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Advisory Councils in School-Based Agricultural Education Programs in Tennessee

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I am submitting herewith a thesis written by Samantha Renee Ogle entitled "Advisory Councils in School-Based Agricultural Education Programs in Tennessee." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Leadership, Education and Communications.

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Advisory Councils in School-Based Agricultural Education Programs in Tennessee

A Thesis Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Samantha Renee Ogle
May 2016

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Acknowledgments

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Abstract

Advisory councils are essential to successful, working relationships among school-based agricultural education programs and the surrounding community. The purpose of this study was to describe how school-based agricultural education programs implement and utilize advisory councils in Tennessee and to determine agricultural education teachers' perceptions of program advisory councils. Findings indicated 76.5% of program respondents had an active advisory council. The results indicated a positive perception of advisory councils; however, most teachers felt they could better utilize their advisory council. The belief that the agricultural education teacher is the leader of the program's advisory councils was also implied. Future research is needed to further strengthen methods to enhance the use of an advisory council. In addition, professional development programs focused on how to best establish and utilize an advisory council is recommended.

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Chapter 1

Introduction

The benefits of advisory councils are well documented in many different contexts (Heylman, 2011), including formal educational settings (Clark & Clark, 2005; Greenlee, 2010). The involvement of people through advisory councils to influence the operation and organization of programs has been happening for some time in the United States (Boyle, 1981). Many state departments of education have utilized advisory councils as part of their improvement plans, and on the school level, advisory councils strengthen community support by giving stakeholders input into school level issues (Greenlee, 2010). The benefit of developing advisor councils or relationships among schools, the community, and parents is improved student achievement (Clark & Clark, 2005; Greenlee, 2010). Students are more likely to achieve academically when parents are aware and expectations are concentrated on student success (Clark & Clark, 2005). Community members, parents, teachers, and other school faculty should work together to establish strong working partnerships to benefit students (Clark & Clark, 2005). To establish strong working partnerships, advisory council members must understand how the organization operates (Heylman, 2011). Furthermore, the Association for Career and Technical Education (CTE) recognizes advisory councils as a critical component of successful career and technical education programs (Baxter, 2011).

Advisory councils began to surface in technical and agricultural education in the 1920s and 1930s (Phipps, Edward, Dyer, & Ball, 2008). These early advisory councils supported the teacher with “curriculum questions, provided materials and resources for the program, and provided input toward the general guidance of the agricultural

education program” (Phipps et al., 2008, p. 82). During this era, many adult centered programs existed, leading to the formation of adult led councils that evolved into today’s modern advisory councils (Phipps, et. al, 2008). Advisory councils were first officially established in technical education during the Vocational Education Act of 1963 (Hayward & Benson, 1993). During the revision process, The Education Amendments of 1977 recognized the term advisory councils in school-based agricultural education and required an advisory committee in order for school districts to receive federal funding (Barbour, 2010). In 1984, the Carl D. Perkins Vocational Education Act (revised in 1998 and 2006) reiterated the importance of advisory councils for individual states to assess their local programs (Barbour, 2010).

With that in mind, the primary functions of school-based agricultural education advisory councils are to: “(1) assist in the planning decisions of agricultural education programs and (2) oversee the evaluation of agricultural education programs to ensure that the program’s goals are achieved” (Phipps et al., 2008, p. 83). Masser, Falk, and Foster (2014) purported community involvement within the local school-based agricultural education program is essential. The belief that community support and interaction between the local school-based agricultural education programs is vital to the success of a program is shared among a large scope of agricultural educators (Masser, et. al., 2014). The community and the school-based agricultural education program can work together through an advisory council, and the council can assist the local agricultural education program by studying needs, evaluating current program, developing objectives and methods to evaluate proposed objectives, suggesting which national and/or state standards should apply to the local program, reviewing facilities needed, supporting public relations efforts, providing input into the courses offered locally, and ways of

improving Supervised Agricultural Experience (SAE) programs, and the local FFA chapter (Phipps et al., 2008).

Statement of the Problem

There is an incomplete picture of the scope and use of advisory councils in school-based agricultural education programs in Tennessee. This is a concern given community support is a major factor in program quality and teacher effectiveness (Talbert, Vaughn, Croom, & Lee, 2007; Roberts & Dyer, 2004). Also, systematic program planning is important to school-based agricultural education programs (Wilson, Camp, & Balschweid, 2006), and advisory councils are an essential element of program planning (American Association for Agricultural Education, 2001). However, “a potential problem is that while the community’s cooperation and collaboration are needed, they may not be easy to get” (Decker & Decker, 2003, p. 27). Although this statement was in reference to all school and community partnerships, there is evidence that has identified community collaboration with school-based agricultural education as an area in need of improvement (Masser, et. al., 2014). Furthermore, many obstacles exist in the development and usability of advisory councils (Barbour, 2010). This study will seek to describe the scope and use of advisory councils in Tennessee.

Purpose and Objectives

This study was influenced by Masser et al.’s (2014) work in Idaho. The purpose of this study was to describe how school-based agricultural education programs implement and utilize advisory councils in Tennessee and to determine agricultural education teachers’ perceptions of program advisory councils. The following objectives framed this study:

1. Determine the number of active advisory councils in school-based agricultural education programs in Tennessee.
2. Describe the composition of school-based agricultural education advisory councils.
3. Describe the utilization of school-based agricultural education advisory councils.
4. Describe school-based agricultural education teachers' perceptions of advisory council utilization, composition, and improvement.

Significance

This study will contribute to the limited knowledge of the relationship between school-based agricultural education programs and advisory councils in Tennessee. In addition, this study will describe the perceptions of how advisory councils should be utilized from current agricultural education teachers' point of view. This research will provide evidence of problem areas within the relationship and highlight discrepancies that exists between levels of influence advisory councils have had in local programs and agricultural education teachers' desired level of influence in their programs.

Furthermore, this research will benefit agricultural education programs by providing information that can be used to maintain a sustainable program, and therefore continue to provide education *in* and *about* agriculture. This information will be significant to students preparing to enter agriculture-related jobs or degree programs after high school. Additionally, this information will be important to administrators, parents, community members, teachers, and others who have a vested interest in agricultural education. Findings will also be significant to national, regional, state, university, and local educational leaders seeking to increase the number and diversity of student pursuing agricultural-related jobs or degrees. Lastly, this research will answer the call of the

National Research Agenda of the American Association for Agricultural Education by adding literature to the following priority areas:

Priority 5: Efficiency and effective agricultural education programs; and

Priority 6: Vibrant, Resilient Communities (Doerfert, 2011, pp. 8-10).

Limitations

Due to the response rate, the readers should use caution when generalizing the results of this study beyond the participating programs and teachers. This research should be viewed as one study that aids in developing a picture of the scope of advisory council use in school-based agricultural education in Tennessee.

Assumptions

The following assumptions were made for the purpose of this study:

1. Participants involved in this study performed to the best of their ability;
2. Participants involved in the study are truthful in their responses; and
3. Usage, composition, and perceptions of advisory councils were measured accurately.

Definitions of Terms

- Advisory councils are “a selected group of business, community, and school stakeholders who provide input on the planning, development, implementation, operations, and evaluations of a comprehensive agricultural education program” (Masser, et. al., 2014, p.116). “An advisory council *is not* a group of individuals who come together to solely support the FFA or raise money for FFA events. While an advisory council can support FFA, it is not the same as an FFA Alumni Group or other FFA support group for the sake of this study.” (Masser, et. al., 2014, p. 116-17).

