students in Kentucky. SOE programs were influenced by: (a) the distance an instructor lived from school; (b) supervision at fair/shows; (c) SOE visitations; (d) classroom instruction on SOE; (e) student's grade dependent upon SOE participation; (f) percentage of students with a SOE program; (g) students living on a farm; (h) family income; (i) parent involvement; (j) membership status; (k) longer teaching contracts; (l) teacher release time during school; (m) reimbursement for travel; (n) career plans; (o) more years a student has completed in vocational agriculture education; and (p) a student's grade point average.

History of SAE in California

Leising and Zilbert (1982) reported the beginnings of agricultural education in California began approximately the same time as production agriculture developed within the state (circa 1900-1910). In 1905-06, California approved and began its first agricultural education program in the oil-town of Bakersfield, at Kern County Union High School, now known as, Bakersfield High School.

> Less than three months after President Wilson signed the Smith-Hughes Act on February 23, 1917, the Legislature of California accepted the provisions of the Act in a bill passed and approved in May of that year, and agreed to appropriate one dollar of state funds for every dollar received from federal sources for the aid of agriculture education (Sutherland, cited in Leising & Zilbert, 1982, p. 5).

Soon after the establishment of agricultural education in California's public school systems, the Future Farmer's of America (FFA) established its first chapter in the agricultural production rich, Sacramento Valley town of Lodi, in 1928. By the end of the following year, thirty California FFA chapters had been formed. According to Sutherland, discussion of student "projects" began during the depression era and continued through the 1960's (cited in Leising & Zilbert, 1982):

> This was an era of good projects, and the word "project" is used advisedly Supervised farming programs, such as were the exception. Many pupils and many departments developed outstanding one-enterprise projects, but minor, contributory, farm improvement and farm experience projects were only terms used by teacher trainers and supervisors. The fact that the one project idea clung so tenaciously in this state, is due in a large measure to the fact that much of

> California agriculture during this period was one of enterprise or a specialty farm business. Diversification, as such, made little progress, until depression, repression and post depression conditions forced its adoption by farmers (p. 6).

According to Leising & Zilbert (1982), after the Vocational Education Act of 1963 was passed, the new legislation removed the reporting of projects by states. As a result, the State Agricultural Education Unit primarily used this data as a means to determine the validity of programs in vocational agricultural education and to evaluate the programs related to the State Plan for Vocational Education. Thus, the reporting of a SOE program's scope, hours, self-labor, and labor income were removed from usage in 1972.

When examining California literature on SOE programs, Leising and Zilbert (1982) questioned whether or not changes in federal and state vocational education legislation resulted in the decline of SOE programs within California agricultural education programs. "Perhaps the question should be raised, 'has lack of reporting' caused the teachers to demphasize [sic] supervised occupational experience programs" (p. 8)?

California SAE program factors

Leising and Zilbert (1983) reported on factors associated with SOE programs in California vocational agricultural programs. Specifically, the researchers examined factors associated with teacher/student perceptions and teacher/program participation. Findings showed instructors reported that 57 percent of their students had a SOE program and 68 percent of the students reported they participated in a SOE program. Factors related to student participation in SOE programs were associated with FFA participation,

application for FFA awards and degrees, membership in the FFA, and the requirement to maintain a record book.

Factors related to teacher/program participation revealed programs with 75 percent or more student participation in SOE programs included SOE programs as a requirement, graded, and a class project. Teacher participation showed direct and indirect teacher support was associated with student participation in SOE programs. This support included variables such as school SOE policy, vehicle, and length of contract, etc. (Leising & Zilbert, 1983).

Summary

This chapter provided an overview of the literature available on the theoretical framework for vocational agricultural education, supervised agricultural experience (SAE) programs, the National FFA Organization and FFA proficiency awards program, and factors influencing FFA proficiency awards.

The successful vocational agricultural education program revolves around the success of its students. It is the achievement born out of SAE project success that leads to student success and a quality program (Long & Israelson, 1983). Therefore, if there exists a philosophical agreement to the value of SAE (Noxel & Cheek, 1988), then why do some FFA members have SAE projects and others do not? Why then do some FFA chapters have FFA members applying for FFA proficiency awards and on a consistent basis while others do not on a consistent basis?

A review of literature revealed that there existed philosophical agreement among agricultural education instructors as to the value of SAE programs, but disagreement

upon whether or not all students should have a SAE and level of commitment by agricultural education instructors. Furthermore, factors related to teacher, student, chapter, and instruction were identified as elements that contributed to student accomplishment or the result of student activity in a particular SAE program area.

CHAPTER III

Methodology

The general purpose of this study was to identify and verify program factors influencing California FFA proficiency awards program participation during the five-year period, 1994 to 1999. In addition, the purpose was to understand the relationship between selected program factors and perceptions held by department heads regarding supervised agricultural experience (SAE) programs and FFA proficiency awards.

This chapter describes the methods and procedures used in conducting this study. To secure data, which would supply information relative to the purpose and objectives of the study, a population was specified and an instrument was developed for data collection. Procedures were identified to facilitate collection and analysis of the data. Data were collected during the spring of 2000.

In order to accomplish the purpose of the study, the following objectives were established:

1. To determine selected program factors related to California FFA chapter participation in the FFA proficiency awards program.
2. To determine the perceptions of department heads concerning the supervised agricultural experience (SAE) program.
3. To determine the perceptions of department heads concerning the FFA proficiency awards program.

4. To determine the relationship between selected program factors and perceptions held by department heads regarding the supervised agricultural experience (SAE) program.
5. To determine the relationship between selected program factors and perceptions held by department heads regarding the FFA proficiency awards program.

The Study Population

The population for this study consisted of 312 California secondary agricultural education program department heads during the 1999-2000 school year. This population was defined by reviewing agricultural education departments (Appendix O) in the *1999-2000 California Vocational Agriculture Directory.*

Institutional Review Board

Federal regulations and Oklahoma State University policy require approval of all research studies that involve human subjects before investigators can begin their research. In compliance, this study was granted permission to be conducted and was assigned the following IRB number: AG-00-056 (Appendix S).

Development of the Instrument

A census of California agricultural education department heads was conducted using a Tailored Design Method (TDM) (Dillman, 2000).

> Tailored Design responds, in particular, to the tremendous design and implementation possibilities now offered by powerful computer and desktop publishing capabilities. Like the original TDM, it is established on a standard set of principles and procedures generally applicable to all surveys ..., but these base

elements are shaped further for particular populations, sponsorship, and content... (p. 6-7).

It was determined that a self-administered email survey (Appendix C) would be used to collect data from department heads with email address listings in the *1999-2000 California Vocational Agriculture Directory*. A hard copy of the cover letter (Appendix A) and a self-administered questionnaire (Appendix B) were sent via U.S. Mail to those department heads without email address listings in the *1999-2000 California Vocational Agriculture Directory*.

Content for the survey instrument was based on a review of the literature. Survey items were generated through articles, papers, and chapters of books from research journals, magazines, early textbooks on education, early textbooks on agricultural education, papers presented at national and regional research conferences, agricultural education theses and dissertations, and on-line publications.

After initial development, the instrument was submitted to the author's graduate committee for recommendations and refinement. The instrument was then sent to a panel of experts (validation committee) to be evaluated for validity and content. A description of members on the validation committee and cover letter are shown in Appendix P. The validation committee represented different professional areas within agricultural education. Members of the committee were sent a cover letter, introduction to the research, the purpose and objectives of the research, and the instrument for examination in spring of 2000. They returned the survey for refinement prior to mailing the instrument during the first week of May 2000.

The validation committee was asked to examine the content of the instrument in regard to the purpose and objectives of the study. They were to review the content of the three sections of the instrument to determine if the respondents would be able to answer the questions being asked. The committee was also asked to review the overall format and make suggestions for improvement.

After responses from the panel of experts were collected, the final survey was developed and presented to the author's committee chair for approval. The survey was then sent to the Institutional Review Board to verify compliance with federal and college requirements. A pilot test of the instrument was conducted with a group of agricultural education instructors from California via email. Reliability of the pilot instrument was obtained by determining an initial Cronbach's Alpha of 0.71 for instructor perceptions about SAE programs and 0.84 for instructor perceptions about FFA proficiency awards. The survey was checked for editing errors and sent to the university printers for printing.

Instrument Description

Questions and information requested were based on the objectives of this study. Three sections consisted of 36 closed-ended questions with ordered response categories and one open-ended question. Section one of the instrument was designed to determine and identify selected demographic information about the respondents. This section consisted of eight questions using nominal and interval scales to ascertain the following data: (a) gender; (b) level of formal education; (c) age; (d) teaching experience; (e) agricultural experience; (f) were they a FFA member; (g) did they have an SOE SAE in high school; and (h) had they ever applied for a proficiency award.

Section two of the instrument consisted of 14 items using both nominal and interval scales to determine and identify program demographics. The program demographics included: (a) region; (b) number of instructors in the department; (c) number of FFA members; (d) number of sectional FFA proficiency awards applications submitted; (e) number of regional FFA proficiency awards applications submitted; (f) number of state FFA proficiency awards applications submitted; (g) number of national FFA proficiency awards applications submitted; (h) percentage of students with SAE programs; (i) a written departmental SAE policy statement; (j) percentage of courses with a SAE instructional component; (j) number of instructors supervising SAE programs; (k) program supervision during school hours; (l) length of extended contract; and (m) access to a school vehicle for SAE home supervision.

Section three of the instrument included 14 items using interval scales to determine the study respondents' perceptions of SAE programs and FFA proficiency awards. The respondents were asked to rate their perceptions of the statements using ordered responses on a five point-scale, where one (1) equaled "strong disagreement," and five (5) equaled "strong agreement." Fink (1995) stated, "Questions that ask respondents to order their responses are ordinal measures" (p. 48). However, Kerlinger (1986) stated, "The best procedure would seem to be to treat ordinal measurements as though they were interval measurements, but to be constantly alert to the possibility of gross inequality of intervals" (cited in Key, 1997, p. 214).

The five point-scale was used based on Dillman's (2000) elements of the Tailored Design Method using closed-ended questions with ordered response categories. The use of equal numbers with positive and negative categories for scalar questions using the

quantifiers, "strongly agree to strongly disagree," were selected because "the fact that respondents draw information from the number of categories as well as from labels means that the midpoint for number of categories can easily be interpreted as the neutral point" (Dillman, 2000, p. 57). For purposes of this study, the neutral point infers study respondents nether agreed nor disagreed.

The last section of the instrument asked respondents for additional comments and suggestions/observations. This section was open-ended in which study participants were asked to write their response in the space provided on the last page of the instrument.

Procedures for Gathering and Collection of Data

The first step in the process was to send a first-round survey by email to identified department heads with email listings from the *1999-2000 California Vocational Agriculture Directory*. Each respondent's reply survey was coded in the order in which they were returned and by email address. Second-round surveys were sent through the U.S. Mail with a May 31st deadline for all surveys to be returned.

The second step in the process was to send a first-round survey by U.S. Mail to identified department heads from the *1999-2000 California Vocational Agriculture Directory* with non-email addresses. Each respondent's reply survey was coded and marked in the order in which they were returned. Second-round surveys were then sent after two weeks to non-respondents with a May 31st deadline for all surveys to be returned.

Analysis of Data

Data were analyzed using descriptive statistics for this census study. Shavelson (1988) defines descriptive statistics as "...a set of concepts and methods used in organizing, summarizing, tabulating, depicting, and describing collections of data" (p. 9). All findings were reported in the aggregate with no individuals or schools identified. Data were analyzed using the Statistical Package for Social Sciences (SPSS) 9.0.

Frequencies and percentages were the parameters used to describe teacher and program demographic information. In determining department head perceptions of SAE programs and FFA proficiency awards, the parameters included means, standard deviations, frequencies, and percentages.

In describing department head perceptions regarding SAE programs and FFA proficiency awards, numerical values were assigned and established. Real limits are defined as the mid-point falling halfway between two score values indicating the upper boundary of one value and the lower boundary of a second value (Shavelson, 1988). Real limits were set at 1.0 to 1.49 for strong disagreement; 1.5 to 2.49 for disagreement; 2.5 to 3.49 for neutral; 3.5 to 4.49 for agreement; and 4.5 to 5 for strong agreement. Numerical values are further described in Table 1.

Table 1

A Distribution of Assigned Numerical Values and Real Limits by Category of Agreement

Categories	Numerical Values	Real Limits
Strong Disagreement	1	1.00 - 1.49
	2	1.50 - 2.49
	3	2.50 - 3.49
	4	3.50 - 4.49
Strong Agreement	5	4.50 - 5.00

Pearson product-moment correlation coefficients (ρ) were used to describe the strength of the relationships and levels of significance between instructor perceptions to teacher and program demographics (Shavelson, 1988). Descriptive adjectives used to report the strength of the relationships and levels of significance between instructor perceptions and teacher and program demographics included: (a) 0.99-0.70 as "very high;" (b) 0.69-0.50 as "substantial;" (c) 0.49-0.30 as "moderate;" 0.29-0.10 as "low;" and (d) 0.09-0.01 as "negligible" (Davis, 1971).

Chi-square (χ^2) is a nonparametric statistical procedure which does "...not (necessarily) test hypotheses about specific population parameters" (Shavelson, 1988, p. 433). Chi-square tests hypotheses that do not require normal distribution or variance assumptions about the populations from which the samples were drawn and are designed for ordinal or nominal data. Chi-square is used to test whether the observed frequencies differed significantly from the expected frequencies. The calculated Chi-square value is compared to an expected value from a Chi-square table with degrees of freedom corresponding to that data. When the Chi-square calculated value is equal to or greater than the expected value, the null hypothesis is rejected. If the Chi-square calculated value

is less than the Chi-square expected value, the null hypothesis is not rejected (Shavelson, 1988).

Since this research was ex post facto by design, Chi-square tests helped the researcher decide whether there were differences between study respondents. Chi-square tests were utilized to examine data between early respondents and late respondents. A statistically significant difference was found at the 0.05 confidence level between early respondents and late respondents regarding the teacher demographic, "Gender." Since the significant difference was found in teacher demographics and not instructor perceptions data between study respondents replying via early respondents and late respondents were combined. Chi-square tests were also utilized to examine data between study respondents replying via email and U.S. Mail. A statistically significant difference was found at the 0.05 confidence level between study respondents replying via email and U.S. Mail in one demographic variable. The variable was identified as the program demographic, "SAE program supervision during school hours." Since the significant difference was found in a program demographic and not in instructor perceptions, the difference between study respondents replying via email and U.S. Mail was not reported.

CHAPTER IV

Findings

The general purpose of this study was to identify and verify program factors influencing California FFA proficiency awards program participation during the five-year period, 1994 to 1999. In addition, the purpose was to understand the relationship between selected program factors and perceptions held by department heads, regarding supervised agricultural experience (SAE) programs and FFA proficiency awards.

The purpose of this chapter was to present the data collected from the survey used to conduct the study. The data were organized according to and corresponding with the objectives of the study.

