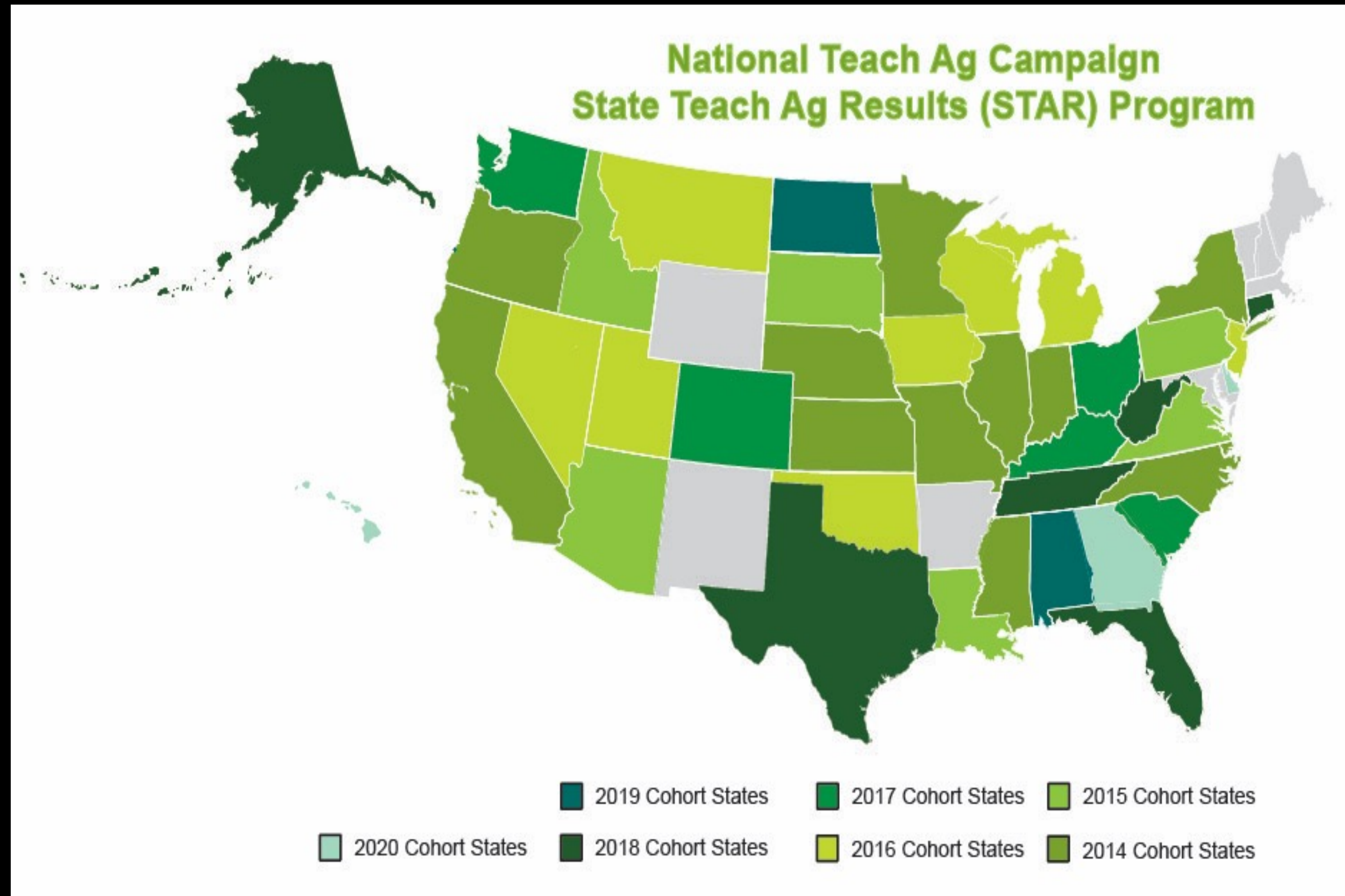


Introduction

- Ag ed has suffered a shortage of teachers for decades (Eck & Edwards, 2019)
- In less than a decade, 1,632 new agriculture teacher positions were created.
- To recruit ag teachers, National Council initiated the *Teach Ag* program in 2009.
- This research purpose was to determine the Teach Ag STAR effectiveness on enrollments in agricultural education in colleges of agriculture (COA).



Theoretical Framework

- Ag Ed FIT-Choice® model (Lawver, 2009; Richardson & Watt, 2006) explains the perspective and intent to pursue a career.
- 4 constructs: task return, self-perception, intrinsic career value, and fallback career (Lawver, 2009).
- Teach Ag STAR attempts to influence task return and intrinsic career value, focusing on personal utility value.



Methodology

- Data derived from Teach Ag STAR participation data and land-grant agricultural education enrollment data collected from the Food and Agricultural Education Information System (FAEIS) at Virginia Polytechnic State University (2021).
- Enrollment data were collected from COA from 2002 through 2019 and from STAR states between 2014 and 2019.
- STAR data was omitted from analyses for four states due to FAEIS reporting irregularities; states included FL, IL, ND, TX.
- Data yields enrollments from five years prior to participation in STAR compared with five years after the state began STAR or until 2019.