- Agricultural education is “a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems” (National FFA Organization, 2015, The Agricultural Education Section). School-based “agricultural education instruction is delivered through three major components: 1) classroom/laboratory instruction (contextual learning), 2) supervised agricultural experience [SAE] programs (work-based learning), and 3) student leadership organizations” (National FFA Organization, 2015, The Agricultural Education Section).
- School-based agricultural education teacher is a person who has been certified by the Tennessee State Board of Education as highly qualified to provide instruction in agriculture and agriscience at the secondary level.

Chapter 2

Review of Literature

Chapter 1 provided background knowledge and a brief history of advisory councils in school-based agricultural education programs. Chapter 1 also described the importance of the establishment of relationships among schools, communities, stakeholders, and parents (Clark & Clark, 2005) and provided the purpose, objectives, significance, and limitations and assumptions of this study. This chapter will introduce the theoretical framework and provide literature relevant to school-based agricultural education advisory councils.

Theoretical Framework

Masser et al.'s (2014) adapted model of Caffarella's (2002) Interactive Model of Program Planning served as the theoretical framework of this study (See Figure 1). The model is "interactive and comprehensive; people and places are acknowledged as important in the planning process; differences among cultures are taken into account in the planning process; and practitioners find the model useful and therefore a practical tool" (Caffarella, 2002, p. 20). Educational program planning where the community is involved is a dual process where stakeholders are "involved as participants, not merely as audiences, in discussions and actions on behalf of school improvement, increased student achievement, and strengthened families" (Decker & Decker, 2003, p.105).

Congruently, the process of program planning in agricultural education is complex and involves input from a variety of sources including, agriculture industry members, school administration, community groups and organizations, businesses, parents and family of students, students, and teachers and staff (Masser, et al., 2014; Decker & Decker, 2003; Layfield & Dobbins, 2002). However, the individuals involved

should be representative of the community (Decker & Decker, 2003). Masser et al.'s adapted model has no real beginnings or ends and is meant to capture the nonlinear approach often taken in program planning when stakeholders and community members are involved. Pragmatically, “instead of addressing one item at a time, program planners often work with a number of components of the model at the same time and in no particular order” (Masser et al., 2014, p. 118) and when determining which components of the model to use, there is no real method; it is up to the stakeholders (Caffarella, 2002). This flexibility allows the model to be used by local schools and communities as they see fit to represent their unique context or situation (Masser et al., 2014).

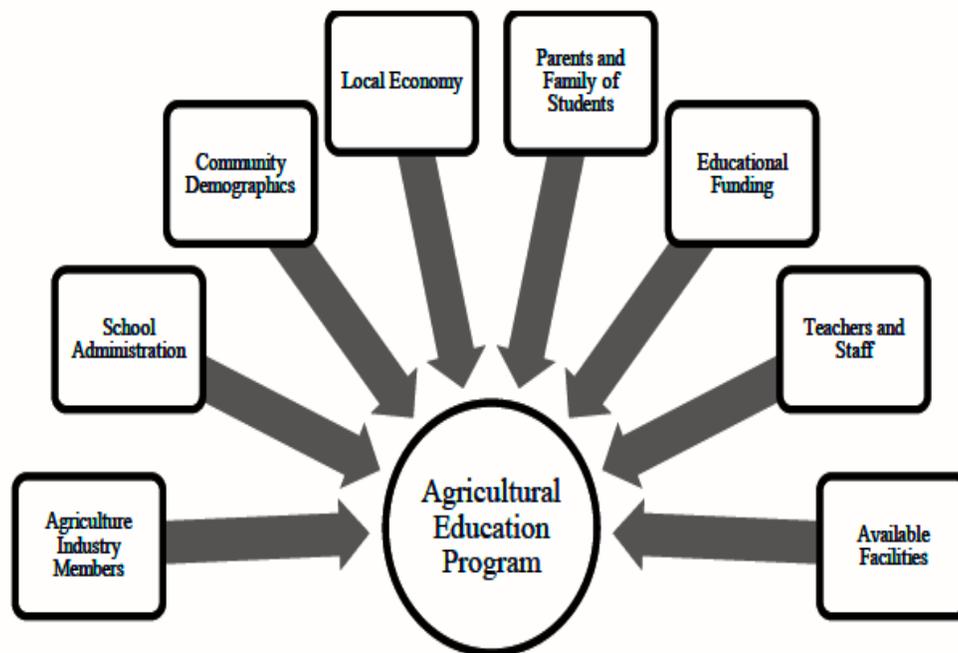


Figure 1. Interactive Model of Program Planning as it Relates to Secondary Agricultural Education Programs (Masser et al., 2014, p. 118)

School-Based Agricultural Education Program Design

School-based agriculture education is comprised of three instructional components (Figure 2): (a) classroom/laboratory, (b) FFA, and (c) SAE. These instructional components highlight the importance of formal instruction, leadership and character education, and experiential, service, and/or work-based learning (CASE, 2012; National FFA Organization, 2015). They are also highly valued and incorporated into the educational experiences students receive while enrolled in an agricultural education program (Phipps et. al, 2008). Classroom instruction is the platform where students and teachers can discuss and study problems relevant to a specific area of study (Phipps et. al., 2008). The classroom involvement prepares students for application and problem solving in the laboratory or the field (Phipps et. al., 2008). Laboratories offer a vast array of learning opportunities as they can vary in settings, skill requirements, and problem solving (Phipps et. al., 2008). The main avenue for leadership and character development within a school-based agricultural education program is the National FFA Organization, which “strives to develop premier leadership, personal growth, and career success in its members and is an intra-curricular (within the curriculum) element of agricultural education in the public schools” (Phipps et. al, 2008, pp. 7-8). During FFA participation, students are provided with challenging experiences designed to develop a variety of 21st century skills needed to be successful at home, at school, and in the workplace (Phipps et. al., 2008). SAE programs offer students a chance to practice skills learned in the classroom and apply knowledge to a real-life scenario (Phipps et al. 2008). Although, the teacher supervises the SAE program, the student is independent in completing this component of agricultural education instruction (Phipps, et. al., 2008).

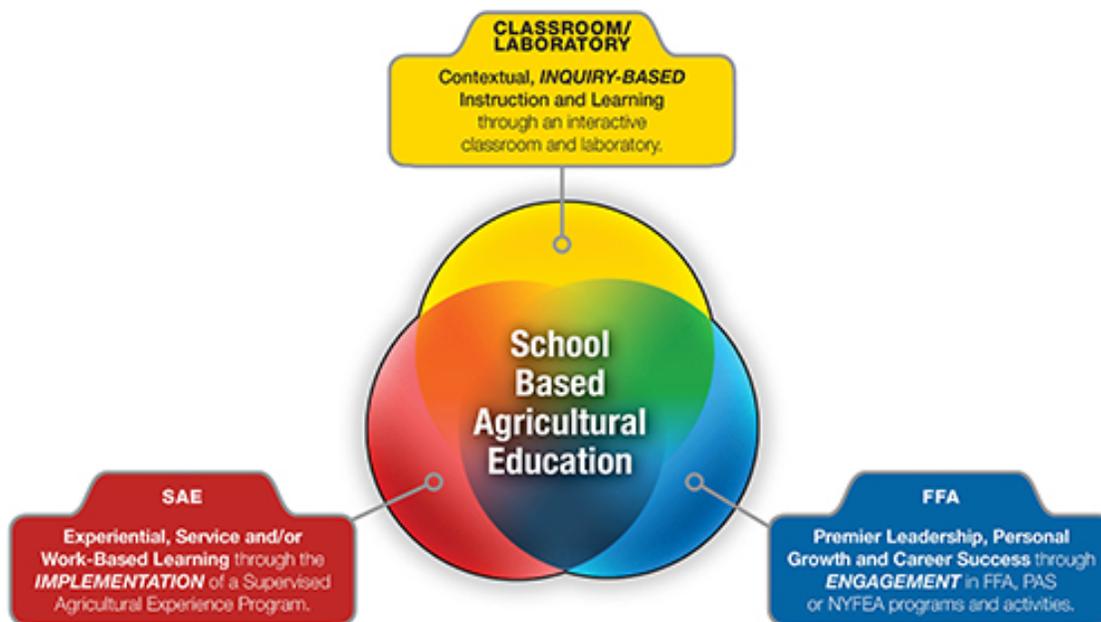


Figure 2. The Three-Component Model (National FFA Organization, 2015, The Agricultural Education Mission Section)