Objectives of the Study

The objectives were:

1. To determine selected program factors related to California FFA chapter participation in the FFA proficiency awards program.
2. To determine the perceptions of department heads concerning the supervised agricultural experience (SAE) program.
3. To determine the perceptions of department heads concerning the FFA proficiency awards program.

4. To determine the relationship between selected program factors and perceptions held by department heads regarding the supervised agricultural experience (SAE) program.
5. To determine the relationship between selected program factors and perceptions held by department heads regarding the FFA proficiency awards program.

The Study Population

The scope of this study included all California agricultural education program department heads during the 1999-2000 school year.

A Distribution of Survey Response by Type of Mailing

Data in Table 2 described frequencies and percentages of responses from department heads with listed email addresses in the *1999-2000 California Vocational Agriculture Directory*. This data illustrated 27.1 percent of the department heads with listed email addresses responded to the initial email delivered survey. Subsequently, 41.29 percent of the department heads with listed email addresses responded to a second round, U.S. Mail delivered survey. In total, 106 out of 155 department heads with listed email addresses responded, yielding a 68.39 percent response to the survey.

Table 2

A Distribution of Study Respondents with Listed Email Addresses by Type of Survey

Type of Survey	Number of Sent Surveys	Number of Returned Surveys	Percent of Returned Surveys (%)
Email	155	42	27.10
U.S. Mail*		64	41.29
Total		106	68.39

Note*. A hard copy survey was sent to non-respondent email department heads.

Data in Table 3 described frequencies and percentages of responses from department heads without listed email addresses in the *1999-2000 California Vocational Agriculture Directory*. This data showed 29.94 percent of the department heads returned the initial U.S. Mail delivered surveys. From the identified 157 department heads, 110 department heads did not respond to this survey. These remaining department heads were then mailed a second round survey. Responding, 11.46 percent of department heads replied to the second request. Therefore, 65 out of the 157 department heads without listed email addresses responded with a 41.4 percent.

Table 3

A Distribution of Study Respondents without Listed Email Addresses by Type of Survey

Type of Survey	Number of Sent Surveys	Number of Returned Surveys	Percent of Returned Surveys (%)
First Mailing	157	47	29.94
Second Mailing		18	11.46
Total		65	41.40

Data in Table 4 provided frequencies and percentages of responses from department heads with listed email addresses and department heads without listed email

addresses. From the 312 identified department heads, 171 (54.8%) of the surveys were returned. All returned surveys were used; however, some respondents discriminated between which questions they answered.

Data in Table 4 described department heads with listed email addresses who responded to email delivered surveys with a response rate of 13.46 percent, while the second-round of U.S. Mail surveys were returned with a 20.51 percent response rate. Department heads without listed email addresses responded to the first round U.S. Mail surveys with a response rate of 15.06 percent and the second-round U.S. Mail surveys with a response rate of 5.77 percent. Almost 34 percent of the respondents with listed email addresses replied, where as only 20.83 percent of the respondents without listed email addresses replied.

Table 4

A Distribution of Study Respondents by Type of Survey

Type of Survey	Number of Returned Surveys	Percent of Returned Surveys (%)
Email		
Early response	42	13.46
Late response	64	20.51
Subtotal	106	33.97
U.S. Mail		
Early response	47	15.06
Late response	18	5.77
Subtotal	65	20.83
Total	171	54.80

Objective 1: Teacher Demographics

The first comparison in addressing the objectives of this study examined selected teacher demographic information of department heads that participated in this study. Selected teacher demographic factors included: (a) gender; (b) level of formal education; (c) age; (d) teaching experience; (e) agricultural experience; (f) high school FFA membership; (g) participation in a SAE program; and (h) submission of FFA proficiency awards applications during high school.

The first demographic comparison determined the gender of study respondents. Data in Table 5 described 71.1 percent of the respondents were male and 28.9 percent of the respondents were female.

Table 5

A Distribution of Study Respondents by Gender

Gender	(N=166)	Frequency	Percentage (%)
Female		48	28.90
Male		118	71.10
Total		166	100.00

Data in Table 6 described the levels of formal education possessed by study respondents. Department heads solely with Bachelor's of Science degrees responded 43.4 percent. Department heads with Master's of Science/Arts degreed responded 56.6 percent. No department head indicated an earned Doctor of Philosophy degree.

Table 6

A Distribution of Study Respondents by Level of Education

Education	(N=152)	Frequency	Percentage (%)
BS		66	43.40
MS/MA		86	56.60
Ph.D		--	--
Total		152	100.00

Data in Table 7 described the age of department heads responding to the study. Study respondents between the ages 26-30 responded with the largest majority (19.4%) to the survey. The next largest percent of study respondents (17.4%) replying to the study was 36-40 year olds. Study respondents replying with the least frequent age bracket were 61-65 years old, 66 year olds or more, 23-25 year olds, and 56-60 year olds with percentages of 0.6 percent, 0.6 percent, 3.2 percent, and 5.2 percent respectively.

Table 7

A Distribution of Study Respondents by Age

Age	(N=155)	Frequency	Percentage (%)
23-25		5	3.20
26-30		30	19.40
31-35		19	12.30
36-40		27	17.40
41-45		22	14.20
46-50		21	13.50
51-55		21	13.50
56-60		8	5.20
61-65		1	0.60
66 years of more		1	0.60
Total		155	100.00

Data in Table 8 described the number of years teaching agricultural education by study respondents. Study respondents possessing 7-9 and 1-3 years of teaching experience replied largely to the survey with 15.4 percent and 14.7 percent respectively. Study respondents possessing 10-12 and 4-6 years of teaching experience replied with the next largest percentages of 12.2 percent and 11.5 percent respectively. These four ranges accounted for 53.8 percent of the study respondents.

Table 8

A Distribution of Study Respondents by Number of Years Teaching Agricultural Education

Years Teaching Agricultural Education (N=156)	Frequency	Percentage (%)
1-3	23	14.70
4-6	18	11.50
7-9	24	15.40
10-12	19	12.20
13-15	12	7.70
16-18	11	7.10
19-21	10	6.40
22-24	14	9.00
25-27	11	7.10
28-30	5	3.20
31 or more	9	5.80
Total	156	100.00

Data in Table 9 described areas that best fit study respondents' experiences in agriculture. Study respondents reported 34.6 percent of their experiences involved areas of livestock. Other areas of agriculture, agricultural business, and commercial horticulture accounted for 19.8 percent, 15.6 percent, and 12.9 percent respectively. The experience areas least selected by study respondents were specialty agriculture (6.8%)

and agronomic crops (10.3%). Data were compiled in Appendix Q to describe study respondents' areas of experience in depth.

Table 9

A Distribution of Study Respondents by Area of Agricultural Experience

Area of Experience (N=171)	Frequency	Percentage(%)
Ag Business	41	15.60
Agronomic Crops	27	10.30
Commercial Horticulture	34	12.90
Livestock	91	34.60
Specialty	18	6.80
Other	52	19.80

Data in Table 10 described the number of study respondents who were FFA members in high school. The data indicated 71.2 percent reported they were high school FFA members, where as 28.8 percent reported no high school FFA membership.

Table 10

A Distribution of Study Respondents by FFA Membership in High School

FFA Membership in High School (N=156)	Frequency	Percentage (%)
Yes	111	71.20
No	45	28.80
Total	156	100.00

Data in Table 11 described study respondents that participated in a SAE program as a FFA member in high school. Data indicated 97.3 percent of study respondents had participated in a SAE program, where as 2.7 percent of the study respondents did not.

Table 11

A Distribution of Study Respondents Who Participated in a SAE Program

FFA Members Who Participated in SAE	(N=111)	Frequency	Percentage (%)
Yes		108	97.30
No		3	2.70
Total		111	100.00

Data in Table 12 described study respondents that applied for FFA proficiency awards. Data indicated 45.4 percent of study respondents with SAE programs in high school applied for a FFA proficiency award, where as 54.6 percent had not.

Table 12

A Distribution of Study Respondents as FFA Members Who Applied for FFA Proficiency Awards

FFA Members Who Applied for FFA Proficiency Awards	(N=108)	Frequency	Percentage (%)
Yes		49	45.40
No		59	54.60
Total		108	100.00

Objective 1: Program Demographics

A second comparison in addressing the objectives of this study examined selected program demographic information regarding: (a) region; (b) numbers of instructors in a department; (c) number of FFA members; (d) number of sectional, regional, state, and national FFA proficiency awards applications submitted between years 1994 to 1999; (e) percent of FFA members with a SAE program; (f) a written SAE policy statement; (g) percent of agricultural education courses with a SAE instructional component;

(h) SAE program supervision during school; (i) type of summer contract; and (j) access to a school vehicle for SAE supervision.

Data in Table 13 described the supervisory regions of study respondents according to their geographical location in California. Data indicated study respondents from the Southern Region had the greatest reply response to the survey with 23.5 percent, followed by the San Joaquin and Superior Region with 21.1 percent and 16.9 percent respectively. The North Coast Region had the least reply response to the survey with 8.4 percent, followed by the South Coast Region and the Central Region with 13.9 percent and 16.3 percent respectively.

Table 13

A Distribution of Study Respondents by Region

Region (N=166)	Frequency	Percentage (%)
Central	27	16.30
South Coast	23	13.90
Southern	39	23.50
Superior	28	16.90
North Coast	14	8.40
San Joaquin	35	21.10
Total	166	100.00

Data in Table 14 described the number of instructors in the study respondents' agricultural education departments. The majority of study respondents reported that single and two-person departments were the norm. This range accounted for 72.8 percent of the responses. Single person and two person departments had the highest percentages (36.4%) each, and then the three-person department (15.2%). One study respondent did

reply that they had seven instructors in their department. No study respondents reported eight or more instructors in their departments.

Table 14

A Distribution of Study Respondents by Number of Instructors in the Department

Instructors	(N=165)	Frequency	Percentage (%)
1		60	36.40
2		60	36.40
3		25	15.20
4		9	5.50
5		7	4.20
6		3	1.80
7		1	0.60
Total		165	100.00

Data in Table 15 described the number of FFA members reported within the study respondents' departments. Data revealed 24 percent of study respondents replied 101-150 FFA members as the most frequent reply response. Departments with FFA membership between 51-100, 151-200, 201-250, and 251-300 students reported percentages of 15.2 percent, 16.4 percent, 14.6 percent, and 10.5 percent respectively. Interestingly, one study respondent reported FFA membership of 701 students or more. No study respondent reported FFA membership between 451-500 students

Table 15

A Distribution of Study Respondents by Number of FFA Members Reported on R2 Report

Number of Students (N=171)	Frequency	Percentage (%)
50 Students or less	10	5.80
51-100	26	15.20
101-150	41	24.00
151-200	28	16.40
201-250	25	14.60
251-300	18	10.50
301-350	2	1.20
351-400	9	5.30
401-450	7	4.10
451-500	--	--
501-700	4	2.30
701 or more	1	0.60
Total	171	100.00

Data in Table 16 described the number of FFA proficiency awards applications study respondents submitted at the sectional level during the years 1994 to 1999. The majority of study respondents (21.3%) reported 1-5 submitted FFA proficiency awards applications at the sectional level. FFA proficiency awards application submittals in the ranges of 6-10 and 16-20 were the next highest reported percentages at 16.5 percent and 11 percent respectively. Data indicated these top three ranges accounted for 48.8 percent of the FFA proficiency awards applications submitted at the sectional level. Data also indicated 15.2 percent of the study respondents had not submitted FFA proficiency awards applications at the sectional level.

Table 16

A Distribution of Study Respondents by Sectional FFA Proficiency Award Application Submittal

Sectional FFA Proficiency Award Application Submittals	(N=164)	Frequency	Percentage (%)
0		25	15.20
1-5		35	21.30
6-10		27	16.50
11-15		14	8.50
16-20		18	11.00
21-25		10	6.10
26-30		9	5.50
31-35		5	3.00
36-40		7	4.30
41-45		1	0.60
46-50		2	1.20
51-55		2	1.20
56 or more		9	5.50
Total		164	100.00

Data in Table 17 described the number of FFA proficiency awards applications each study respondent submitted at the regional level during the years 1994 to 1999. The majority of study respondents (28.1%) reported 1-5 submitted FFA proficiency awards applications at the regional level. FFA proficiency awards application submittals in the range of 6-10 were the next highest reported percentage (21.6%). Data indicated these top two ranges accounted for 49.7 percent of the FFA proficiency awards applications submitted at the regional level. No study respondents reported FFA proficiency awards applications submitted in ranges 41-45 and 51-55. Data also indicated 21.1 percent of the study respondents had not submitted FFA proficiency awards applications at the regional level.

Table 17

A Distribution of Study Respondents by Regional FFA Proficiency Award Application Submittal

Regional FFA Proficiency Award Application Submittals	(N=171)	Frequency	Percentage (%)
0		36	21.10
1-5		48	28.10
6-10		37	21.60
11-15		14	8.20
16-20		13	7.60
21-25		10	5.80
26-30		4	2.30
31-35		2	1.20
36-40		1	0.60
41-45		--	--
46-50		3	1.80
51-55		--	--
56 or more		3	1.80
Total		171	100.00

Data in Table 18 described the number of FFA proficiency awards applications each study respondent submitted at the state level during the years 1994 to 1999. The majority of study respondents (42.1%) reported 1-5 submitted FFA proficiency awards applications at the state level. FFA proficiency awards application submittals in the range of 6-10 were the next highest reported percentage (11.7%). Data indicated these top two ranges accounted for 53.8 percent of the FFA proficiency awards applications submitted at the state level. No study respondents reported FFA proficiency awards applications submitted in ranges 36-40, 41-45, 46-50, 51-55, and 56 or more at the state level. Data also indicated 35.1 percent of the study respondents had not submitted FFA proficiency awards applications at the regional level.

Table 18

A Distribution of Study Respondents by State FFA Proficiency Award Application Submittal

State FFA Proficiency Award Application Submittals	(N=171)	Frequency	Percentage (%)
0		60	35.10
1-5		72	42.10
6-10		20	11.70
11-15		10	5.80
16-20		6	3.50
21-25		1	0.60
26-30		1	0.60
31-35		1	0.60
36-40		--	--
41-45		--	--
46-50		--	--
51-55		--	--
56 or more		--	--
Total		171	100.00

Data in Table 19 described the number of FFA proficiency awards applications each study respondent submitted at the national level during the years 1994 to 1999. The majority of study respondents (27.2%) reported 1-5 submitted FFA proficiency awards applications at the national level. FFA proficiency awards application submittals in the ranges of 6-10 and 11-15 were the next highest and only other reported percentages, 4.1 percent and 0.6 percent respectively. No study respondents reported FFA proficiency awards applications submitted in ranges 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, and 56 or more. Data also indicated 68% of the study respondents had not submitted FFA proficiency awards applications at the national level.

