This research provides insight into the knowledge bases and contextual applications in relation to a model for agricultural education at Texas A&M University. The rationale for the study was justified through the literature review. In the introduction it was confusing to understand if the authors were referring to Agricultural Education Programs at the secondary level or agricultural education in general (i.e. educating people about agriculture).

Although a panel of experts established content and face validity, a problem exists with the reliability (coefficients of .16 to .63) of the data yielded by the instrument. A more thorough review of the literature may have helped the authors develop the instrument. Did the authors find the same problems with reliability in the pilot test? It seems if there were problems of data yielding low reliability in the pilot test, the authors could have determined possible adjustments to make the instrument trustworthy. The authors were aware of the low instrument reliability and in their recommendations/implications section mentioned the need for additional study to redefine their instrument. However, the fact still remains that data collected from the instrument is not dependable and may be difficult to analyze as constructs.

The authors made the results easy to follow by aligning them with the research objectives. A clear explanation is needed to understand of why the scales in the methodology were ranked 1=strongly disagree, 2=disagree, etc. and then in the tables the scale indicated 1-1.5=strongly disagree, 1.5-2.5=disagree, etc. Since it was not stated, the reader assumes the researches set the boundaries a priori on a continuum for interpreting the data. This study pointed toward several areas for additional research. The authors are to be commended on conducting research that used student perceptions to addresses the assessment and improvement of a model in agricultural education. Upon further development of the instrument, the researchers will have an excellent tool in developing theoretical frameworks that guide course development and evaluation.