In 2009, Roberts and Ball explored the role of agriculture in school-based agriculture education. They proposed the following question: “Is agriculture the content learned, or the context in which learning occurs?” (Roberts & Ball, 2009, p.81). In exploring this question, Roberts and Ball discussed three models for agricultural education: (a) content-based model for teaching agriculture, (b) context-based model for teaching agriculture, and (c) agricultural subject matter as a content and context for teaching. The content-centered aspect of instruction focuses on teaching specific skills for a job in the agricultural industry and is linked to the Smith-Hughes Act of 1917 (Roberts & Ball, 2009). Figure 3 illustrates the process of designing and teaching agriculture as a content in school-based agricultural education, which begins with the

agriculture industry influencing curricula to be used in teacher and student preparation, thus resulting in a skilled agriculture worker (Roberts & Ball, 2009).

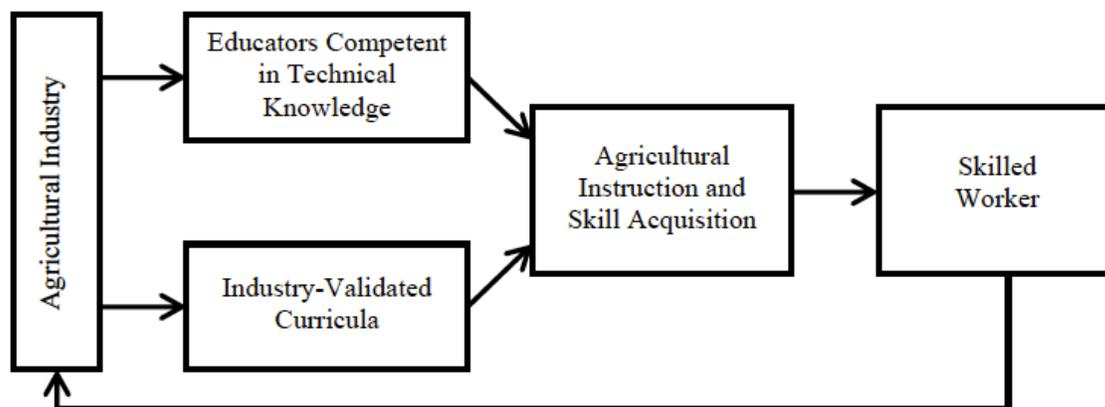


Figure 3. A content-based model for teaching agriculture (Roberts & Ball, 2009, p. 84)

Agriculture as a context for learning is related to educational paradigm shifts from the purposes of formal education being social efficiency or preparing individuals for employment in specific industries to developing lifelong learners who are broadly educated contributors of a democratic society (Roberts & Ball, 2009). The aforementioned three-component model of school-based agricultural education also supports agriculture as a context for learning (Roberts & Ball, 2009). Using agriculture as a context for learning also aligns with the epistemology of constructivism (Roberts & Ball, 2009), and the view that learning involves cognitive processes connected to physical and social contexts in which the learner is active and constructing knowledge for themselves (Shunk, 2012). Figure 4 illustrates the process of teaching agriculture as a context in school-based agricultural education (Roberts & Ball, 2009).

In this model, knowledge in and about agriculture, across traditional technical agriculture content areas or sciences and other traditional academic areas, guides but is also a construct of the interactions between and among the learners and the teacher. Teaching and learning is an interactive exchange in an authentic, experiential environment, and the outcomes of learning are a productive group of citizens equipped to think and solve problems as lifelong learners contributing holistically to the aims of a democratic society, in particular one comprised of agriculturally literate citizens. (Roberts & Ball, 2009, p. 86)

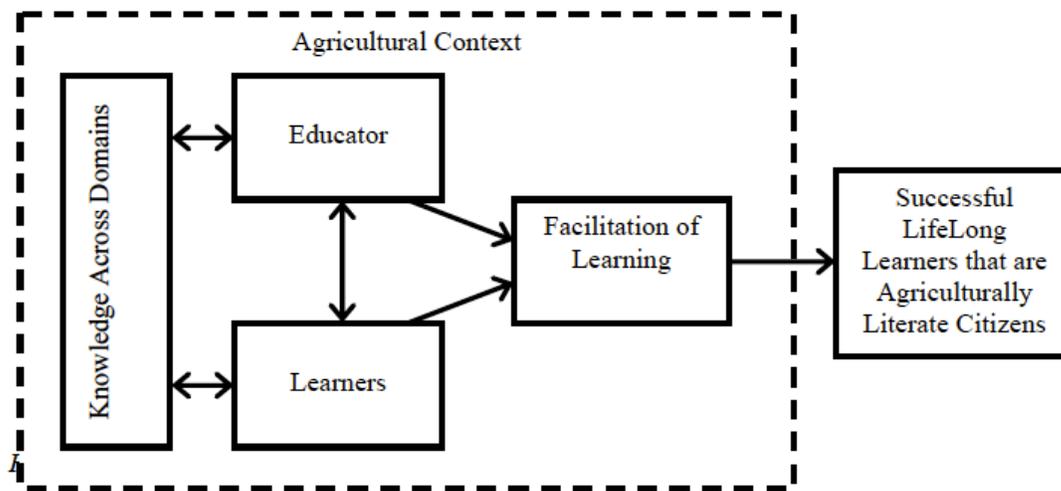


Figure 4. A context-based model for teaching agriculture (Roberts & Ball, 2009, p. 86)

The third model presented by Roberts and Ball (2009) views agriculture as a content and context for learning (Figure 5). In this model, school-based agricultural education programs prepare students to be lifelong learners that are agriculturally literate and possess skills necessary for employment in the agriculture industry (Roberts & Ball, 2009). This approach draws from the prior two models and proposes a dual purpose for school-based agricultural education (Roberts & Ball, 2009).