Table 19

A Distribution of Study Respondents by National FFA Proficiency Award Application Submittal

National FFA Proficiency Award Application Submittals	(N=169)	Frequency	Percentage (%)
0		115	68.00
1-5		46	27.20
6-10		7	4.10
11-15		1	0.60
16-20		--	--
21-25		--	--
26-30		--	--
31-35		--	--
36-40		--	--
41-45		--	--
46-50		--	--
51-55		--	--
56 or more		--	--
Total		169	100.00

Data in Table 20 described the percentage of students with SAE programs in the study respondents' departments. The majority of study respondents (18.3%) reported 100 percent of their students were involved with SAE programs. The next highest percentages of students participation in SAE programs were 90 percent and 80 percent. Data indicated study respondents reporting 90 percent and 80 percent showed percentages of 12.4 percent each. These three percentages represented 43.1 percent of the study respondents. Further examination of data revealed 20.9 percent of the study respondents had 50 percent or less of their students participating in SAE programs.

Table 20

A Distribution of Study Respondents by Percent of Students with SAE Programs

Percent of Students with SAE Programs	(N=169)	Frequency	Percentage (%)
5		6	3.60
10		4	2.40
15		2	1.20
20		3	1.80
25		1	0.60
30		4	2.40
35		1	0.60
40		4	2.40
45		1	0.60
50		9	5.30
55		3	1.80
60		7	4.10
65		3	1.80
70		12	7.10
75		11	6.50
80		21	12.40
85		8	4.70
90		21	12.40
95		17	10.10
100		31	18.30
Total		169	100.00

Data in Table 21 described the percentage of study respondents whose departments possessed a written SAE policy statement. The majority of study respondents (72.9%) reported their department possessed a written SAE policy statement. Data also indicated 27.1 percent of the study respondents reported no written SAE policy statement in their departments.

Table 21

A Distribution of Study Respondents by Percentage of Agricultural Departments with a Written SAE Policy Statement

Written SAE Policy Statement	N=170	Frequency	Percent (%)
Yes		124	72.90
No		46	27.1
Total		170	100.00

Data in Table 22 described the percentage of agricultural education courses providing a SAE instructional component. The majority of study respondents (68.2%) reported their agricultural education courses included a SAE instructional component. Data also indicated 17.1 percent of the study respondents reported 50 percent or less of their agricultural education courses included no SAE instructional component.

Table 22

A Distribution of Study Respondents by Percentage of Agricultural Education Courses with a SAE Instructional Component

Percent of Students with SAE Programs	(N=170)	Frequency	Percent (%)
5		9	5.30
10		5	2.90
15		1	0.60
20		1	0.60
25		1	0.60
30		--	--
35		1	0.60
40		2	1.20
45		1	0.60
50		8	4.70
55		2	1.20
60		3	1.80
65		1	0.60
70		2	1.20
75		6	3.50
80		3	1.80
85		1	0.60
90		4	2.40
95		3	1.80
100		116	68.20
Total		170	100.00

Data in Table 23 described the number of agricultural instructors supervising SAE programs in the study respondents' departments. The majority of the study respondents (39.8%) reported one agricultural instructor supervising SAE programs. Data indicated two and three agricultural instructors supervising SAE programs at 33.9 percent and 15.8 percent respectively. This data indicated the majority of departments used one, two, or three agricultural instructors for SAE program supervision.

Table 23

Number of Agricultural Instructors Supervising SAE Programs

Number of Instructors Supervising SAE Programs (N=171)	Frequency	Percentage (%)
1	68	39.80
2	58	33.90
3	27	15.80
4	8	4.70
5	6	3.50
6	2	1.20
7	2	1.20
8 or more	--	--
Total	171	100.00

Data in Table 24 described the number of agriculture education departments with SAE program supervision during school hours. The majority of study respondents (61.8%) reported their departments supervised SAE programs during school hours, where as 38.2 percent reported no student SAE supervision during school hours.

Table 24

A Distribution of Study Respondents by Number of Agriculture Departments with SAE Program Supervision during School Hours

Number of Ag Departments with SAE Program Supervision During School Hours (N=157)	Frequency	Percent (%)
Yes	97	61.80
No	60	38.20
Total	157	100.00

Data in Table 25 described the type of summer contract held by agricultural education department heads. Department heads with summer contracts of 31-60 days reported the largest percentage at 44.2 percent. Department heads with summer contracts

of 30 days or less were held by 35.7 percent of the study respondents. Department heads with no summer contracts were held by 11 percent of the study respondents. Department heads with summer contracts of 61 days or more were held by 9.1 percent of the study respondents.

Table 25

A Distribution of Study Respondents by Type of Summer Contracts

Type of Summer Contract	(N=154)	Frequency	Percentage (%)
9 month contract only		17	11.00
30 days or less		55	35.70
31-60 days		68	44.20
61 days or more		14	9.10
Total		154	100.00

Data in Table 26 described the number of departments with access to a school vehicle for SAE program supervision. The majority of study respondents (90.4%) reported access to a school vehicle for SAE program supervision. Only 9.6 percent of the study respondents reported no access to a school vehicle for SAE program supervision.

Table 26

A Distribution of Study Respondents by Number of Agriculture Departments with Access to a School Vehicle for SAE Program Supervision

Instructor Access to School Vehicle	(N=156)	Frequency	Percent (%)
Yes		141	90.40
No		15	9.6
Total		156	100.00

Objective 2: Instructor Perceptions of SAE Programs

The third comparison in addressing the objectives of this study examined department heads' perceptions of SAE programs. Department heads were asked to rate their perceptions regarding SAE program statements addressing: (a) reimbursement for travel; (b) classroom instruction; (c) quality depends on school facilities; (d) requirement for FFA members; (e) record books; (f) students' grade; (g) curriculum value; and (h) creative thinking.

Data in Table 27 described department heads' perceptions to statements concerning SAE programs. The mean response by study respondents to the statement, "SAE program supervisors should be reimbursed for SAE travel," was 4.17, in agreement. Strong agreement and agreement combined percentages totaled 76.3 percent. Combined percentages from disagreement and strong disagreement totaled 14.1 percent. Study respondents reported a 9.6 neutral percentage.

The mean response by study respondents to the statement, "SAE instruction in the classroom is not needed due to SAE supervision," was 1.72, in disagreement. Combined percentages from disagreement and strong disagreement totaled 82 percent, where as the combined responses from strong agreement and agreement totaled 12.8 percent. Study respondents reported a 5.1 neutral percentage.

The mean response by study respondents to the statement, "SAE quality depends on the school facilities," was 2.95, neutral. Combined percentages from strong agreement and agreement totaled 32.2 percent, where as the combined responses from disagreement and strong disagreement totaled 33.1 percent. Study respondents reported a 34.3 neutral percentage.

The mean response by study respondents to the statement, "all FFA members must have a SAE program," was 3.85, in agreement. Combined percentages from strong agreement and agreement totaled 66.4 percent, where as the combined responses from disagreement and strong disagreement totaled 18.7 percent. Study respondents reported a 14.8 neutral percentage.

The mean response by study respondents to the statement, "all FFA members are required to maintain a SAE record book," was 4.19, in agreement. Combined percentages from strong agreement and agreement totaled 78.3 percent, where as the combined responses from disagreement and strong disagreement totaled 13.4 percent. Study respondents reported an 8.3 neutral percentage.

The mean response by study respondents to the statement, "SAE programs should count as part of the student's grade," was 4.10, in agreement. Combined percentages from strong agreement and agreement totaled 72 percent, where as the combined responses from disagreement and strong disagreement totaled 14.7 percent. Study respondents reported a 12.2 neutral percentage.

The mean response by study respondents to the statement, "SAE programs are an integral part of the curriculum," was 4.29, in agreement. Combined percentages from strong agreement and agreement totaled 80.9 percent, where as the combined responses from disagreement and strong disagreement totaled 12.1 percent. Study respondents reported a 7.0 neutral percentage.

The mean response by study respondents to the statement, "SAE programs enhances creative thinking," was 4.15, in agreement. Combined percentages from strong agreement and agreement totaled 79 percent, where as the combined responses from

disagreement and strong disagreement totaled 10.8 percent. Study respondents reported a 10.2 neutral percentage.

Table 27

A Summary of Department Head Perceptions Regarding SAE Programs by Program Factors

Program Factor	Distribution Frequency by Response Category										Mean	Standard Deviation	Category of Agreement
	Strongly Disagree								Strongly Agree				
	1		2		3		4		5				
	N	%	N	%	N	%	N	%	N	%	μ	SD	
Reimbursement for SAE travel	21	13.5	1	0.6	15	9.6	12	7.7	107	68.6	4.17	1.42	Agree
Classroom SAE instruction not needed due to SAE supervision	105	67.3	23	14.7	8	5.1	6	3.8	14	9.0	1.72	1.27	Disagree
Quality depends on school facilities	32	20.8	19	12.3	53	34.3	24	15.3	26	16.9	2.95	1.34	Neutral
SAE requirement for students	14	9.0	15	9.7	23	14.8	32	20.6	71	45.8	3.85	1.34	Agree

Table 27

A Summary of Department Head Perceptions Regarding SAE Programs by Program Factors (Continued)

Program Factor	Distribution Frequency by Response Category										Mean	Standard Deviation	Category of Agreement
	Strongly Disagree 1		2		3		4		Strongly Agree 5				
	N	%	N	%	N	%	N	%	N	%	μ	SD	
Record book requirement for students	15	9.6	6	3.8	13	8.3	23	14.6	100	63.7	4.19	1.31	Agree
SAE counted as part of the grade	15	9.6	8	5.1	19	12.2	18	11.5	96	61.5	4.10	1.34	Agree
SAE is an integral part of the curriculum	13	8.3	6	3.8	11	7.0	20	12.7	107	68.2	4.29	1.26	Agree
SAE enhances creative thinking	9	5.7	8	5.1	16	10.2	41	26.1	83	52.9	4.15	1.16	Agree

Objective 3: Instructor Perceptions of FFA Proficiency Awards

The fourth comparison in addressing the objectives of this study examined department heads' perceptions about the FFA proficiency awards program. Department heads were asked to rate their perceptions regarding statements addressing the FFA proficiency awards program regarding: (a) in-service needs; (b) assisting student with applications; (c) student interests; (d) problem solving; (e) rewards; and (f) agricultural careers.

Table 28 summarized department heads' perceptions to statements concerning FFA proficiency awards. The mean response by study respondents to the statement "more in-service education was needed for FFA proficiency awards" was 3.34, neutral. Strong agreement and agreement combined percentages accounted for 43.3 percent in favor of more in-service education as being needed. The combined percentages of disagreement and strong disagreement accounted for 21 percent. Study respondents reported a 35.7 neutral percentage.

The mean response by study respondents to the statement, "assisting students applying for FFA proficiency awards is part of their job," was 4.22, in agreement. Combined percentages from strong agreement and agreement totaled 80.9 percent, where as the combined responses from disagreement and strong disagreement totaled 11.8 percent. Study respondents reported an 8.3 neutral percentage.

The mean response by study respondents to the statement, "FFA proficiency awards stimulate student interests in SAE programs," was 3.82, in agreement. Combined percentages from strong agreement and agreement totaled 65.1 percent, where as the

combined responses from disagreement and strong disagreement total 13.5 percent. Study respondents reported a 21.3 neutral percentage.

The mean response by study respondents to the statement, "FFA proficiency awards stimulate problem solving," was 3.80, in agreement. Combined percentages from strong agreement and agreement totaled 60.2 percent, where as the combined percentages from disagreement and strong agreement totaled 14.4 percent. Study respondents reported a 25.5 neutral percentage.

The mean response by study respondents to the statement, "FFA proficiency awards reward students with exceptional accomplishments," was 4.21, in agreement. Combined percentages from strong agreement and agreement totaled 78.1 percent, where as the combined percentages from disagreement and strong agreement totaled 11 percent. Study respondents reported an 11 neutral percentage.

The mean response by study respondents to the statement, "FFA proficiency awards stimulating interests in agricultural careers," was 3.94, in agreement. Combined percentages from strong agreement and agreement totaled 70.5 percent, where as the combined percentages from disagreement and strong disagreement totaled 15.4 percent. Study respondents reported a 14.1 neutral percentage.

Table 28

A Summary of Instructor Perceptions Regarding FFA Proficiency Awards by Program Factor

Program Factor	Distribution Frequency by Response Category										Mean	Standard Deviation	Category of Agreement
	Strongly Disagree								Strongly Agree				
	1		2		3		4		5				
	N	%	N	%	N	%	N	%	N	%	μ	SD	
More FFA proficiency award in-service education needed	11	7	22	14	56	35.7	38	24.2	30	19.1	3.34	1.115	Neutral
Assisting students applying for FFA proficiency awards is part of the job	13	8.3	4	2.5	13	8.3	33	21	94	59.9	4.22	1.22	Agree
FFA proficiency awards stimulate student interests in SAE	9	5.8	12	7.7	33	21.3	45	29	56	36.1	3.82	1.18	Agree

Table 28

A Summary of Instructor Perceptions Regarding FFA Proficiency Awards by Program Factor (Continued)

Program Factor	Distribution Frequency by Response Category										Mean	Standard Deviation	Category of Agreement
	Strongly Disagree 1		2		3		4		Strongly Agree 5				
	N	%	N	%	N	%	N	%	N	%	μ	SD	
FFA proficiency awards stimulate problem solving	6	3.9	16	10.5	39	25.5	33	21.6	59	38.6	3.80	1.18	Agree
FFA proficiency awards reward students with exceptional accomplishments	9	5.8	8	5.2	17	11	29	18.7	92	59.4	4.21	1.18	Agree
FFA proficiency awards stimulate interest in agricultural careers	10	6.4	14	9.0	22	14.1	39	25	71	45.5	3.94	1.24	Agree

Objective 4: Relationship between Program Factors and Instructor Perceptions Regarding the SAE Program

Data in Table 29 described the strength of the relationship and the level of significance between program factors and instructor perceptions regarding the SAE program. Data indicated instructor perceptions produced statistically significant correlations with program factors. The perception, "All FFA members must have a SAE program," produced a positive and moderate correlation with "Percent of students with a SAE program" ($\rho = 0.313$). Furthermore, positive and low correlations were calculated with the following program factors: "Number of FFA members" ($\rho = 0.178$); "Number of instructors supervising SAE programs" ($\rho = 0.186$); and "Number of instructors in the department" ($\rho = 0.171$).

The perception, "All members are required to maintain a SAE record book," produced positive and low correlations with the following program factors: "Number of instructors in the department" ($\rho = 0.229$); "Percent of students with a SAE program" ($\rho = 0.222$); and "Number of instructors supervising SAE programs" ($\rho = 0.206$).

The perception, "More teacher in-service education should be provided for FFA proficiency award applications," produced negative and low correlations with the following program factors: "Number of instructors in the department" ($\rho = -0.170$); and "Number of FFA members" ($\rho = -0.204$).