Results/Findings

- Land-grant institutions in 12 states experienced their highest enrollment since 2002 *after* STAR.
- Land-grant institutions in 17 states increased enrollment since STAR began in their state.
- Of the 2014 cohort of STAR states, which had full range of longitudinal data, 8 showed an increase of 149 students in the 5 years once STAR was initiated in the state.

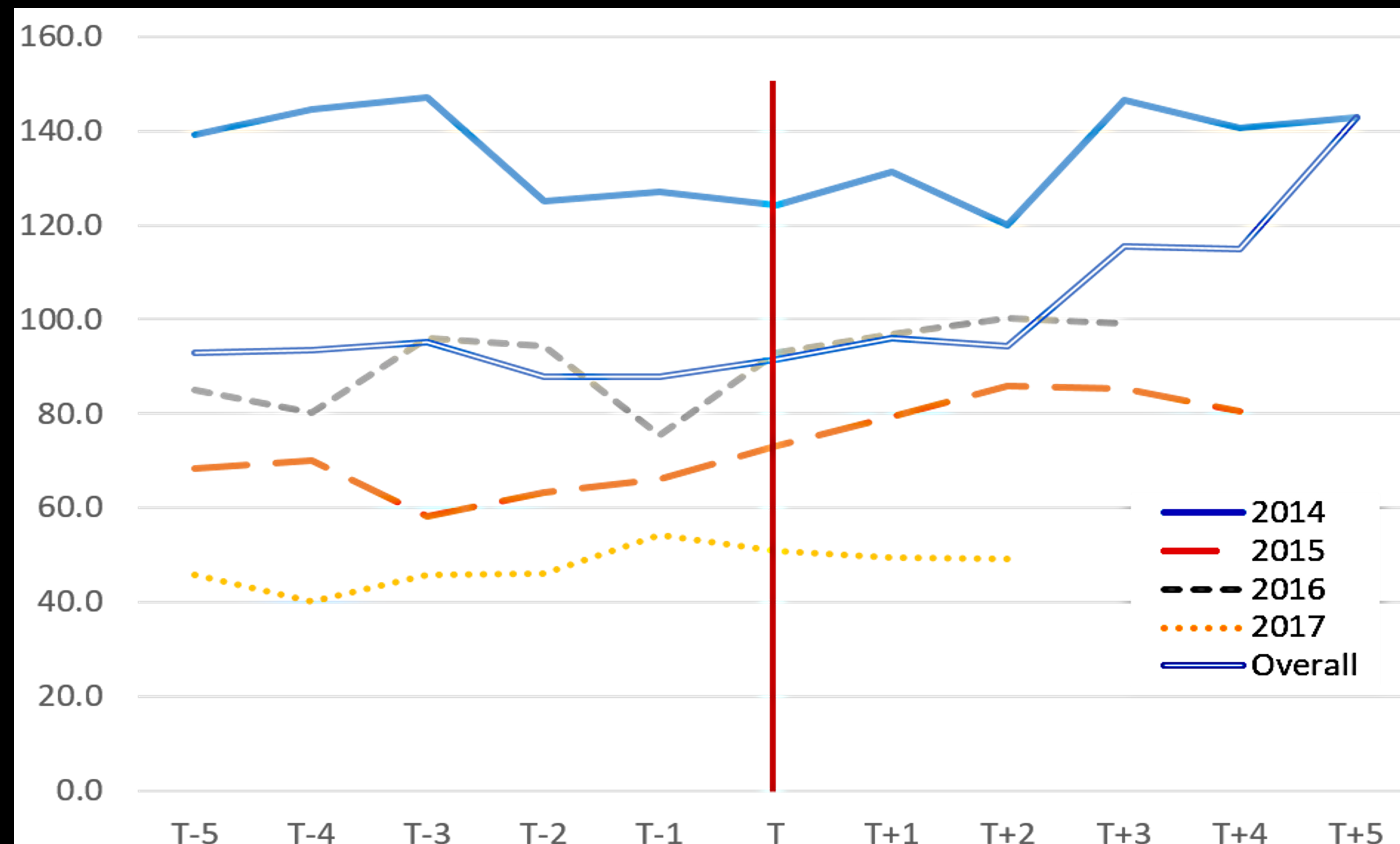


Figure 1
Enrollment in Agricultural Education at Land-Grant Universities, Standardized to 5 Years Prior to and 5 Years after STAR (N = 23), by STAR Year Cohort (T = 1st year of STAR).

Conclusions

- There is a positive relationship between STAR program and student enrollment in agricultural education at land-grant universities.
- While it is suggested that STAR has a positive influence on enrollment, it is *not* suggested that STAR is the only extrinsic factor influencing enrollment.

Recommendations

- Further analysis should be done of the programs implemented in STAR states with successful enrollment.
- This could potentially improve the enrollment rates if identified and implemented in all states.
- Encouraging more states to become STAR states may increase enrollment and help close the gap of agricultural educators needed nationwide.



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