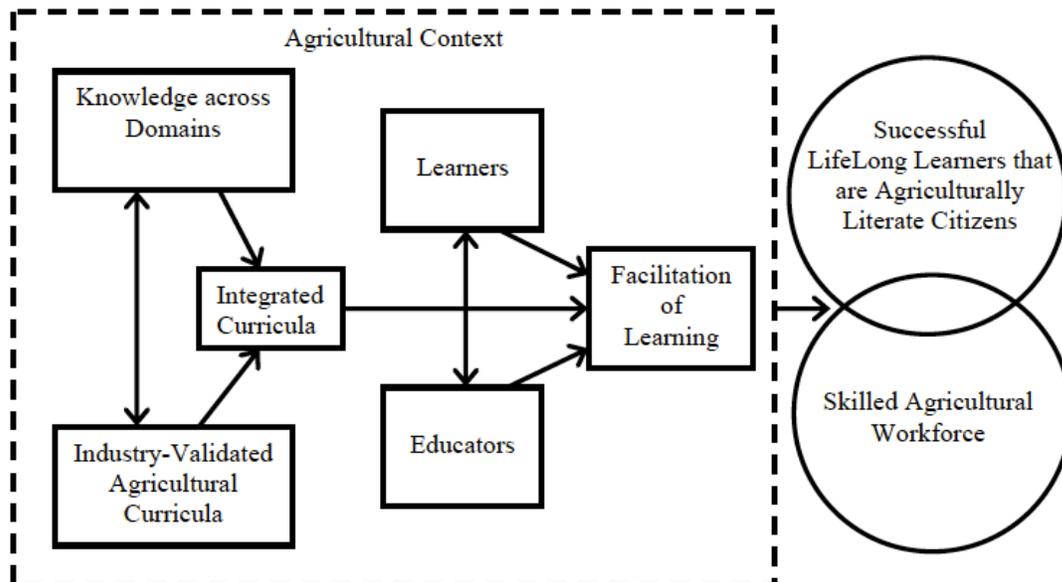


Figure 5. Conceptual model for agricultural subject matter as content and context for teaching (Roberts & Ball, 2009, p. 87).

In the context of this study, advisory councils, school administrators, and agricultural education teachers must grapple with the function of the school-based agricultural education programs and design, deliver, and evaluate programs on their chosen purpose at the local level.

Advisory Councils in School-Based Agricultural Education

In 1987, Whaley and Sutphin reported 77% of California agricultural education programs were operating with an advisory council while the remaining 23% did not have an advisory council and were not complying with state standards. The study found California agricultural education programs' advisory councils held two to four meetings annually and were composed of five to ten members (Whaley & Sutphin, 1987).

Barbour (2010) found the establishment of an advisory council was a concern to many beginning agricultural education teachers, and they lacked the skills necessary to organize an advisory council (Barbour, 2010). Similarly, Layfield and Dobbins (2002) found community support and advisory councils to be an area of concern for new and experienced teachers (Layfield & Dobbins, 2002).

A component of job satisfaction in school-based agricultural education is the support received from the community and perception the community has of the agricultural education program (Boone & Boone, 2007). Boone and Boone (2007) reported some agricultural education teachers felt they were missing a positive working relationship with their community. Many agricultural education programs suffer due to teacher attrition, and this lack of perceived support may be a contributing factor (Boone & Boone, 2007). In Boone and Boone's study, school-based agricultural education teachers, with productive relationship with the community through advisory councils, had greater job satisfaction.

Barbour (2010) investigated the perception and utilization of advisory councils in Texas and found of the 162 programs that responded, 57% did not have an advisory council in place, and 43% reported they did use an advisory council. Of the participants who reported they did use an advisory council, 40% stated their council "is also considered a livestock booster club, parent support group, livestock show board or fundraising group." (Barbour, 2010, p. 53). Barbour reported the Texas teachers' top three perceived functions of the advisory councils were: (a) acting as a communication link to the community, (b) evaluating the agricultural education program, and (c) identifying facility modifications. The average number of members serving on the advisory council was 6.6 members and included the agricultural science teacher, parents

or guardians, local business or industry representatives, school principal, career and technology directors, school board members, school superintendent, student representatives, assistant school principal, local elected officials, and university professors (Barbour, 2010). Barbour also found a majority of programs (68.6%) reported they received no funding for their advisory council, and the most common number of meetings was one per academic semester.

Foster, Masser, and Sankey (2012) found approximately 90% of school-based agricultural education programs in Pennsylvania had an advisory council. These programs averaged 11 members composing their advisory councils, and two meetings were annually held (Foster, et. al., 2012). Similarly, Masser et al. (2014) reported 90% of Idaho programs had an advisory council (Masser et al., 2014). Masser et al. also reported the top three reasons for not having an advisory council were: “the instructor has not had time to establish an advisory council; the program is new and an advisory council has not yet been established; or another entity served the same purpose.” (p. 120).

Chapter 3

Research Methodology

Chapter 1 introduced the need for advisory councils in school-based agricultural education and described the purpose, which was to describe how school-based agricultural education programs implement and utilize advisory councils in Tennessee and to determine agricultural education teachers' perceptions of program advisory councils. Chapter 1 also provided the objectives, significance, limitations, and assumptions of the study. Chapter 2 introduced the theoretical framework, program design in school-based agricultural education, and presented literature related to advisory councils. This chapter discusses the methods used to address the research objectives of this study. Chapter 3 will outline the research design, population and sample, instrumentation, data collection, and data analysis.

Research Design, Population, and Sample

This study utilized a quantitative research approach. The research design was non-experimental descriptive research (Ary, Jacobs, Sorenson, & Walker, 2014). The target population for this study was all school-based agricultural education programs in Tennessee. One teacher from each of the 196 school-based agricultural education programs in Tennessee was selected to participate in this study based upon knowledge gained in prior research that shed light on which teacher at multiple teacher programs were more likely to respond. A teacher directory was obtained through the Tennessee FFA Foundation and was checked for accuracy by calling each program. After checking the directory and selecting one teacher from each program, the online survey software Qualtrics was used for participant notification and data collection. Dillman, Smyth, and Christian's (2009) web survey implementation procedures guided the multiple contacts

made. Dillman et al. stated little research exists on the optimal combination of contacts and suggested additional contacts are not needed when responses per contact stalls. The participants received a prenotice email one week prior to the launch of the study. The following week, the participants were sent another email including the link to the questionnaire. Four reminder emails were sent to participants, and phone calls were made to nonrespondents after the third reminder. This resulted in completed questionnaires from 68 programs. In an attempt to increase response rate, mailed copies of the questionnaire were sent to nonrespondents, which yielded an additional 17 responses for a total of 85 programs or a 43.4% response rate. Since the primary purpose of this study was to describe advisory council usage and composition (program level data) and the fact the teacher to which the survey was mailed was not chosen randomly but based on prior knowledge of the population, efforts were not taken to account for nonresponse. To that end, the researchers determined comparing the sample to the only known demographic variable of gender for the agricultural education teachers was not logical since the survey may not have been sent to a representative sample based on gender and the main purpose was to survey *programs* and not individual teachers. As a result, we recognize the generalizability of this study as a limitation and caution the reader in generalizing the results beyond the sample. The responding programs averaged 1.8 ($SD = 1.2$) teachers with a mode of 1 and a range of 1 to 4. Furthermore, 86.8% of the programs had a teacher on a 12-month contract, 52.0% had an FFA alumni chapter, and 71.0% categorized their school/program as rural, 23.7% as suburban, and 5.3% as urban.

Instrumentation and Data Analysis

The questionnaire used in this study was modified from a previous study in Idaho (Masser, et. al., 2014) and was obtained by contacting the authors. The questionnaire

consisted of 75 items and was divided into five sections: (a) introduction/presence of active advisory council (1 item), (b) council utilization and composition (52 items), (c) reasons for no advisory council (1 item), (d) perceptions (17 items), and (e) program information (4 items). Masser et al. (2014) reported an expert panel examined the questionnaire for content validity and cognitive interviews were conducted to ensure items were perceived in the correct manner. Masser et al. (2014) conducted a pilot study in Washington to ensure reliability and reported the following:

“The Cronbach’s alpha coefficients for the constructs were as follows: the current level of advisory council influence on the program as perceived by the agriculture teacher was equal to .89; the level of influence the advisory council should have on the program as perceived by the agriculture teacher was equal to .92; and agriculture teacher perceptions of agriculture education advisory councils was equal to .70” (Masser, et al., 2014, p. 120).