The perception, "SAE is an integral part of the curriculum," produced positive and low correlations with the following program factors: "Number of instructors in the department" ($\rho = 0.214$); "Number of FFA members" ($\rho = 0.171$); "Percent of students

with a SAE program" ($\rho = 0.260$); and "Number of instructors supervising SAE programs" ($\rho = 0.193$).

The perception, "SAE programs enhance creative thinking," produced positive and low correlations with the following program factors: "Number of instructors in the department" ($\rho = 0.165$); "Percent of students with SAE programs" ($\rho = 0.159$); and "Number of instructors supervising SAE programs" ($\rho = 0.168$).

The perception, "SAE program supervisors should be reimbursed for SAE travel," produced a positive and low correlation with the program factor, "Percent of students with a SAE program" ($\rho = 0.210$). The perception, "SAE programs should be counted as part of the student's grade" produced positive and low correlations with the following program factors: "Percent of students with a SAE program" ($\rho = 0.237$); "Percent of Ag Ed courses with a SAE instructional component" ($\rho = 0.158$); and "Number of instructors supervising SAE programs" ($\rho = 0.177$).

Table 29

A Summary of Study Respondents by Correlation of Program Factors to Instructor Perceptions Regarding Supervised Agricultural Experience Programs

Variables	Pearson's Correlation (ρ)	Strength of Relationship
Percent of students with a SAE program - All FFA members must have a SAE program	0.313**	Moderate
Number of instructors in the dept. - All FFA members are required to maintain a SAE record book	0.229*	Low
Number of FFA members - All FFA members must have a SAE program	0.178*	Low
Percent of students with a SAE program - All FFA members are required to maintain a SAE record book	0.222**	Low
Number of instructors supervising SAE programs - All FFA members are required to maintain a SAE record book	0.206*	Low
Number of instructors in the dept. - More teacher in-service education should be provided for FFA proficiency award applications	-0.170*	Low
Number of FFA members - More teacher in-service education should be provided for FFA proficiency award applications	-0.204*	Low
Number of instructors supervising SAE programs - All FFA members must have a SAE program	0.186*	Low
Number of instructors in the dept. - All FFA members must have a SAE program	0.171*	Low
Number of instructors in the dept. - SAE is an integral part of the curriculum	0.214*	Low

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 29

A Summary of Study Respondents by Correlation of Program Factors to Instructor Perceptions Regarding Supervised Agricultural Experience Programs (Continued)

Variables	Pearson's Correlation (ρ)	Strength of Relationship
Number of instructors in the dept. - SAE programs enhance creative thinking	0.165*	Low
Number of FFA members - SAE is an integral part of the curriculum	0.171*	Low
Percent of students with a SAE program - SAE program supervisors should be reimbursed for SAE travel	0.210*	Low
Percent of students with a SAE program - SAE programs should be counted as part of the student's grade	0.237**	Low
Percent of Ag Ed courses with a SAE instructional component - SAE programs should be counted as part of the student's grade	0.158*	Low
Number of instructors supervising SAE programs - SAE programs should be counted as part of the student's grade	0.177*	Low
Percent of students with a SAE program - SAE is an integral part of the curriculum	0.260**	Low
Number of instructors supervising SAE programs - SAE is an integral part of the curriculum	0.193*	Low
Percent of students with SAE programs - SAE programs enhance creative thinking	0.159*	Low
Number of instructors supervising SAE programs - SAE programs enhance creative thinking	0.168*	Low

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Objective 5: Relationship between Program Factors and Instructor Perceptions Regarding the FFA Proficiency Awards Program

Data in Table 30 described the strength of the relationship and the level of significance between program factors and instructor perceptions regarding the FFA proficiency awards program. Data indicated instructor perceptions produced statistically significant correlations with program factors. The perception, "Assisting students applying for FFA proficiency awards is part of my job," produced a negative and low correlation with "Years of teaching Ag Ed" (ρ = -0.201). Furthermore, positive and low correlations were calculated with the following program factors: "Sectional" (ρ = 0.181); and "Number of instructors supervising SAE programs" (ρ = 0.167)

The perception, "FFA proficiency awards stimulates student interests in SAE programs," produced positive and low correlations with the following program factors: "Number of instructors in the department" (ρ = 0.216); "Number of FFA members" (ρ = 0.191); "Sectional" (ρ = 0.191); "Regional" (ρ = 0.177); "Percent of Ag Ed courses with a SAE instructional component" (ρ = 0.175); and "Number of instructors supervising SAE programs" (ρ = 0.239).

The perception, "FFA proficiency awards stimulate problem solving," produced positive and low correlations with the following program factors: "Number of instructors in the department" (ρ = 0.167); "Number of FFA members" (ρ = 0.185); "Sectional" (ρ = 0.187); "Regional" (ρ = 0.211); and "Number of instructors supervising SAE programs" (ρ = 0.203).

The perception, "FFA proficiency awards reward students with exceptional accomplishments," produced positive and low correlations with the following program factors: "Number of instructors in the department" ($\rho = 0.176$); and "Number of instructors supervising SAE programs" ($\rho = 0.192$).

The perception, "FFA proficiency awards stimulate interest in agricultural careers," produced positive and low correlations with the following program factors: "Number of instructors in the department" ($\rho = 0.160$); and "Number of instructors supervising SAE programs" ($\rho = 0.175$).

Table 30

A Summary of Study Respondents by Correlation of Program Factors to Instructor Perceptions Regarding the FFA Proficiency Awards Program

Variables	Pearson's Correlation (ρ)	Strength of Relationship
Years of teaching Ag Ed - Assisting students applying for FFA proficiency awards is part of my job	-0.201*	Low
Number of instructors in the dept. - FFA proficiency awards stimulates student interests in SAE programs	0.216**	Low
Number of FFA members - FFA proficiency awards stimulates student interests in SAE programs	0.191*	Low
Number of instructors in the dept. - FFA proficiency awards stimulate problem solving	0.167*	Low
Number of FFA members. - FFA proficiency awards stimulate problem solving	0.185*	Low
Number of instructors in the dept. - FFA proficiency awards reward students with exceptional accomplishments	0.176*	Low
Number of instructors in the dept. - FFA proficiency awards stimulate interest in agricultural careers	0.160*	Low
Sectional - Assisting students applying for FFA proficiency awards is part of my job	0.181*	Low
Sectional - FFA proficiency awards stimulates student interests in SAE programs	0.191*	Low
Regional - FFA proficiency awards stimulates student interests in SAE programs	0.177*	Low
Sectional - FFA proficiency awards stimulate problem solving	0.187*	Low

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 30

A Summary of Study Respondents by Correlation of Program Factors to Instructor Perceptions Regarding the FFA Proficiency Awards Program (Continued)

Variables	Pearson's Correlation (ρ)	Strength of Relationship
Regional - FFA proficiency awards stimulate problem solving	0.211*	Low
Number of instructors supervising SAE programs - Assisting students applying for FFA proficiency awards is part of my job	0.167*	Low
Percent of Ag Ed courses with a SAE instructional component - FFA proficiency awards stimulate student interests in SAE programs	0.175*	Low
Number of instructors supervising SAE programs - FFA proficiency awards stimulate student interests in SAE programs	0.239*	Low
Number of instructors supervising SAE programs - FFA proficiency awards stimulate problem solving	0.203*	Low
Number of instructors supervising SAE programs - FFA proficiency awards reward students with exceptional accomplishments	0.192*	Low
Number of instructors supervising SAE programs - FFA proficiency awards stimulate interests in agricultural careers	0.175*	Low

*. Correlation is significant at the 0.05 level (2-tailed).

CHAPTER V

Summary, Conclusions, Recommendations, and Implications

The purpose of this chapter was to present a review and summary of this study. Summary, conclusions, recommendations, and implications were based on an analysis and interpretation of the data presented.

Purpose of the Study

The general purpose of this study was to identify and verify program factors influencing California FFA proficiency awards program participation during the five-year period, 1994 to 1999. In addition, the purpose was to understand the relationship between selected program factors and perceptions held by department heads, regarding supervised agricultural experience (SAE) programs and FFA proficiency awards.

Summary of the Study

Classroom/laboratory instruction, the National FFA Organization (FFA), and supervised agricultural experience (SAE) programs comprised the three tenants that produce success in agricultural education (Cook, 1933; National Council for Agricultural Education & National FFA Organization, 2000; Phipps, 1952; Phipps & Osborne, 1988; Seefeldt, et al., 1982). Dewey (1938) stated, "Continuity and interaction in their active union with each other provide the measure of the educative significance

and value of an experience" (cited in McDermott, 1981, p. 511). Where classroom/laboratory instruction provides the continuity with the interaction of agricultural experience, the FFA provides incentives to reward the application of knowledge learned. Therefore, the successful vocational agricultural education program revolves around the achievement of it students.

Since passage of the Smith-Hughes Act of 1917, the past 83 years of agricultural education has been subject to the elastic conditions of society and the agricultural industry. Research findings (Bagget-Harlin & Weeks, 2000; Herren & Cole, 1984; Kotrlik, 1987; Leising & Zilbert, 1983) implied that agricultural education has not always provided the basic fundamental tenants to its clientele proportionally. Some agricultural education programs lacked program factors necessary to provide the basic fundamental tenants of agricultural education.

The researcher developed an instrument to identify and verify program factors influencing California FFA proficiency awards program participation. The population in this study consisted of all (N=312) California department heads in agricultural education programs with FFA Chapters. In addition, the researcher described the relationship between program factors and perceptions held by department heads regarding the supervised agricultural experience program and FFA proficiency awards program.

This effort resulted in a total of 171 usable instruments. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) 9.0. Descriptive statistics, Chi-square, and Pearson's product moment correlation coefficients were utilized to describe and determine differences in the data.

Objectives of the Study

The objectives were:

1. To determine selected program factors related to California FFA chapter participation in the FFA proficiency awards program.
2. To determine the perceptions of department heads concerning the supervised agricultural experience (SAE) program.
3. To determine the perceptions of department heads concerning the FFA proficiency awards program.
4. To determine the relationship between selected program factors and perceptions held by department heads regarding the supervised agricultural experience (SAE) program.
5. To determine the relationship between selected program factors and perceptions held by department heads regarding the FFA proficiency awards program.

Major Findings of the Study

Teacher and Program Demographics

Objective one was to determine selected program factors related to California FFA chapter participation in the FFA proficiency awards program. The selected variables used in the development of the instrument included instructor and program demographics derived from the review of literature. These demographics described characteristics of

department heads and programs. Profiles common/typical to department heads and programs were summarized in Table 31.

Table 31

A Profile of Department Heads and Programs

Demographic	Characteristic(s)	Mean
Department Heads		
Gender	Male	1.71
Level of education	Master's	1.57
Age	41-45	5.49
Teaching Experience	13-15	4.89
Ag experience	Livestock	3.66
FFA member in high school	Yes	1.29
Participated in a SAE	Yes	1.03
Applied for a FFA proficiency award	No	1.55
Program		
Region	Superior	3.51
# of instructors in the dept.	2	2.13
# of FFA members	151-200	4.23
# of submitted sectional FFA proficiency awards	11-15	4.39
# of submitted regional FFA proficiency awards	6-10	3.21
# of submitted state FFA proficiency awards	1-5	2.08
# of submitted national FFA proficiency awards	0	1.37
% of students with SAE programs	75	14.68
Written SAE policy statement	Yes	1.27
% of courses with a SAE instructional component	85	16.74
# of instructors supervising SAE programs	2	2.06
SAE program supervision during school hours	No	1.38
Type of summer contract	31-60 days	2.51
Access to a school vehicle for SAE supervision	Yes	1.10

Instructor Perceptions Regarding Selected Factors of the SAE Program

Objective two was to determine the perceptions of department heads concerning the supervised agricultural experience (SAE) program. The selected variables used in the

development of this instrument were derived from the review of literature. Instructor perceptions regarding selected factors of the SAE program were summarized in Table 32.

Table 32

A Summary of Instructor Perceptions Regarding Selected Factors of the SAE Program

Selected Factors	Category of Agreement	Mean Score
SAE program supervisors should be reimbursed for SAE travel	Agreement	4.17
Classroom instruction is not needed due to SAE supervision	Disagreement	1.72
Quality of SAE depends on school facilities	Neutral	2.95
All FFA members must have a SAE program	Agreement	3.85
All FFA members are required to maintain a SAE record book	Agreement	4.19
SAE programs should be counted as part of the student's grade	Agreement	4.10
SAE is an integral part of the curriculum	Agreement	4.29
SAE programs enhance creative thinking	Agreement	4.15

Instructor Perceptions Regarding Selected Factors of the FFA Proficiency Awards Program

Objective three was to determine the perceptions of department heads concerning the FFA proficiency awards program. The selected variables used in the development of this instrument were derived from the review of literature. Instructor perceptions

regarding selected factors of the FFA proficiency awards program were summarized in Table 33.

Table 33

A Summary of Instructor Perceptions Regarding Selected Factors of FFA Proficiency Awards Program

Selected Factors	Category of Agreement	Mean Score
More teacher in-service education should be provided for FFA proficiency award applications	Neutral	3.34
Assisting students applying for FFA proficiency awards is part of my job	Agreement	4.22
FFA proficiency awards stimulate student interest in SAE programs	Agreement	3.82
FFA proficiency awards stimulate problem solving	Agreement	3.80
FFA proficiency awards reward students with exceptional accomplishments	Agreement	4.21
FFA proficiency awards stimulate interest in agricultural careers	Agreement	3.94

Correlation between Teacher and Program Demographics to Instructor Perceptions Regarding the SAE Program

Objective four was to determine the relationship between selected teacher and program demographics and instructor perceptions held by department heads regarding the supervised agricultural experience (SAE) program. Using Pearson product-moment correlation coefficients, one statistically significant correlation of moderate strength was found between the program factor, "Percent of students with a SAE program," and the

instructor perception, "All FFA members must have a SAE program" (Table 29). However, no correlation coefficients were found describing "substantial" or "very high" relationships.

Correlation between Teacher and Program Demographics to Instructor Perceptions Regarding the FFA Proficiency Awards Program

Objective five was to determine the relationship between selected teacher and program demographics and instructor perceptions held by department heads regarding the FFA proficiency awards program. Using Pearson product-moment correlation coefficients, no correlation coefficients describing at least moderate relationships were found (Table 30).

Conclusions

Examination, analysis, and interpretation of the findings provided the opportunity for the author to draw the following conclusions:

1. California FFA members overwhelmingly participated in SAE programs and received SAE program instruction and supervision during and after normal school hours and during the summer. Furthermore, it was concluded that department heads in California agricultural education programs overwhelmingly participated in the FFA proficiency awards program.
2. California agricultural education department heads were in substantial agreement with SAE program theory. Furthermore, it was concluded department heads demonstrated real evidence of their agreement in SAE program theory through

measurable praxis involving student SAE program participation, classroom SAE instructional components, and SAE program supervision.

3. California agricultural education department heads were in substantial agreement with FFA proficiency awards program theory. Furthermore, it was concluded department heads demonstrated real evidence of FFA proficiency awards program theory through measurable praxis involving FFA proficiency award application submittals at the sectional, regional, state, and national levels.
4. This study of California secondary agricultural education programs supported the findings of other research (Dyer & Osbone, 1995, 1996; Dyer & Williams, 1997a, 1997b; Herren, 1987; Kotrlik, 1987) regarding program factors influencing the SAE program and FFA proficiency awards program. Therefore, it was further concluded California agricultural education students have demonstrated a much larger participation in SAE and the FFA proficiency awards program, than findings from Leising and Zilbert (193), Herren, (1987), and Kotrlik (1987).
5. It was concluded that strong support by California's agricultural education department heads toward SAE program supervision, classroom SAE program instructional components, written SAE policies, and student SAE and FFA proficiency awards program involvement have been responsible for the deluge of California finalists and winners in the national FFA proficiency awards competition during the years 1994 to 1999.

Recommendations

The following recommendations for agricultural education were made from the conclusions drawn from the data analysis:

1. Based on the major findings and conclusions concerning student SAE participation and written SAE policy standards, it was recommended that all teacher training institutions and the state department of agricultural education address and emphasize SAE as a vital curriculum component in pre-service education and continuing education involving updates in computerized record books and applications, new proficiency award areas, and SAE program theory changes.
2. Based on the major findings and conclusions, it was recommended regional supervisors inform, direct, and promote the importance of SAE program supervision during the school day to local school administrators. Furthermore, it was recommended that regional supervisors inform, direct, and promote the importance of the school district providing transportation specifically for student SAE supervision, and explaining the benefits accruing to students as a result of their teacher(s) having an extended contract.
3. Based on the major findings and conclusions, it was recommended regional supervisors recommend and promote the benefits of the local school district reimbursing its teachers to local school administrators for expected SAE travel and representing the local school at FFA activities/events beyond the boundaries of the district.
4. Based on the major findings and conclusions of the study, it was recommended California agricultural educators continue to include the SAE program as an integral

component of their program curriculum. Furthermore, it was recommended that California agricultural educators continue to require all students enrolled in agricultural education to keep a SAE record book, and to inform all local school administrators and agricultural education students that the SAE program will be counted as a portion of their semester grade.

5. Based on the major findings and conclusions of the study, it was recommended California agricultural education seriously consider the benefits accruing to their students for providing assistance outside of school time in assisting and encouraging their application for FFA proficiency awards above the chapter level.
6. Based on the major findings of the study, it was recommended the local teacher promote, encourage and require all students to maintain a supervised agricultural experience (SAE) program and record book. Furthermore, it was recommended that all agricultural education instructors teach the SAE program as an integral part of the program's curriculum.

Recommendations for Further Study

The following were recommendations for further research based on my experience and knowledge gained from conducting this study:

1. It was recommended to conduct a study to determine characteristics of California agricultural education programs and students that are submitting FFA proficiency awards applications to those programs and students that are not participating.

2. It was recommended to conduct a study to determine instructor and student attitudes toward the FFA's proficiency awards program within the six California regions and between the four U.S. regions
3. It was recommended to conduct a study to determine characteristics of national FFA proficiency awards program finalists and winners and the attitudes of their instructor's toward the FFA proficiency awards program.

Implications of the Study

This research described California SAE program and FFA proficiency awards program participation, department head and program demographics, and perceptions held by department heads regarding the SAE program and FFA proficiency awards program. Furthermore, this research described relationships influencing SAE program and FFA proficiency awards program participation.

This study documents active student SAE program participation, available SAE program supervision by instructor(s), FFA proficiency awards application submittals, and agreement among perceptions regarding the SAE program and FFA proficiency awards program. However, if California agricultural education continues to prepare students in and about agriculture and remains competitive in national FFA proficiency awards competition, then pre-service and in-service education needs for student-teachers and teachers concerning the SAE program and FFA proficiency awards program must be addressed. Failure to provide student-teachers instruction and teachers continuing instruction about the SAE and FFA proficiency awards program will harm California's student involvement in the SAE program and achievement in the FFA proficiency awards

program. More importantly, failure to provide for instructor needs, concerning the SAE and FFA proficiency awards programs, will ultimately place California agricultural education into a continuous cycle of inefficiency contrary to agricultural education founding theoretical philosophy of social efficiency.

Because part of agricultural education's foundation revolves around the "supervised-project" concept, specific questions should be asked. Are FFA proficiency awards relevant today? Is too much emphasis placed on the award rather than SAE program accomplishment? Does the SAE program motivate students to want to apply for the award? Should the number of proficiency awards students earned be the basis of instructor evaluation?

If agricultural education is to meet the goals of "Reinventing Agricultural Education for the year 2020," agricultural education must challenge local programs to incorporate strong student SAE program involvement, FFA proficiency awards program participation, and SAE program supervision outside the normal school day and traditional school year. Meeting these challenges will support agricultural education's mission to "prepare students for successful careers and a lifetime of informed choices in the global agriculture and natural resource systems" (NCAE, 1998).

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APPENDICES

APPENDIX A

FIRST-ROUND COVER LETTER

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-8036, FAX 405-744-5176

<<Date>>

<<School>>
Agricultural Education
<<Name>>, Dept. Head
<<Address>>
<<City>>, <<State>> <<Zip_Code>>

Dear <<Sal_1>> <<Last_Name>>:

We are conducting a study to provide a measure of Supervised Agricultural Experience (SAE) programs, recognition and achievement of California FFA members and FFA Advisors.

Your program has been selected to participate in this study because it is our belief that the excellence represented by outstanding supervised experience among our agricultural students is derived through excellence in classroom instruction. This questionnaire will take approximately 15 minutes to complete.

Please be assured your responses will be strictly confidential and results will only be reported as aggregate or group data to protect the identity of the teachers and individual schools involved. Should you have any questions, please feel free to contact Matthew Portillo at (405) 744-6942. Thank in advance for your cooperation and assistance.

Sincerely,

Matthew T. Portillo
Graduate Student
Oklahoma State University

James D. White
Chairman and Thesis Advisor
Oklahoma State University

Bringing Dreams to Life

APPENDIX B

U.S. MAIL QUESTIONNAIRE

CALIFORNIA
STATE FFA PROFICIENCY AWARDS
SURVEY

Please direct any questions or comments to:

Matthew T Portillo, Graduate Teaching Associate
Department of Agricultural Education, Communication, and 4-H
Youth Development
448 Agricultural Hall
Oklahoma State University
Stillwater, OK 74078 (405)
(405) 744 6942 mportil@okstate.edu

Matthew T Portillo
448 Agriculture Hall
Oklahoma State University
Stillwater OK 74078-6031

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STILLWATER OK 74075-9988

The survey is designed to provide a measure of supervised Agricultural Experience (SAE) programs, recognition and achievement of California FFA members and FFA Advisors.

Directions: Read each statement completely. Select the most accurate response to each statement and mark your answer.

Section I – Teacher Demographics

1. Gender:
- ☐ Female
- ☐ Male

2. Level of formal education:
- ☐ BS
- ☐ MS / MA
- ☐ Ph.D

3. Age:
- ☐ 22 years or less
- ☐ 23-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61-65
- ☐ 66 years of more

4. Number of years teaching agricultural education
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☐ 13-15
- ☐ 16-18
- ☐ 19-21
- ☐ 22-24
- ☐ 25-27
- ☐ 28-30
- ☐ 30 or more

5. Which area best fits your experience in agriculture?

	Please Specify
Ag Business	_____
Agronomic Crops	_____
Commercial Horticulture	_____
Livestock	_____
Specialty	_____
Other	_____

6. FFA member in high school:
- ☐ Yes
- ☐ No

7. If yes to item (6) six, did you participate in a SOE/SAE program?
- ☐ Yes
- ☐ No

8. If yes to item (7) seven, did you apply for FFA proficiency awards?
- ☐ Yes
- ☐ No

Section II – Program Demographics

9. Region:
- ☐ Central
- ☐ South Coast
- ☐ Southern
- ☐ Superior
- ☐ North Coast
- ☐ San Joaquin

10. Number of instructors in your department:
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8 or more

11. Number of FFA members reported on R2 Report:

- ☐ 50 students or less
- ☐ 51-100
- ☐ 101-150
- ☐ 151-200
- ☐ 201-250
- ☐ 251-300
- ☐ 351-400
- ☐ 401-450
- ☐ 451-500
- ☐ 501-700
- ☐ 700 or more

12. Number of *Sectional* Proficiency applications submitted during the last five years:

- ☐ 0
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56 or more

13. Number of *Regional* Proficiency applications submitted during the last five years:

- ☐ 0
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56 or more

14. Number of *State* Proficiency applications submitted during the last five years:

- ☐ 0
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56 or more

15. Number of *National* Proficiency applications submitted during the last five years:

- ☐ 0
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56 or more

16. Percentage (%) of students within your agricultural education department with SAE programs:

- ☐ 5
- ☐ 10
- ☐ 15
- ☐ 20
- ☐ 25
- ☐ 30
- ☐ 35
- ☐ 40
- ☐ 45
- ☐ 50
- ☐ 55
- ☐ 60
- ☐ 65
- ☐ 70
- ☐ 75
- ☐ 80
- ☐ 85
- ☐ 90
- ☐ 95
- ☐ 100

17. Does your agricultural department have a written SAE policy statement?

- ☐ Yes
- ☐ No

18. Percentage (%) of agricultural education courses providing a SAE instruction component:

- ☐ 5
- ☐ 10
- ☐ 15
- ☐ 20
- ☐ 25
- ☐ 30
- ☐ 35
- ☐ 40
- ☐ 45
- ☐ 50
- ☐ 55
- ☐ 60
- ☐ 65
- ☐ 70
- ☐ 75
- ☐ 80
- ☐ 85
- ☐ 90
- ☐ 95
- ☐ 100

19. Number of agricultural instructors supervising SAE programs in your department?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8 or more

20. SAE program supervision during school hours:
- ☐ Yes
- ☐ No

21. Type of summer contract:
- ☐ 9 month contract only
- ☐ 30 days or less
- ☐ 31-60 days
- ☐ 61 days or more

22. Agricultural instructors' access to a school vehicle for SAE supervision:
- ☐ Yes
- ☐ No

Section III – Instructor Perceptions

Please respond to the following statements, where (1) one is strong disagreement and (5) five is strong agreement.

23. SAE program supervisors should be reimbursed for SAE travel.	1 2 3 4 5
24. Classroom SAE instruction is not needed due to SAE supervision.	1 2 3 4 5
25. Quality of SAEs depends on school facilities.	1 2 3 4 5
26. All FFA members must have a SAE program.	1 2 3 4 5
27. All FFA members are required to maintain a SAE record book.	1 2 3 4 5
28. More teacher in-service education should be provided for FFA proficiency award applications.	1 2 3 4 5
29. SAE programs should be counted as part of the student's grade.	1 2 3 4 5
30. SAE is an integral part of the curriculum.	1 2 3 4 5
31. Assisting students applying for FFA proficiency awards is part of my job.	1 2 3 4 5
32. FFA proficiency awards stimulates student interest in SAEs.	1 2 3 4 5
33. SAEs enhance creative thinking.	1 2 3 4 5
34. FFA proficiency awards stimulate problem solving	1 2 3 4 5
35. FFA proficiency awards reward students with exceptional accomplishments.	1 2 3 4 5
36. FFA proficiency awards stimulate interest in agricultural careers.	1 2 3 4 5

Additional Comments and Suggestions/Observations:

APPENDIX C

EMAIL QUESTIONNAIRE

We are conducting a study to provide a measure of Supervised Agricultural Experience (SAE) programs, recognition and achievement of California FFA members and FFA Advisors.

Your program has been selected to participate in this study because it is our belief that the excellence represented by outstanding supervised experience among our agricultural students is derived through excellence in classroom instruction. This questionnaire will take approximately 15 minutes to complete.

Please be assured your responses will be strictly confidential and results will only be reported as aggregate or group data to protect the identity of the teachers and individual schools involved. Should you have any questions, please feel free to contact Matthew Portillo at (405) 744-6942. Thank in advance for your cooperation and assistance.

Directions: Please click reply, take the survey and then click send. Read each statement completely. Select the most accurate response to each statement and type a "X inside the box to mark your answer.

Section I - Teacher Demographics

1. Gender:
- ☐ Female
- ☐ Male

2. Level of formal education:
- ☐ BS
- ☐ MS / MA
- ☐ Ph.D

3. Age:
- ☐ 22 years or less
- ☐ 23-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61-65
- ☐ 66 years of more

4. Number of years teaching agricultural education
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☐ 13-15
- ☐ 16-18
- ☐ 19-21
- ☐ 22-24
- ☐ 25-27
- ☐ 28-30
- ☐ 30 or more

5. Which area best fits your experience in agriculture?

	Please Specify
Ag Business	_____
Agronomic Crops	_____
Commercial Horticulture	_____
Livestock	_____
Specialty	_____
Other	_____

6. FFA member in high school:

☐ Yes
☐ No

7. If yes to item (6) six, did you participate in a SOE/SAE program?

☐ Yes
☐ No

8. If yes to item (7) seven, did you apply for FFA proficiency awards?

☐ Yes
☐ No

Section II – Program Demographics

9. Region:

☐ Central
☐ South Coast
☐ Southern
☐ Superior
☐ North Coast
☐ San Joaquin

10. Number of instructors in your department:

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8 or more

11. Number of FFA members reported on R2 Report:

☐ 50 students or less
☐ 51-100
☐ 101-150
☐ 151-200
☐ 201-250
☐ 251-300
☐ 351-400
☐ 401-450
☐ 451-500
☐ 501-700
☐ 700 or more

12. Number of *Sectional* Proficiency applications submitted during the last five years:

☐ 0	☐ 26-30	☐ 56 or more
☐ 1-5	☐ 31-35	
☐ 6-10	☐ 36-40	
☐ 11-15	☐ 41-45	
☐ 16-20	☐ 46-50	
☐ 21-25	☐ 51-55	

13. Number of *Regional* Proficiency applications submitted during the last five years:

☐ 0	☐ 26-30	☐ 56 or more
☐ 1-5	☐ 31-35	
☐ 6-10	☐ 36-40	
☐ 11-15	☐ 41-45	
☐ 16-20	☐ 46-50	
☐ 21-25	☐ 51-55	

14. Number of *State* Proficiency applications submitted during the last five years:

☐ 0	☐ 26-30	☐ 56 or more
☐ 1-5	☐ 31-35	
☐ 6-10	☐ 36-40	
☐ 11-15	☐ 41-45	
☐ 16-20	☐ 46-50	
☐ 21-25	☐ 51-55	

15. Number **of** *National* Proficiency applications submitted during the last five years:

☐ 0	☐ 26-30	☐ 56 or more
☐ 1-5	☐ 31-35	
☐ 6-10	☐ 36-40	
☐ 11-15	☐ 41-45	
☐ 16-20	☐ 46-50	
☐ 21-25	☐ 51-55	

16. Percentage (%) of students within your agricultural education department with SAE programs:

☐ 5	☐ 30	☐ 55	☐ 80
☐ 10	☐ 35	☐ 60	☐ 85
☐ 15	☐ 40	☐ 65	☐ 90
☐ 20	☐ 45	☐ 70	☐ 95
☐ 25	☐ 50	☐ 75	☐ 100

17. **Does your agricultural department have a written SAE policy statement?**
- ☐ Yes
- ☐ No

18. **Percentage (%) of agricultural education courses providing a SAE instruction component:**

☐ 5	☐ 30	☐ 55	☐ 80
☐ 10	☐ 35	☐ 60	☐ 85
☐ 15	☐ 40	☐ 65	☐ 90
☐ 20	☐ 45	☐ 70	☐ 95
☐ 25	☐ 50	☐ 75	☐ 100

19. **Number of agricultural instructors supervising SAE programs in your department?**

☐ 1	☐ 5
☐ 2	☐ 6
☐ 3	☐ 7
☐ 4	☐ 8 or more

20. **SAE program supervision during school hours:**
- ☐ Yes
- ☐ No

21. **Type of summer contract:**

☐ 9 month contract only	☐ 31-60 days
☐ 30 days or less	☐ 61 days or more

22. **Agricultural instructors' access to a school vehicle for SAE supervision:**
- ☐ Yes
- ☐ No

Section III – Instructor Perceptions

Please respond to the following statements, where (1) one is strong disagreement and (5) five is strong agreement. Type an "X" in the appropriate box to mark your answer.