Prior to distribution in Tennessee, slight wording changes were made to reflect school-based agricultural education in Tennessee and Likert-type items were changed from a 0 = *strongly disagree* or *no influence* to 100 = *strongly agree* or *extreme influence* rating scales to a 1 = *strongly disagree* or *no influence* to 5 = *strongly agree* or *extreme influence* rating scales to reflect the ordinal nature of the data based on Boone and Boone (2012).

The survey took approximately 10-15 minutes to complete. Data were analyzed using IBM SPSS version 23. Descriptive statistics (i.e., frequencies, percentages, and means) were used to describe the number of active advisory councils, composition and utilization of advisory councils, and teachers’ perceptions of advisory council utilization, composition, and improvement. We combined *strongly disagree* and *disagree* response

categories to obtain disagreement percentages and *agree* and *strongly agree* response categories to obtain agreement percentages. Also, to further describe the utilization of advisory councils, agricultural education teachers were asked to rate the influence the advisory council currently has versus influence the advisory council should have. Mean weighted discrepancy scores (MWDS; Borich, 1980) were used to describe this influence.

Chapter 4

Results and Discussion

Chapter 1 introduced the study and provided the purpose and objectives that structured the study. The theoretical framework, school-based agricultural education program design, and advisory council literature were discussed in Chapter 2. Chapter 3 described the methods used to conduct the study. Chapter 4 will discuss the findings of this study organized by the research objectives.

Objective One: Determine the number of active advisory councils in school-based agricultural education programs in Tennessee

Of the 85 teachers that responded to the survey, 76.5% ($n = 65$) reported their program had an active advisory council. The remaining 20 respondents or 23.5% stated their program did not have an advisory council. The 20 respondents gave the following as barriers to having an advisory council: I have not had time to organize an advisory council ($f = 8$); other entities serve the same purpose ($f = 7$); other ($f = 6$) which included two teacher program and each teacher has different goals and perceptions of an advisory council, just one more thing to do and my plate is full, and non-active advisory council exist; prospective members are too busy to participate ($f = 5$); I do not understand how to organize an advisory council ($f = 3$); The agricultural program is new; an advisory council is not yet organized ($f = 2$); I do not understand the purpose of advisory councils ($f = 1$); An advisory council is not essential to the program ($f = 1$); and An advisory council is not approved by the school administration ($f = 1$).

*Objective Two: Describe the composition of school- based agricultural education
advisory councils*

Respondents who indicated they had an active advisory council were provided items regarding the composition of their councils. The number of advisory council members ranged from 2-40, resulting in an average council size of 7.89 ($SD = 6.34$) members with a mode of 5. The advisory council members consisted of representatives from both the community and school. The top five individuals or roles represented by community members on the advisory council were (a) representatives of local agricultural industries ($f = 56$), (b) former students ($f = 35$), (c) representatives of local industries other than agriculture ($f = 31$), (d) FFA alumni members ($f = 28$), and (e) parents of current students ($f = 25$). A complete list of the individuals or roles represented on the advisory council is presented in Table 1.

Table 1. Community Members Who Regularly Attend Advisory Council Meetings

Member	Frequency
Representatives of local agricultural industries	56
Former students	35
Representatives of local industries other than agriculture	31
FFA Alumni members	28
Parents of current students	25
Parents of past students	21
School personnel	18
Current students	17
Local government members	14
University/college representatives	12
Other	1

In regard to school administration regularly attending advisory council meetings, 23 respondents indicated school administration did not regularly attend. Of those

reporting school administration regularly attended advisory council meetings, the career and technical education director ($f = 31$) attended most frequently. A complete list of school administrators who regularly attend advisory council meetings is presented in Table 2.

Table 2. School Administrators Who Regularly Attend Advisory Council Meetings

Member	Frequency
Career and Technical Education Director	31
School principal	12
School assistant principal	11
School board member(s)	9
Academic Department Head (Science, Math, etc)	4
School guidance counselor	3
School superintendent	3
Curriculum director	2
School assistant superintendent	1
Other	2

Leadership roles and advisory council officer structure was also addressed. Seventy-eight percent of respondents reported their program's advisory council did not have officers. Of the 22% with officers, president/chair ($f = 13$) and secretary ($f = 12$) were the most common. Other officers reported are found in Table 3.

Table 3. Advisory Council Officers

Officer Position	Frequency
President/Chair	13
Secretary	12
Treasurer	9
Vice President/Vice Chair	8
President-Elect	2

Of the respondents with advisory councils, 51.7% reported the agricultural education teacher presided over advisory council meetings followed by career and technical education director (22.4%), elected council president/chair (19.0%), and other (6.9%), which included business partner, alumni president, CTE department chair, and department chair. Also, no one reported a school administrator or other elected council member as presiding over advisory council meetings. When asked who was in charge of recording official minutes for the advisory council the agricultural education teacher ($f=31$) was reported to fulfil this role most frequently followed by a secretary on the council ($f=12$). A complete list of individuals reported as keeping official minutes is presented in Table 4. The agricultural education teacher ($f=32$) was also the most frequently cited individual in charge of preparing the agenda for the advisory council meetings, and a list of all individual listed as preparing an agenda is presented in Table 5.

Table 4. Official Minutes During Meetings

Recorded minutes	Frequency
The agricultural science instructor	32
A secretary on the council	12
Another advisory council member keeps minutes	6
School administrator(s) keep minutes	5
No records of meeting proceedings are kept	3

Table 5. Prepared Agenda For Meetings

Prepared Agenda	Frequency
Agricultural science instructor	32
Elected advisory council secretary	8
School administration member	8
Elected advisory council president/chair	5
Professional-Technical Education (PTE) Director	5
No agenda is prepared	4

Most of the new members of an advisory council were recruited by being asked/invited to serve ($f = 56$) or membership was open for volunteer ($f = 14$). Other members were recruited by the agricultural education teacher ($f = 51$), existing council members ($f = 19$), career and technical education director ($f = 19$), principal ($f = 3$), school board member ($f = 1$), academy coach ($f = 1$), and teachers ($f = 1$). Respondents indicated 80.4% of new council members were appointed, 8.9% were elected, and 10.7% chose other consisting of accepting invitation, invited, both elected and appointed, volunteer, and formal process through the district. A majority (83.9%) of advisory council members were not approved by school officials or boards. Also, a majority (91.2%) of advisory councils lack term length rules, and if terms had a set time period, 92.3% indicated council members could serve multiple terms. The most frequent term length was two years. The average term length was 2.3 years ($SD = 1.0$), and term length ranged from 1 to 4 years. When asked if it is good to have set term lengths for all advisory council members, 40.4% disagreed, 43.9% neither agreed nor disagreed, and 15.8% agreed with the statement.

Objective Three: Describe the utilization of school-based agricultural education advisory councils.

Respondents who indicated an advisory council was present answered questions that were pertinent in addressing objective three. Respondents were asked how often their advisory council met each calendar year. The average was 3.29 ($SD = 2.87$) with a mode of 2 and a range of 1-12 meetings per calendar year. In describing the guiding structure of the advisory council, 29.5% reported having a written constitution or bylaws directing their council. The remaining 70.5% indicated they were functioning without a constitution or bylaws. A majority of programs with advisory councils (54.4%) reported

not having a document that outlined goals and objective of the council (i.e., program of work, program of activities), and 33.3% reported the advisory council also served as the FFA Alumni, parent support group, livestock show board, fundraising group or other entity.

In further describing the utilization of advisory councils, agricultural education teachers were asked to rate the influence the advisory council currently has versus influence the advisory council should have. Mean weighted discrepancy scores (MWDS; Borich, 1980) were used to describe this influence, and the following items had a MWDS greater than 2.5: (a) identifying the facility needs ($MWDS = 2.88$), (b) assisting with FFA chapter activities ($MWDS = 2.57$), (c) hiring new instructors or teachers ($MWDS = 2.55$), (d) providing recommendations to the local governing school board ($MWDS = 2.55$), and (e) reviewing courses of study for content relevance and accuracy ($MWDS = 2.51$). Table 6 provides a complete list of items examined and the MWDS.

The final utilization items asked where the advisory council receives funds to conduct activities. No funds are received by the advisory council was selected by 37.6% of respondents. Other responses were the school district provided funding through the general budget (7.1%), the advisory council was funded through the FFA chapter (5.9%), the advisory council raises funds on its own (9.4%), and other sources (5.9%), which included grants, donations, Perkins funds, fundraisers, general contributions, funded by the agriculture instructor, auctions, CTE budget, tractor pull, Boston butt sale, alumni, and ham booth.

Table 6. Perception Discrepancies Between the Influence that Should be Present and Influence Currently Present by the Advisory Council

Rank	Program Areas	Level of Influence Council CURRENTLY Has		Level of Influence Council SHOULD Have		<i>MWDS</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
1	Identifying the facility needs	2.71	1.14	3.61	1.05	2.88
2	Assisting with FFA Chapter activities	3.25	1.25	3.96	0.97	2.57
3	Hiring new instructors or teachers	1.52	0.81	2.55	1.15	2.55
4	Providing recommendations to the local governing school board	2.82	1.18	3.63	1.01	2.55
5	Reviewing courses of study for content relevance and accuracy	2.16	1.17	3.00	1.20	2.51
6	Approving courses of study	1.71	1.02	2.67	1.16	2.48
7	Assisting with Supervised Agricultural Experience (SAE) program activities (i.e. Placement, supervision, etc.)	3.20	1.21	3.87	1.05	2.15
8	Acting as a communication link between the general public and the program	3.32	1.16	3.98	1.02	2.14
9	Reviewing instructional materials	2.14	1.09	2.91	1.14	1.99
10	Identifying the equipment, tools, and supplies needed for the program	3.24	1.09	3.72	0.98	1.59
11	Evaluating the agricultural program	2.77	1.16	3.33	1.05	1.54
12	Determining courses to be offered	2.28	1.05	2.89	0.98	1.37
13	Approval of working, travel, or other budget funds	1.41	0.80	2.07	1.05	1.32
14	Determining the objectives of the agriculture program	2.82	1.03	2.95	1.01	0.21

Note. The items are ranked from highest discrepancy score to the lowest.

Objective Four: Describe school-based agricultural education teachers' perceptions of advisory council utilization, composition, and improvement.

The top three items with the highest agreement percentage were: (a) The members of an agricultural education advisory council should represent the local industries found in the school district (93.3%), (b) Communication between the agricultural science instructor and the advisory council members is important (88.3%), and (c) I could use my advisory council more than I do currently (84.0%). The lowest agreement was found with advisory councils are not helpful in conducting a successful agricultural education program (9.5%). A complete list of teacher perceptions is presented in Table 7. Lastly, respondents were asked if Tennessee agricultural education teachers would benefit from professional development on advisory councils. A majority (82.7%) agreed with the statement, 10.7% neither agreed nor disagreed, and 6.6% disagreed.

Table 7. Teacher Perceptions of Advisory Council Characteristics

Item	Agree %	Neither Agree or Disagree %	Disagree %
The members of an agricultural education advisory council should represent the local industries found in the school district	93.3	6.8	0.0
Communication between the agricultural science instructor(s) and the advisory council members is important	88.3	10.8	5.4
I could use my advisory council more than I do currently	84.0	14.7	1.3
I have a positive perception of agricultural education advisory councils	78.7	17.3	4.0
An advisory council adds stability that protects the agricultural program during school and administration changes	70.7	17.3	12.0
A written set of goals and objectives is needed to guide the activities of the advisory councils	68.0	24.0	8.0
Advisory councils are important to the overall success of agricultural programs.	67.5	24.3	8.1
Every program should have an advisory council	62.7	28.0	9.3
An FFA chapter will constantly improve because of the work done by an agricultural education advisory council	58.7	29.3	12.0
An SAE program will constantly improve because of the work done by an agricultural education advisory council	49.4	37.3	13.3
It is the agricultural science teacher's responsibility to ensure that the advisory council meets regularly.	46.8	25.7	27.1
The recommendations made by the advisory council should result in changes to the agricultural program	41.4	44.0	14.6
It is the advisory council's obligation to present recommendations for the agricultural education program to the school board.	28.4	36.5	47.3
Advisory councils should be used to determine curriculum decisions.	24.3	36.5	39.2
Changes to the agricultural education program originate from advisory council recommendations.	23.2	39.7	37.0
Advisory councils are not helpful in conducting a successful agricultural education program.	9.5	13.5	77.0

Chapter 5

Conclusions and Recommendations

Consistent with recent studies in Idaho (Masser et al., 2014) and Pennsylvania (Foster et al., 2012) a majority of responding school-based agricultural education programs reported an active advisory council was in place, and common barriers to having an advisory council were agricultural education teacher time and other entities serving the same purpose. However, inconsistent with the Texas study, 43% of their programs did not utilize an advisory council (Barbour, 2010). Due to the response rate, we cannot conclude a majority of school-based agricultural education programs have active advisory councils; however, the results of this study indicate a number of programs in Tennessee do have advisory councils. Future research is needed to further investigate the number of programs with active advisory councils in Tennessee to continue to build a depiction of the scope of Tennessee school-based agricultural education advisory councils. Also, research is needed to determine the most appropriate means for overcoming barriers and assisting programs in establishing advisory councils; this is important given advisory councils benefit the school-based agricultural education program (Masser et al. 2014; Phipps et al., 2008).

The composition of existing advisory councils reported on in this study are similar to those in Masser et al. (2014). On average eight members from both school and community comprise school-based agricultural education advisory councils.

Representatives of local agricultural industries, former students, representatives of local industries other than agriculture, Career and Technical Education Director, FFA alumni members, and parents of current students were the most common members. The diversity

of members on the advisory councils coincide with Masser et al. (2014) and Caffarella's (2002) program planning models which indicated a variety of stakeholders influence program planning, and this diversity should positively influence school-based agricultural education programs. On the other hand, a majority of respondents indicated their advisory council did not have officers, and the agricultural education teacher assumed most of the leadership roles such as presiding over meetings, recording and maintaining a record of minutes, preparing the agenda, and recruiting new members. This is consistent with Masser et al. (2014) and may partially explain why teachers who did not have an advisory council reported time as a barrier. Additionally, a majority of advisory councils were not approved by school officials or boards, lacked term length rules, and did not have a document that outlined goals and objectives, and these findings could negatively impact school-based agricultural education programs.

When the agricultural education teachers were asked to rate the influence the advisory council currently has versus influence the advisory council should have, all items were rated with the agricultural education teachers desiring the advisory council to have more influence. This indicates school-based agricultural education teachers in this study have a desire for advisory councils to have more of an impact on the total agricultural education program (classroom/laboratory instruction, FFA, and SAE). This finding is similar to Masser et al. (2014) in which agricultural education teachers desired more influence on 12 of 14 items. The lack of officers and term lengths, recognition by school officials or boards, not having a document that outlines goals and objectives, and the agricultural education teachers assuming numerous roles may be hindering the advisory council from reaching its full potential and influence. Advisory councils should

offer suggestions to school officials or board and influence program planning (Decker & Decker, 2003) but may lack significant influence if they are not approved by school officials or board. As a result of not being approved, these advisory councils could be viewed as a booster organization and not an advisory group to the local school or school board (Masser, et. al., 2014). A lack of influence may also be a result of a lack of understanding by the agricultural education teacher on how to organize and lead adults in facilitating change or simply a lack of funding to conduct advisory council activities. Additional research is needed to identify obstacles that prevent advisory councils from having influence and being utilized to their potential.