23. SAE program supervisors should be reimbursed for SAE travel.	☐1	☐2	☐3	☐4	☐5
24. Classroom SAE instruction is not needed due to SAE supervision.	☐1	☐2	☐3	☐4	☐5
25. Quality of SAEs depends on school facilities.	☐1	☐2	☐3	☐4	☐5
26. All FFA members must have a SAE program.	☐1	☐2	☐3	☐4	☐5
27. All FFA members are required to maintain a SAE record book.	☐1	☐2	☐3	☐4	☐5

28. More teacher in-service education should be provided for FFA proficiency award applications.	☐1	☐2	☐3	☐4	☐5
29. SAE programs should be counted as part of the student's grade.	☐1	☐2	☐3	☐4	☐5
30. SAE is an integral part of the curriculum.	☐1	☐2	☐3	☐4	☐5
31. Assisting students applying for FFA proficiency awards is part of my job.	☐1	☐2	☐3	☐4	☐5
32. FFA proficiency awards stimulates student interest in SAEs.	☐1	☐2	☐3	☐4	☐5
33. SAEs enhance creative thinking.	☐1	☐2	☐3	☐4	☐5
34. FFA proficiency awards stimulate problem solving	☐1	☐2	☐3	☐4	☐5
35. FFA proficiency awards reward students with exceptional accomplishments.	☐1	☐2	☐3	☐4	☐5
36. FFA proficiency awards stimulate interest in agricultural careers.	☐1	☐2	☐3	☐4	☐5

Additional Comments and Suggestions/Observations:

APPENDIX D

SECOND-ROUND COVER LETTER

OKLAHOMA STATE UNIVERSITY

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405 744-8036 FAX 405 744-5176

About a week ago, we sent you the California State FFA Proficiency Awards Survey. We are asking Agricultural Education department heads their opinions on FFA Proficiency Awards. As of today, we have not received a completed questionnaire from you. We realize this is a busy time of year as the semester is drawing to a close. However, we have contacted you and others now in hopes of obtaining the insights only instructors like you can provide.

If you have already completed and returned it, we thank you very much. The questionnaire will benefit state staff, teacher educators, classroom instructors and others involved with student achievement and motivation. The information you provide is very important to the accuracy and success of the questionnaire.

If you have not yet had time to complete the survey, please do so as soon as possible. I have enclosed an additional copy of the questionnaire. If you have any questions about the questionnaire, please call us at (405) 744-6942 between 8 a.m. and 5 p.m., CST. We will be happy to talk with you.

Sincerely,

Matthew T. Portillo
Graduate Student
Oklahoma State University

James D. White
Chairman and Thesis Advisor
Oklahoma State University

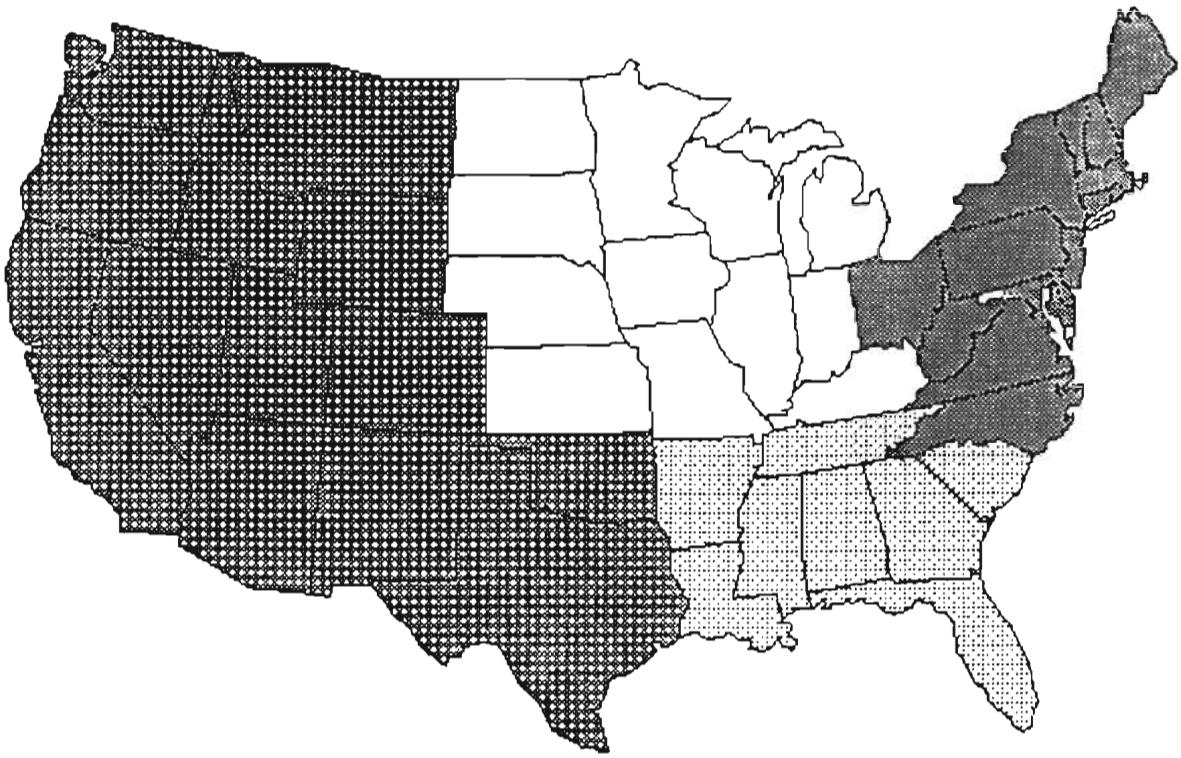
Bringing Dreams to Life

APPENDIX E

FFA PROFICIENCY AWARDS FINALISTS AND WINNERS

BETWEEN 1994 TO 1999

FFA PROFICIENCY AWARDS
FINALISTS AND WINNERS BETWEEN 1994-1999



Region	Finalists	Winners	Shading
Western	243	55	
Southern	110	25	
Central	445	119	
Eastern	103	31	

APPENDIX F

DAVID SNEDDEN'S DOCTRINE OF SOCIAL EFFICIENCY

- The industrial complex is the way of the future. Factory jobs are infinitely more desirable because they allow for lifestyle improvement, greater leisure time, and a higher standard of living.

- The group is the primary concern, not the individual. School should serve as the medium and education as the treatment for fitting the individual to an appropriate role.

- Each member of society will naturally gravitate toward his or her proper role based upon native ability and socio-economic background. Schools are the Primary medium for assisting individuals to find and prepare for those roles.

- The proper education for the working classes is based upon the reform school model. It provides for physical training, moral indoctrination, job specific skill training, and the rudiments of literary education. Skill training should be based on existing conditions in industry and significantly not on ideal conditions.

- The ultimate responsibility of vocational education is to produce, happy work force responsive to the needs of industry and contributing to the social good. The direction of vocational education must be kept out of the hands of general educators who will not be responsive to the need s of industry. The curriculum must be built to teach in a sequential order the tasks of the worker. The teaching itself must be in an industrial setting, using realistic equipment, and based on repetition. The skills should be developed as habits. Right moral values should be drilled into the students—hard work, fair play, initiative, love of country, respect for the dignity of the working man and woman, satisfaction with one's lot in life.

Adapted from Camp, 1982.

APPENDIX G

CHARLES PROSSER'S SIXTEEN THEOREMS OF VOCATIONAL EDUCATION

CHARLES PROSSER'S
SIXTEEN THEOREMS OF VOCATIONAL EDUCATION

1. Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work.

2. Effective vocational training can only be given where the training jobs are carried on in the same way, with the same operations, the same tools, and the same machines as in the occupation itself.

3. Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.

4. Vocational education will be effective in proportion as it enables each individual to capitalize his interest, aptitudes, and intrinsic intelligence to the highest possible degree.

5. Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it.

6. Vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point that the habits developed are those of the finished skills necessary for gainful employment.

7. Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach.

8. For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally nor socially effective.

CHARLES PROSSER'S SIXTEEN THEOREMS OF VOCATIONAL EDUCATION
(Continued)

9. Vocational education must recognize conditions as they are and must train individuals to meet the demands of the "market" even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable.

10. The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs.

11. The only reliable source of content for specific training in an occupation is in the experiences of masters of that occupation.

12. For every occupation there is a body of content which is peculiar to that occupation and which practically has no functioning value in any other occupation.

13. Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way that they can most effectively profit by the instruction.

14. Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners takes into consideration the particular characteristics of any particular group which it serves.

15. The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.

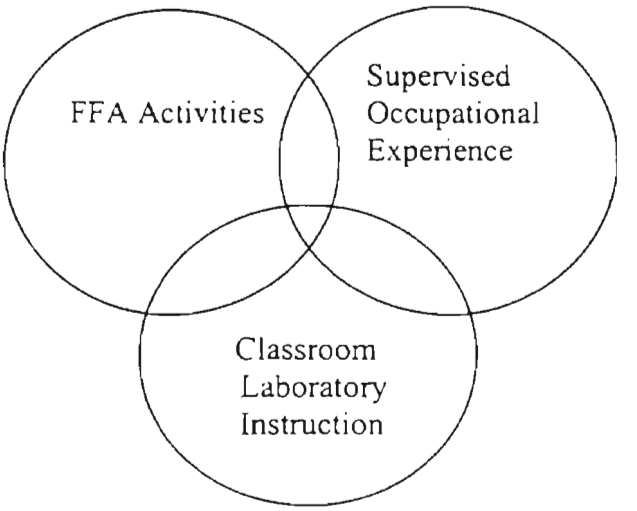
16. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education should not be attempted.

Adapted from Cross, 1981.

APPENDIX H

VOCATIONAL AGRICULTURAL PROGRAM COMPONENTS

VOCATIONAL AGRICULTURAL PROGRAM COMPONENTS

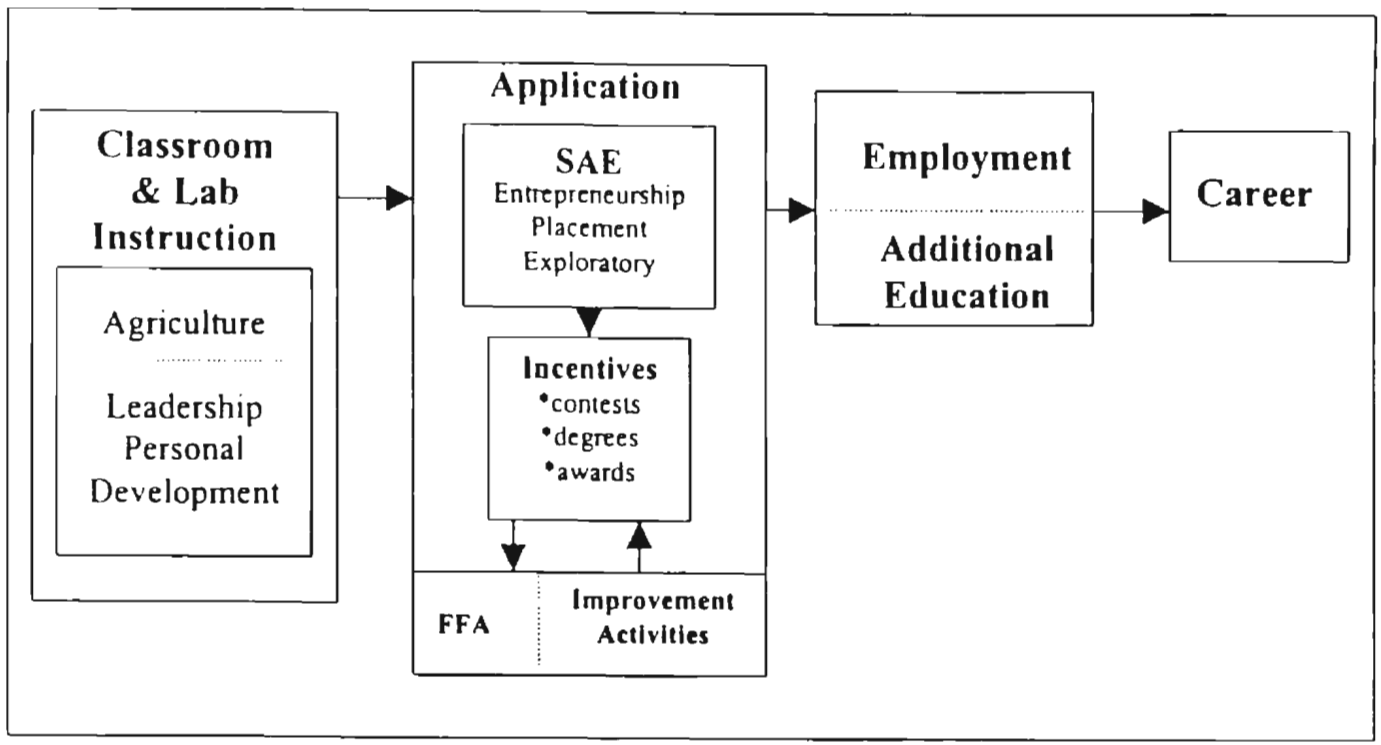


(Seefeldt, et al., National FFA Foundation, 1982)

APPENDIX I

THE NEW PROGRAM MODEL FOR AGRICULTURAL EDUCATION

THE NEW PROGRAM MODEL FOR AGRICULTURAL EDUCATION



APPENDIX J

PAST NAMES TO USED TO DESCRIBE SUPERVISED EXPERIENCE

PAST NAMES USED TO DESCRIBE SUPERVISED EXPERIENCES

Name Used	Year First Used
Home Projects	1908
Supervised Practice	1928
Farming Programs	1944
Farming Programs and Occupational Experience	1963
Supervised Practice, Including Work Experience	1966
Supervised Occupational Experience	1967
Supervised Occupational Experience Programs	1979
Supervised Agricultural Experience	1988

Adopted from Doerfert, Elliot, & Boone, 1989

APPENDIX K

CATEGORIES OF FFA PROFICIENCY AWARDS

CATEGORIES OF PROFICIENCY AWARDS

Agricultural Communications	Entrepreeurship
Agricultural Mechanical Technical Systems	Entrepreeurship
Agricultural Mechanical Technical Systems	Placement
Agricultural Processing	Entrepreeurship/Placement
Agricultural Sales and/or Service	Entrepreeurship/Placement
Beef Production	Entrepreeurship
Beef Production	Placement
Cerial Grain Production	Entrepreeurship/Placement
Dairy Production	Entrepreeurship
Dairy Production	Placement
Diversified Crop Production	Entrepreeurship
Diversified Crop Production	Placement
Diversified Livestock Production	Entrepreeurship
Diversified Livestock Production	Placement
Emerging Agricultural Technology	Entrepreeurship/Placement
Environmental Science	Entrepreeurship/Placement
Equine Science	Entrepreeurship
Equine Science	Placement
Feed Grain Production	Entrepreeurship
Feed Grain Production	Placement
Fiber Crop Production	Entrepreeurship/Placement
Floriculture	Entrepreeurship/Placement

Adopted from The National FFA Organization (1999)

CATEGORIES OF PROFICIENCY AWARDS
(Continued)

Food Science and Technology	Entrepreeurship/Placement
Forage Production	Entrepreeurship/Placement
Forest Management	Entrepreeurship/Placement
Fruit and/or Vegetable Production	Entrepreeurship/Placement
Home and/or Community Development	Entrepreeurship/Placement
Horticulture	Entrepreeurship/Placement
Landscape Management	Entrepreeurship/Placement
Nursery Operations	Entrepreeurship/Placement
Oil Crop Production	Entrepreeurship
Oil Crop Production	Placement
Outdoor Recreation	Entrepreeurship/Placement
Poultry Production	Entrepreeurship/Placement
Sheep Production	Entrepreeurship/Placement
Small Animal Care	Entrepreeurship/Placement
Soil and Water Management	Entrepreeurship/Placement
Specialty Animal Production	Entrepreeurship/Placement
Specialty Crop Production	Entrepreeurship/Placement
Swine Production	Entrepreeurship
Swine Production	Placement
Turf Grass Management	Entrepreeurship/Placement
Wildlife Management	Entrepreeurship
Wildlife Management	Placement

Adopted from The National FFA Organization (1999)

APPENDIX L

SUMMARY OF IDENTIFIED PROGRAM FACTORS

SUMMARY OF IDENTIFIED PROGRAM FACTORS

Teacher	Student	Chapter	Instruction
• Attitudes • Experience • Involvement • Teacher's home • Reimbursement for travel	• Parent support • Parent involvement • Years in Ag • Year of application • Background • High GPA • Higher Ed • Motivation	• No. of teachers in department • Available SAE facilities • Chapter activities • School vehicle	• SAE policy • SAE taught in the classroom • SAE supervision • SAE as occupational

APPENDIX M

A SUMMARY OF RESEARCH ON SAE QUALITY

BY DYER AND OSBORNE (1995)

A SUMMARY OF RESEARCH ON SAE PARTICIPATION

BY DYER AND OSBORNE (1996)

A SUMMARY OF RESEARCH ON SAE PARTICIPATION BY DYER AND OSBORNE (1996)

SAE Factors	Researcher(s)
Participation of parents valued by instructors.	Foster & Riesenberg (1985)
Teachers must take time to plan, practice, and evaluate SAE.	Warren & Flowers (1992)
Students should be graded on SAE participation.	Herren & Cole (1984); Berkey & Sutphin (1984); Shelhamer (1984); Osbourne (1988);
Length of teacher contract, types of SAE program conducted by the student, travel funds available, teacher assistance with fairs.	Arrington (1981); Arrington & McCracken (1983); Case & Stewart (1985)
Parental support and encouragement, pupil-teacher ratio, students' career plans, the dependency of the family on farm income, availability of released time.	Gibson (1988)
Number of years of high school agriculture completed by the agricultural education teacher.	Anydoh & Barrick (1990); Gibson (1988)
Amount of time the teacher agriculture courses, years of experience, the teacher's involvement in adult programs, number of teachers in the particular agriculture program.	Straquadine (1990)
Teacher priority of SAE and time devoted to SAEs.	Warren & Flowers (1992)
Number of class hours spent on SAE instruction and the use of SAE examples during instruction.	Case & Stewart (1985); Anyadoh & Barrick (1990); Gibson (1988); Jones (1981); Harris & Newcomb (1985); Osborne (1988); Chuatong (1987)
SAE programs valuable as application of theory and experiential learning.	Bensen (1981); Warren & Flowers (1992)
Class size related to hours of SAE classroom instruction.	Briers (1979)
Classroom instruction including a SAE component.	Burnett & Smith (1983)
SAE instructional packets.	Morris (1981); Morris & Williams (1984); Slocombe (1983); Haynes (1981)
Teacher as a determinant.	Harris & Newcomb (1985); Ingvalson (1983); Long & Israelsen (1983); French (1985); Miller, Kahler, & Rheault (1983); Barrick, Hughes, & Baker (1991); Pfister (1983); Gugan & Sutphin (1984)
Teacher certification.	McCall (1992); Guiler (1962); Harris & Newcomb (1985)
Number of instructors in a program.	Harris & Newcomb (1985); Gibson (1988); Anyadoh & Barrick (1990)
Obstacles to conducting quality SAE programs.	Osborne (1988); Lee (1985); King & Miller (1985)
Facilities.	Anyadoh & Barrick (1990); Beeman (1967); Berkey & Sutphin (1984); Briers (1979); Bingham (1969); Williams & McCarthy (1985)

A SUMMARY OF RESEARCH ON SAE QUALITY BY DYER AND OSBORNE (1995)

SAE Factors	Researcher(s)
Not all agricultural students participate in worthwhile SAE programs.	Arrington & Cheek (1990); Arrington & Price (1983); Berkey & Sutphin (1984); Iverson (1980); Miller (1980); Osborne (1988); Penrod (1985); Vaughn & Cano (1982); Warren & Flowers (1992)
Not all students have a SAE program.	Penrod (1985); Kotrlik, Parton & Leile (1986); Leising & Zilbert (1985); Arrington (1985); Miller (1980)
Students' strongly supporting SAE participation .	McCall (1983); Shelhamer (1984); Harris & Newcomb (1985); Stewart & Birkenholz (1991); Bobbitt (1986)
Demographic variable affecting participation.	Arrington (1985); Bobbitt (1986)
Teacher experience.	Johson, Lindhardt & Stewart (1989); Goode & Stewart (1981); Barrick, Hughes & Baker (1991)
Specialized program participation.	Birkenholz (1987); Bania (1986)
Lack of participation in the program.	Zurbrick (1984); Iverson (1980); Arrington & Price (1983); Bell (1985)
Teacher attitudes.	Arrington & Price (1983); Berkey & Sutphin (1984); Harris & Newcomb (1985); Iverson (1980); Osborne (1988); Bobbitt (1986)
Teacher expectations.	French (1985); Reneau & Roider (1986); Herren & Cole (1984)
Dissatisfaction with conducting SAEs.	Clark (1967); Knight (1977); Barrick, Hughes & Baker (1991); Miller & Shield (1984);
Specific causes for limited participation	Foster (1986); Lamberth (1986)
Instructors perceived as having major responsibility for ensuring SAE success.	Beeman (1967); Chyung (1970); Haynes (1981); McComas (1970)
Teachers requiring SAE participation.	Leising & Zilbert (1985); Anyadoh & Barrick (1990); Beeman (1967); Gibson (1988); Johnson (1981); Rush & Foster (1984); Sutphin & Newcomb (1983); Harris & Newcomb (1985); Foster (1986)
Teachers not requiring SAE participation.	Lamberth (1986); Osborne (1988); Berkey & Sutphin (1984); Warren & Flowers (1992); Shelhamer (1984)

APPENDIX N

A SUMMARY OF RESEARCH ON SAE PARTICIPATION

BY DYER AND WILLIAMS (1997)

A SUMMARY OF RESEARCH ON SAE BENEFITS

BY DYER AND WILLIAMS (1997)

A SUMMARY OF RESEARCH ON SAE PARTICIPATION BY DYER AND WILLIAMS (1997)

SAE Factors	Researcher(s)
Support for supervision.	Beeman (1967); Drake, (1967); Fletcher, Williams & Miller (1985); Harris & Newcomb (1985)
Source of supervision.	Herren & Cole (1984); French (1985); Harris & Newcomb (1985); Osborne (1988); Briers (1979); Byers (1972); Arrington & McCracken (1983); Case & Stewart (1985)
Scope of teacher supervision.	Knight (1977); Foster (1986); Osborne (1988); Shelhamer (1984); Herren (1987); McComas (1970); Morton (1980); Mick, Stewart & Claycomb (1984); Lee (1985)
Value of teacher supervision.	Anyadoh & Barrick (1990); Arrington & McCracken (1983); Case & Stewart (1985); Gibson (1988); Harris & Newcomb (1985); Byers (1972); Jones (1981); Arrington (1981); Foster & Riesenberg (1985); Osborne (1988); Shelhamer (1984); Williams (1984); Miller (1980); Berkey & Sutphin (1984); Arrington & Price (1983); Pals & Slocomb (1989); Burnett & Smith (1983)
Release time for teacher supervision.	Gibson (1988); Harris & Newcomb (1985); Herren & Cole (1984); McCall (1983); Berkey & Sutphin (1984); Beeman (1967); Smith, Lawrence & Gartin (1990)
Plans for SAE programs and supervision	Osborne (1988); Berkey & Sutphin (1984); Foster (1986); Harris & Newcomb (1985); Beeman (1967); Williams (1981); Herren & Cole (1984)
Extended contracts and teacher supervision	Miller & Short (1986); Camp & Kotrlik (1985); Herren & Cole (1984); Anyadoh & Barrick (1990); Arrington & McCracken (1983); Case & Stweart (1985); Gibson (1988); Osborne (1988); Arrington (1984); McCall (1983); Swan & Cole (1991); Williams (1981); Lee (1985); French (1985); Dunham & Long (1984); Foster (1986); Berkey & Sutphin (1984); Barrick, Hughes & Baker (1991)

A SUMMARY OF RESEARCH ON SAE BENEFITS BY DYER AND WILLIAMS (1997)

SAE Factors	Researcher(s)
Benefits perceived by teachers	Berkey & Sutphin (1984); Lamberth 91986); Stewart & Birkenholz (1991); Cheatham (1980), Dillingham (1981); Pals (1988); Harris & Newcomb (1985); Hedges (1987); Flowers & Pepple (1987)
Benefits perceived by parents	Rawls (1982); Pals (1988)
Benefits perceived by employers	Lee (1985); Fletcher, Williams & Miller (1985); Pals (1988)
Benefits perceived by students	Williams (1979); Benson (1981); Taylor (1983); Barrick, Hughes & Baker (1991); Dugan & Sutphin (1984); Pals (1988); Herren (1987); Slocombe (1985); Morris & Williams (1984); Lee (1985)
Vocational value of SAEs	Herren & Cole (1984); Cavey (1984); Mick, Stewart & Claycomb (1984); Downer (1968); Herren (1987); Barrick, Hughes & Baker (1991); Pilgrim & Williams (1984); Byler (1973); Bakar & McCracken (1993); Shahrokh (1984)
Scope of SAEs	Noxel & Cheek (1988); Mick, Stewart & Claycomb (1984); Taylor (1983); Cavey (1984); Bruton (1968)
Knowledge developed through SAEs	Cheek, Arrington, Carter & Randell (1992); Cheek & McGee (1985); Kotrlik, Patton & Leile (1986), Ogunrinde (1981); Burton (1968); Rhoades (1981); Arrington & Cheek (1990); Anyadoh & Barrick (1990); Gibson (1988); Barrick, Hughes & Baker (1991); Tylke & Arrington (1988); Potter (1985); Southworth (1993)
SAEs and FFA are complementary	Smith (1983); Leising & Zilbert (1985); Gibson (1988); Carpenter (1968); Benson (1981); Tylke & Arrington (1988); Herren (1987); Pilgram & Williams (1984); Gamble (1986)

APPENDIX O

A SUMMARY OF AGRICULTURAL EDUCATION DEPARTMENTS IN THE STUDY

CENTRAL REGION

Bret Harte UHS	Le Grand UHS	Casa Robles HS
Atwater HS	Linden HS	Patterson HS
Argus HS	Livingston HS	Ripon HS
Blaker/Kinser Jr. HS	Lodi HS	Florin HS
Ceres HS	Tokay HS	James Rutter Middle Sch.
Mae Hensley Jr. High	Los Banos HS	Luther Burbank HS
Delta HS	East Union HS	Sheldon HS
Davis Sr. HS	Manteca HS	Valley HS
Denair HS	Sierra HS	Calaveras HS
Central Sierra ROP	Mariposa County HS	Ponderosa HS
Dos Palos HS	Merced County ROP/C	Sonora UHS
Elk Grove HS	Merced UHS Ed. Ctr.	San Joaquin Cty. ROC/P
Joseph Kerr Middle Sch.	Beyer HS	Amador HS
Escalon HS	Central Valley Consortium	Merrill West HS
Esparto HS	Grace M. Davis HS	Tracy UHS
Galt UHS	Johansen HS	Summerville UHS
Gustine HS	Modesto HS	Turlock HS
Hilmar HS	Stan/Tuolumne/Mono ROP	Winters HS
Hughson HS	Thomas Downey HS	Douglas Jr. HS
Argonaut HS	Orestimba HS	Lee Jr. HS
Don Pedro HS	Oakdale HS	Woodland Sr. HS

NORTH COAST REGION

Arcata UHS	Fort Bragg Sr. HS	Petaluma HS
Anderson Valley Jr/Sr HS	Fortuna UHS	Potter Valley HS
Liberty UHS	California School for Deaf	Rio Vista HS
Concord HS	Half Moon Bay HS	Elsie Allen HS
Round Valley HS	Healdsberg UHS	Santa Rosa HS
Del Norte HS	Kelseyville HS	Analy UHS
Dixon HS	Livermore HS	Sonoma Valley HS
Eureka HS	McKinleyville HS	Tomales HS
Armijo HS	Middletown HS	Ukiah HS
Ferndale UHS	South Fork HS	Vacaville HS
El Molino HS	Vintage HS	Willits HS