In regards to school-based agricultural education teachers' perceptions of advisory council characteristics, a majority of teachers believed advisory councils are needed, should represent the local industries, adds stability and protection to program, should be guided by written goals and objectives, and contribute to program success. This is similar to Foster et al. (2012) and Masser et al. (2014). In addition, more than 80% of school-based agricultural education teachers believed they would benefit from professional development on advisory councils. What is more, a majority of teachers indicated they could use their advisory councils more than they currently utilize them. Therefore, there appears to be a need for professional development on establishing, governing, and having advisory councils with influence on program planning, evaluation, maintenance, classroom/laboratory instruction, FFA, and SAEs. We recommend professional development be provided in Tennessee on these topics. Potential venues for this professional development are the Tennessee Institute for Career and Technical Education, Tennessee State FFA Convention, and the Tennessee Association for

Agricultural Educators' summer and mid-year conferences. Online modules or webinars could also be used to provide this professional development. We also recommend the five teacher education programs in Tennessee incorporate instruction on establishing and leading advisory councils if this is not being taught to their preservice teachers.

In summary, the results of this study indicate Tennessee school-based agricultural education advisory councils are not being utilized as they should be and may not be bridging the gap between the community, school, and local agricultural education program (Masser et al., 2014). To that end, it is crucial that community and school be involved in the local agricultural education program to ensure educational quality and teacher effectiveness (Talbert et al., 2007; Roberts & Dyer, 2004). Future research is needed to understand the dynamics of this relationship and discover effective ways to educate teachers, school officials, and the community on the importance, function, and positive influences school-based agricultural education advisory councils can have on programs and student success.

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Appendix

IRB Approval

THE UNIVERSITY of TENNESSEE 
KNOXVILLE
Office of Research & Engagement
INSTITUTIONAL REVIEW BOARD (IRB)

1534 White Ave.
Knoxville, TN 37996-1529
865-974-7697
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July 7, 2015

Samantha Renee Ogle
UTIA - EXT-Agricultural Program

Re: UTK IRB-15-02321-XM

Study Title: Utilizing an Advisory Council in Secondary Agricultural Education Programs in Tennessee

Dear Ms. Ogle:

The Administrative Section of the UTK Institutional Review Board (IRB) reviewed your application for the above referenced project. The IRB determined that your application is eligible for **exempt** review under 45 CFR 46.101(b)(2). In accord with 45 CFR 46.116(d), informed consent may be altered, with the cover statement used in lieu of an informed consent interview. The requirement to secure a signed consent form is waived under 45 CFR 46.117(c)(2). Willingness of the subject to participate will constitute adequate documentation of consent. Your application has been determined to comply with proper consideration for the rights and welfare of human subjects and the regulatory requirements for the protection of human subjects. This letter constitutes full approval of your application version 1.0, and consent cover statement, stamped approved by the IRB on July 7, 2015 for the above referenced study.

In the event that volunteers are to be recruited using solicitation materials, such as brochures, posters, web-based advertisements, etc., these materials must receive prior approval of the IRB.

Any alterations (revisions) in the protocol or consent cover statement must be promptly submitted to and approved by the UTK Institutional Review Board prior to implementation of these revisions. You have individual responsibility for reporting to the Board in the event of unanticipated or serious adverse events and subject deaths.

Sincerely,



Colleen P. Gilrane, PhD
Chair
UTK Institutional Review Board

Survey

TN Advisory Councils 2015

Informed Consent: Please read this consent document carefully before you decide to participate in this study.

Protocol Title: Utilizing an Advisory Council in Secondary Agricultural Education Programs in Tennessee

Purpose of the research study: The purpose of this study is to examine the characteristics of advisory councils in secondary agricultural education programs in Tennessee.

What you will be asked to do in the study: You will be asked to complete an advisory council questionnaire.

Time required: The questionnaire will take 10-15 minutes to complete.

Risks: There are no anticipated risks.

Benefits: The information gained will be used to provide/develop professional development for Tennessee school-based agricultural education teachers and programs.

Compensation: There is no compensation for participating in this study.

Confidentiality: Your identity will be kept confidential to the extent provided by law. The file connecting your name to your survey responses will be destroyed after three years. Your name will not be used in any report. Reported data will be aggregated and not linked to you.

Voluntary participation: Your participation in this study is voluntary. There is no penalty for not participating. If you choose to participate, you do not have to answer any question that you do not wish to answer.

Right to withdraw from the study: You have the right to withdraw from the study at any time without consequence.

Whom to contact if you have questions about the study: Christopher Stripling, Assistant Professor, 320 Morgan Hall, 2621 Morgan Circle, Knoxville, TN 37996-4511, 865-974-3344, cstripling@utk.edu

If you have any questions about your rights as a research participant, please contact the UT Office of Research (865-974-7697).

- I voluntarily agree to participate in the study, and I have read the informed consent.
- I do not agree to participate in this study.

For the sake of this questionnaire, please read the following descriptions of what the study classifies as an agricultural education advisory council:

An advisory council *is* a selected group of business, community, and school stakeholders who provide input on the planning, development, implementation, operations, and evaluations of a comprehensive agricultural education program. They are also called advisory committees or advisory boards.

An advisory council *is not* a group of individuals who come together to solely support the FFA or raise money for FFA events. While an advisory council can support FFA, it is not the same as an FFA Alumni Group or other FFA support group for the sake of this study.

Does your agricultural education program have an active advisory council?

- Yes
- No

If you selected “No,” continue to the section titled “**Reasons for No Advisory Council.**”

Council Utilization and Composition

In addition to being an advisory council, does the council serve as your FFA Alumni, parent support group, livestock show board, fundraising group, or other entity?

- Yes
- No

How often does your advisory council meet each calendar year? Please answer in numerals.

_____ Meetings

Is there a written constitution or bylaws for the advisory council?

- Yes
- No

Are the advisory council meetings open to the public where anyone is welcome to attend?

- Yes
- No

How many members serve on your advisory council? Please answer in numerals.

_____ Members

Who from the school administration regularly attends the advisory council meetings? Please select all roles that are represented on the council.

- No one from my administration attends advisory council meetings
- School Board Member(s)
- School Superintendent
- School Assistant Superintendent
- School Principal
- School Assistant Principal
- Career & Technical Education (CTE) Director
- Curriculum Director
- School Guidance Counselor
- Academic Department Head (Science, Math, etc)
- Other (please specify) _____

Who from the community is represented on the advisory council? Please select all roles that are represented on the council, even if an individual holds multiple roles in your community.

- School personnel
- Current students
- Former students
- Parents of current students
- Parents of past students
- Representatives of local agricultural industries
- Representatives of local industries other than agriculture
- Local government members
- University/College representatives
- FFA Alumni Members
- Other (please specify) _____

Does the advisory council have officers?

- Yes
- No

If “No” is selected, continue on to “Who presides over the advisory council meetings?”

Please select the positions on your advisory council officer team. Please select all that apply.

- President/Chair
- President-Elect
- Vice President/Vice Chair
- Secretary
- Treasurer
- Other (please specify all other offices) _____

Who presides over the advisory council meetings?