SAN JOAQUIN REGION

Arvin HS	Firebaugh HS	Parlier HS
Avenal HS	Fowler HS	Granite Hills
Bakersfield HS	Central West HS	Monache HS
Foothill HS	Duncan Polytechnical HS	Porterville HS
Highland HS	Fresno Pershing HS	Reedley HS
North HS	Washington UHS	Riverdale HS
Ridgeview HS	Hanford HS	Sanger HS
South HS	Kerman HS	Selma HS
Stockdale HS	Kingsburg HS	Shafter HS
Bishop HS	Kern Valley HS	Strathmore HS
Caruthers HS	Laton HS	Tehachapi HS
Marc HS	Frazier Mt. HS	Sierra UHS
Chowchilla HS	Lemoore HS	Tranquillity HS
Clovis HS	Lindsay HS	Tulare Union HS
Coalinga HS	Lone Pine HS	Tulare Western HS
Corcoran HS	Madera HS	Golden West HS
Delano HS	McFarland HS	Mt. Whitney HS
Dinuba HS	Willow Creek HS	Redwood HS
Exeter HS	Yosemite HS	Wasco HS
Farmersville HS	Orosi HS	Woodlake HS

SOUTH COAST REGION

Arroyo Grande HS	San Benito Jt. UHS	Loma Prieta
Atascadero HS	King City HS	Righetti HS
Bell HS	Lompoc HS	Santa Maria HS
Camarillo HS	Seaside HS	Santa Paula UHS
Coast UHS	Live Oak HS	Santa Ynez Valley UHS
Westmont HS	Morro Bay HS	Shandon HS
Canoga Park HS	Cuyama Valley HS	Simi Valley HS
Carmel HS	North Hollywood HS	Soledad HS
Carpinteria HS	Paso Robles HS	Soquel HS
White Jr. HS	Alisal HS	Francis Polytechnic HS
Fillmore HS	Mission Trails ROP	Sylmar HS
Gardena HS	North Salinas HS	Templeton HS
Gilroy HS	Salinas HS	Ulysses S. Grant Sr. HS
Gonzales UHS	San Fernando Sr. HS	Ventura HS
Greenfield HS	Pioneer HS	Watsonville HS
Narbonne HS	San Luis Obispo HS	

SOUTHERN REGION

Hamilton HS	Holtville UHS	Quartz Hill HS
Apple Valley Sr. HS	Imperial HS	Ramona HS
Bloomington HS	Indio HS	Grove HS
Palo Verde Valley HS	Julian UHS	Arlington HS
Brawley HS	La Habra HS	La Sierra HS
Buena Park HS	Sonora HS	Norte Vista HS
Calexico HS	La Puente Valley ROP	Rubidoux HS
Calipatria HS	Nogales HS	Rosamond HS
Chino Sr. HS	El Capitan HS	John A. Rowland HS
Don Lugo HS	Antelope Valley HS	San Bernardino HS
Ayala HS	Littlerock HS	San Gorgonio HS
Covina HS	Lucerne Valley HS	San Jacinto HS
Southwest HS	Jurupa Valley HS	San Marcos HS
Escondido HS	Mission Viejo HS	Coachella Valley HS
Orange Glen HS	Moreno Valley HS	Valley Center HS
San Pasqual HS	Norco HS	Vista HS
Fallbrook UHS	El Camino HS	Warner HS
Fontana HS	Orange HS	Westminster HS
Fullerton HS	Palmdale HS	Elsinore UHS
Sunny Hills HS	Perris UHS	San Pasqual Valley HS
Hemet HS	Serrano HS	Yucaipa HS
West Valley HS	Mountain Empire HS	Yucaipa Jr. HS
Hesperia HS	Poway HS	

SUPERIOR REGION

Modoc HS	Bear River HS	Las Plumas HS/Cal Ideas
Anderson UHS	Nevada Union HS	Foothill HS
North Valley HS	Greenville Jr/Sr HS	Paradise HS
Pierce HS	Gridley UHS	Princeton HS
Chana HS	Hamilton UHS	Quincy Jr/Sr HS
Placer HS	Haygork HS	Red Bluff UHS
Big Valley HS	Herlong HS	Mountain Laker HS
Biggs HS	Lincoln HS	Shasta District Farm
Burney HS	Live Oak HS	Central Valley HS
Surprise Valley HS	Del Oro HS	Lassen HS
Chico HS	Los Molinos HS	Sutter UHS
Colusa HS	Loyalton HS	Tulelake HS
Corning UHS	Marysville HS	Trinity HS
West Valley HS	Maxwell HS	Wheatland HS
Butte Valley HS	Fall River HS	Williams HS
Cascade HS	East Nicolaus UHS	Willows HS
Durham HS	Lindhurst HS	Yreka HS
Elk Creek HS	South Lindhurst HS	Yuba City HS
Etna UHS	Orland HS	

APPENDIX P

PANEL OF EXPERTS --VALIDATION COMMITTEE AND COVER LETTER

PANEL OF EXPERTS FOR THE DEVELOPMENT OF THE INSTRUMENT

(VALIDATION COMMITTEE)

Area	Number of Reviewers
California State Department of Education, Agricultural Education Regional Supervisors	3
Oklahoma Department of Vocational & Technical Education, Agricultural Education Program Specialists	5
Oklahoma State University Agricultural Education Professors	4
Oklahoma State University Agricultural Education Graduate Students	7

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405 744-5536 FAX 405 744-5176

<<Date>>

<<Name>>
<<Title>>
<<Division>>
<<Work>>
<<Address>>
<<City>>,<<State>>.<<Zip_Code>>

Dear <<Sal_1>><<Last_Name>>:

My research thesis for my Master's involves assessing teacher characteristics among California agriculture teachers whose members submitted state Proficiency Awards applications during the five-year period, 1994 to 1999.

My advisor, Dr. James White, has advised me to circulate my survey instrument for peer review. The information gathered for my Master's degree will serve as baseline data that I can use to examine Oklahoma State Proficiency Awards for my Doctoral thesis.

I would appreciate any comments that you may offer about my research proposal and survey instrument. If you have any questions, please feel free to contact me at (405) 744-6942 or by email: mportil@okstate.edu

Sincerely,

Matthew T. Portillo
Graduate Research Associate
Agricultural Education

Bringing Dreams to Life

APPENDIX Q

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY AREA

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY AG BUSINESS

Ag Business	
Computers	Production Ag
Virtual Enterprise	Marketing
Accounting	Management

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY AGRONOMIC CROPS

Agronomic Crops	
Vineyard	Crop Science
Orchard	Small Grains
Apples	Oats
Olives	Wheat
Avocados	Hay
Row Crops	Alfalfa
Vegetables	Forage
Corn	Silage

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY COMMERCIAL HORTICULTURE

Commercial Horticulture	
Landscaping	Nursery
Floriculture	Olericulture

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY LIVESTOCK

Livestock	
Dairy	Horses
Beef	Sheep
	Swine

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY SPECIALTY

Specialty	
Poultry	Rabbits

A SUMMARY OF RESPONDENTS' EXPERIENCES IN AGRICULTURE IDENTIFIED BY OTHER

Other	
Food Processing	Welding
Natural Resources	Mechanics
Plant Science	Leadership
Environmental Science	Floral Design
	Forestry

APPENDIX R

A SUMMARY OF ADDITIONAL COMMENTS/SUGGESTIONS FROM THE QUESTIONNAIRE

SUMMARY OF ADDITIONAL COMMENTS/SUGGESTIONS FROM QUESTIONNAIRE

Response
For consideration when looking at numbers etc., this program has only been in existence for 3 years, and I am the third teacher in 3 years at this school.
I use OK State internet items for class, they are great.
As the student "type" that takes an agriculture courses becomes more urban and in many cases financially needy, the emphasis on SAE will need to change. Often I have students that can't have a project. There are no options for that student. If we "make" every student have a project then we lose those students that potentially are excellent FFA members.
You should also include a survey about the FFA record book.
Proficiency award scoring on the state level should be modified to place greater emphasis on the personal interview and less on the application.
Although student recognition through awards is important, I do not believe that this is the primary motivator for students who excel with their SOEP. My experience has been that the students who have the best SOEP's are self motivated, and that the enthusiasm and support of their parents and their ag. Teacher is also a critical factor. I think that the projects themselves stimulate problem solving and interest in agriculture as a career. The awards do not really create this...they just recognize it.
Proficiency awards and SAE projects work best to stimulate interest in agricultural careers when combined with a job shadow, career fair, or guest lecturer. Students have to see and hear about careers from someone other than their agriculture instructor in order for them to get excited about them.
This is just the second year of the school's existence and we are rapidly growing. All of the students in the horticulture side have a plant project. We have almost finished building a 30' x 72' green house and a 110' x 60' shade house, at no expense to the district. The plant inventory includes 200 different kinds of plants which will probably be up to 350 to 400 by the end of the next school year.
Fortunately there are a lot of activities for students to get involved in from award applications to participation at sectional, regional and state programs, but only one teacher makes it difficult for students to participate in all they would like.
Not a lot of work by themselves, but when added to state FFA degrees, officer applications, speech manuscripts, parli-pro, etc., etc. Often seem to much to do when your job is to TEACH CLASS.

SUMMARY OF ADDITIONAL COMMENTS/SUGGESTIONS FROM QUESTIONNAIRE

Response
Projects are the heart of the FFA program. The better students reasonably have the better project. The big problem in that we do not have enough recognition for student projects. Leadership is great! FFA provides many avenues of recognition for leadership but the project program doesn't have enough recognition. We have project competition, proficiency awards, but we need MORE. Those who get a proficiency award are eager to do it again.
Proficiency awards are great! However, in order to be competitive at the state and national level, you have to apply for the award the year after graduation. This is the only way to count the rewards of the student's senior year from January on. It's hard to get students to apply for a proficiency once they've left high school.
We just started a new chapter so we don't have any proficiencies.
We are an old program rebuilding and SAEs have been nil to non-existent the last 5 years. The facility has been depleted immensely in the last 5 years. SAE proficiencies are not a high priority at this moment only rebuilding the program, facilities, and FFA. Yes, there are SAEs but not a quality for proficiencies.
All of my students must have a project. As a result, I do not push proficiencies above chapter level simply because of time and other things I am doing.
To many teachers make up their students projects to get proficiency to make themself look good.
The students with exceptional SAEP's usually strive to be competitive. We only encourage. It is up to the student to respond to the award stimulus.
We in this state have to come up with a better way student's qualify to state. Currently, more hours and money will qualify you over another member. Problem: students who work really hard may have lots of time and money invested, but they know very little. The amount of knowledge a student has obtained should be considered for regional finalist. Applications are not a good way to judge students. My students national application that we work hard on is now being copied off and sent to other to copy. When it is just copied it doesn't reflect that student's knowledge or skill.
We don't apply for very many proficiency awards above the chapter level because all our students are urban and we don't have the size or scope to compete. We give out 5-8 local proficiency awards each year at our local awards program.

SUMMARY OF ADDITIONAL COMMENTS/SUGGESTIONS FROM QUESTIONNAIRE

Response
While I agree that SAEs help complete the "areas of ag ed" it is extremely difficult to ensure all students maintaining one from year to year. We are a single person department. There are 135 kids per day out there. There is access to a 5 acre farm. Although, there ample opportunities on our farm ranging from managing the vineyards, fruit trees, greenhouse to starting plants etc. Many students are involved in tons of activities on our campus. Add to that the fact that I teach full time, have a 5 acre farm with a swine herd, sheep flock, greenhouse, vineyard, and orchard to run, have staff meetings after school, am the FFA advisor, and have a family. It's tough to visit 135 kids per semester after school (even with the project money), yet if I don't I get my incentive grant money yanked. So, do I concentrate on a few good projects (most of my kids are no longer "ranch kids") or bust my *$! to force everyone to maintain one??
The outstanding performances of our FFA students in proficiencies has won our chapter recognition at the district and state level. Our students are increasingly going onto college in the agricultural field due in part to achievements in their projects and the recognition that proficiency afforded. No other program gives students deserved recognition for their accomplishments in jobs and enterprises.
Most districts and administrators do not understand SAEs or SAE periods or the importance of keeping facilities kept up.
We have an abundant amount of students with projects, but not large enough projects to be competitive at the regional level. Most of our students are from low-income families so we provide over 30 students with project loans and 80 students with insurance for animal projects. My students who do apply for awards usually gain skills and take pride in their applications. Our hardest part is getting pictures of them working with their projects.
Prof. Awards are based on money, this is very discouraging for students who don't have parents in agriculture. The prof. Application is very long and complex. It is too bad that they are based on money and not more on kids knowledge of the project. I wish I could suggest a way to change but at this time I can not. I have worked at the Nat'l FFA office evaluating National Prof. Apps. I can say that to become a national finalist it is based on application not so much on $. But $ is still very important. I do know that if students want Nat'l scholarships and State scholarships, they must have strong SAE
SAE teaches students that sometimes life is unpredictable and teaches students to adapt to success/failure and come up with another plan

APPENDIX S

IRB APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date	February 10, 2000	IRB #	AG-00-056
Proposal Title	"AN ASSESSMENT OF TEACHER CHARACTERISTICS AMONG CALIFORNIA AGRICULTURE TEACHERS/INSTRUCTORS WHOSE MEMBER SUBMITTED STATE PROFICIENCY AWARDS APPLICATIONS DURING THE FIVE-YEAR PERIOD, 1994-1999"		
Principal Investigator(s)	James White Matthew Portillo		
Reviewed and Processed as	Exempt		

Approval Status Recommended by Reviewer(s) Approved

Signature:

Carol Olson, Director of University Research Compliance

February 10, 2000
Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Matthew Trent Portillo

Candidate for the Degree of

Master of Science

Thesis: AN ASSESSMENT OF PROGRAM FACTORS INFLUENCING CALIFORNIA FFA PROFICIENCY AWARD PARTICIPATION

Major Field: Agricultural Education

Biographical:

Personal Date: Born at Mather Air Force Base in Rancho Cordova, California on June 22, 1968, son of Ernest and Linda Portillo, married July 8, 1995, husband of Erin Michelle Portillo.

Education: Graduated from Jesuit High School, Carmichael, California in June 1986; received Associate of Arts degree in General Education from American River College, Sacramento, California in June 1990; received Bachelor of Science degree in International Agricultural Development a Minor in Philosophy and Agricultural Education Teaching Credential from University of California at Davis, Davis, California in June 1993 and June 1995 respectively. Completed the requirements for the Master of Science degree with a major in Agricultural Education at Oklahoma State University in (July, 2000).

Professional Experience: Graduate Teaching Associate, Department of Agricultural Education, Oklahoma State University; Agriculture Instructor, Lee Junior High School, Woodland, California; Agriculture Instructor, Bakersfield High School, Bakersfield, California.

Professional Memberships: Jesuit High School Alumni Association Board of Directors, University of California Alumni Association, Alpha Gamma Rho Alumni Association, California Agriculture Teachers Association, American Association for Agricultural Education, Gamma Sigma Delta, Agricultural Education Graduate Student Association, Knights Landing Sportsmen's Club, Inc. Board of Directors.