- Elected council president/chair
- Agricultural science and technology instructor(s)
- School administrator(s)
- Career & Technical Education (CTE) Director
- Other elected council member
- Other (please specify) _____

Who is in charge of recording official minutes for the advisory council? Please select all roles your minute-taker plays in the school/community.

- No records of meeting proceedings are kept
- A secretary on the council keeps minutes
- Another advisory council member keeps minutes
- The agricultural science and technology instructor(s) keeps minutes
- School administrator(s) keep minutes
- Other (please specify) _____

Who is in charge of preparing the agenda for the advisory council meetings? Please select all roles this individual holds in the school/community.

- No agenda is prepared
- Elected advisory council president/chair
- Elected advisory council secretary
- Agricultural science and technology instructor(s)
- School administration member
- Professional-Technical Education (PTE) Director
- Other (please specify) _____

How are the new council members recruited? Please select all that apply.

- Asked/Invited to serve
- Open to Volunteers
- Other (please specify) _____

Who recruits members of the advisory council? Please select all that apply.

- Agricultural Science and Technology Instructor(s)
- Existing Council Members
- School Board Members
- Superintendent
- Principal
- Career & Technical Education (CTE) Director
- Other (please specify) _____

How do new members formally become a member of the advisory council?

- Elected
- Appointed
- Other (please specify) _____

Do school officials/school board members approve the selection of advisory council members?

- Yes
- No

Are there term length rules for advisory council members?

- Yes
 No

If “No” is selected, continue on to “To what extent do you agree with the following statement?”

Can council members serve multiple, subsequent terms?

- Yes
 No

What is the term length for advisory council members? Please answer in numerals.

_____ Years

To what extent do you agree or disagree with the following statement?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
It is good to have set term lengths for all advisory council members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does the agricultural education advisory council have a document that outlines goals and objectives of the council (i.e. program of work, program of activities, etc)?

- Yes
 No

How much influence has the advisory council had on the following activities?

	No Influence	Limited Influence	Some Influence	Moderate Influence	Extreme Influence
Determining courses to be offered	<input type="radio"/>				
Determining the objectives of the agricultural program	<input type="radio"/>				
Hiring new instructors or teachers	<input type="radio"/>				
Approving work, travel, or other budget funds	<input type="radio"/>				
Approving courses of study	<input type="radio"/>				
Reviewing courses of study for content relevance and accuracy	<input type="radio"/>				
Identifying the equipment, tools, and supplies needed for the program	<input type="radio"/>				

How much influence has the advisory council had on the following activities?

	No Influence	Limited Influence	Some Influence	Moderate Influence	Extreme Influence
Identifying facility needs	<input type="radio"/>				
Reviewing instructional materials	<input type="radio"/>				
Acting as a communication link between the general public and your program	<input type="radio"/>				
Providing recommendations to the local governing school board	<input type="radio"/>				
Evaluating the agricultural program	<input type="radio"/>				
Assisting with FFA Chapter activities/events	<input type="radio"/>				
Assisting with Supervised Agricultural Experience (SAE) program activities (ie placement, supervision, etc)	<input type="radio"/>				

Please list other roles the advisory council plays in the agricultural education program.

From where does the advisory council receive funds to conduct activities?

- No funds are received by the advisory council
- The school district provides funding through a general budget
- The advisory council is funded through the agriculture program budget
- The advisory council is funded through the FFA chapter
- The advisory council raises funds on its own
- Other (please specify) _____

How does the advisory council raise funds? (If “The advisory council raises fund on its own” was selected.)

How much influence SHOULD the advisory council have on the following activities?

	No Influence	Limited Influence	Some Influence	Moderate Influence	Extreme Influence
Determining courses to be offered	<input type="radio"/>				
Determining the objectives of the agricultural program	<input type="radio"/>				
Hiring new instructors or teachers	<input type="radio"/>				
Approving work, travel, or other budget funds	<input type="radio"/>				
Approving courses of study	<input type="radio"/>				
Reviewing courses of study for content relevance and accuracy	<input type="radio"/>				
Identifying the equipment, tools, and supplies needed for the program	<input type="radio"/>				

How much influence SHOULD the advisory council have on the following activities?

	No Influence	Limited Influence	Some Influence	Moderate Influence	Extreme Influence
Identifying facility needs	<input type="radio"/>				
Reviewing instructional materials	<input type="radio"/>				
Acting as a communication link between the general public and your program	<input type="radio"/>				
Providing recommendations to the local governing school board	<input type="radio"/>				
Evaluating the agricultural program	<input type="radio"/>				
Assisting with FFA Chapter activities/events	<input type="radio"/>				
Assisting with Supervised Agricultural Experience (SAE) program activities (ie placement, supervision, etc)	<input type="radio"/>				

Reasons for No Advisory Council

Answer if you replied “No” to “Does your agricultural education program have an active advisory council?”

Why doesn't your program have an advisory council? Please select all that apply that describe the reasons why no council is present.

- I do not understand the purpose of advisory councils
- I do not understand how to organize an advisory council
- I have not had time to organize an advisory council
- The agricultural education program is new; an advisory council is not yet organized
- An advisory council is not essential to the program
- An advisory council is not approved by the school administration
- Other entities serve the same purpose
- Prospective members are too busy to participate
- Other (please specify) _____

Please share your perceptions of advisory councils regardless of whether or not you have one currently in your program. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Advisory councils are important to the overall success of agricultural programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory councils are not helpful in conducting a successful agricultural education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The members of an agricultural education advisory council should represent the local industries found in the school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is the agricultural science and technology teacher's responsibility to ensure that the advisory council meets regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes to the agricultural education program should originate from advisory council recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory councils should be used to determine curriculum decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between the agricultural science and technology instructor(s) and the advisory council members is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is the advisory council's obligation to present recommendations for the agricultural education program to the school board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share your perceptions of advisory councils regardless of whether or not you have one currently in your program.

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
An SAE program will constantly improve because of the work done by an agricultural education advisory council.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An FFA chapter will constantly improve because of the work done by an agricultural education advisory council.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The recommendations made by the advisory council should result in changes to the agricultural program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written set of goals and objectives is needed to guide the activities of the advisory council.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every program should have an advisory council.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An advisory council adds stability that protects the agricultural program during school and administration changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could use my advisory council more than I do currently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a positive perception of agricultural education advisory councils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with the following statement?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Tennessee agricultural education teachers would benefit from professional development on advisory councils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Including yourself, how many agricultural educators teach in your program?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Does your school have an FFA Alumni Chapter?

- Yes
- No

Does your program have an agriculture teacher on a 12 month contract?

- Yes
- No

How would you categorize the setting of your school/program?

- rural
- suburban
- urban

Vita

Samantha Ogle grew up in Sevierville, Tennessee. Her passion for agriculture was instilled within her at an early age by her grandparents, Leonard and Doris Parton and Dewey and Ann Ogle. Samantha would spend her weekends and summers helping them tend to cattle, showing horses and going on wagon trains, working in the garden and canning the fruits of their labor. Samantha spent countless hours in the Great Smoky Mountains National Park, learning the history of her ancestors and the land, growing a fondness for agriculture. Her youth led her to be an active 4-H and FFA member, furthermore leading her to the University of Tennessee pursuing a degree in agriculture education. Samantha completed her student teaching experience at Sevier County High School and graduated in May 2014. Samantha enrolled again at the University of Tennessee in the Fall of 2014 in agricultural education and leadership. Upon graduation, Samantha intends on continuing her teaching position at Pittman Center Elementary and furthering her passion for reaching and teaching students about the importance of agriculture.