



College of Agricultural Sciences and Natural Resources
Agricultural Leadership, B.S. Degree
Assessment Plan Form

Date Plan was Approved by Department: Summer 2016

Name of Person Submitting Plan: William Weeks

A. Program Information:

Assessment Coordinator's Name: William Weeks

Assessment Coordinator's Email Address: bill.weeks@okstate.edu

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The Agricultural Leadership major provides an opportunity for students to prepare as generalists in the agricultural sciences while developing a strong understanding of leadership. Five core values guide the curriculum: *commitment to agriculture, authentic leadership, diversity, critical thinking, and professionalism*. Students in agricultural leadership pursue a course of study that is multidisciplinary providing a strong foundation in agriculture and leadership. All leadership students prepare for their role as future agriculturists through a course in professional development and an internship experience. The professional development course focuses on effective team membership, and skills related to project management and professional presentations.

C. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

C1) Student Learning Outcome #1: The student will demonstrate the ability to think critically. Students will engage problems and make decisions using critical thinking

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Required Course	3. Think critically
AGLE 1511	I
AGLE 2303	I
AGLE 2403	
AGLE 3101	I
AGLE 3303	D
AGLE 3333	D
AGLE 3403	D
AGLE 3803	D
AGLE 4101	D
AGLE 4203	D
AGLE 4303	D
AGLE 4300	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How will students be selected to participate in the assessment of this outcome?

All students in enrolled in the program's introductory course, AGLE 3101 and the program's exit course, AGLE 4300 will participate.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- Survey
- Rating of skills (e.g., rubrics)
- Analysis of written artifacts
- Comprehensive, certification, or professional exam(s)
- Oral presentation
- Course project
- Satisfaction Survey
- Benchmarking
- Measuring effectiveness relative to professional standards
- Review of thesis/dissertation/ creative component
- Capstone project
- Internship
- Interviews
- Performance or jury
- Visual collection (photos, videos, etc.)
- Review of student research
- Other (please specify):
Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.

The CCTI measures seven attributes that influence an individual's capacity to learn and to effectively apply critical thinking skills: 1) the disposition toward truth-seeking, 2) intolerance, 3) anticipating possible consequences, 4) proceeding in a systematic way; 5) being confident in the powers of reasoning, 6) being inquisitive, and 7) mature judgment. The California Critical Thinking Inventory is administered online and takes about 30 minutes to complete. Students will be provided login information. Students will complete the assessment on a computer that meets guidelines established by the CCTI authors.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

Faculty would like to see AGLE student score above the 50% percentile for college students taking the assessment.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

Each Semester

Yearly

Every other year

Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click here to describe and provide the rationale.

C2) Student Learning Outcome #2: The student will demonstrate satisfaction with instruction offered in agricultural coursework in the areas of animal science, natural resources, entomology, plant and soil science, and agricultural business.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Students complete more than 40 credit hours of agricultural related coursework in their degree.

How will students be selected to participate in the assessment of this outcome?

Survey of Alumni of Undergraduate Programs conducted by the OSU Assessment and Testing Office

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input checked="" type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
- [Click here to specify.](#)

Describe the how the assessment method will be implemented, administered, and/or conducted.

Alumni surveys conducted by the OSU Assessment and Testing Office and supplemental question #5

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- | | | |
|--|---------------------------------|--|
| <input type="checkbox"/> Each Semester | <input type="checkbox"/> Yearly | <input checked="" type="checkbox"/> Every other year |
|--|---------------------------------|--|
- Other (please specify): If the assessment of Learning Outcome 2 occurs on a cycle or rotation, click here to describe and provide the rationale.

C3) Student Learning Outcome #3: The student will express satisfaction with their academic preparation in the area of agricultural leadership.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Required Course	1. Value authentic leadership	2. Value diversity	3. Think critically	4. Demonstrate a commitment to agriculture	5. Demonstrate professionalism	6. Apply leadership theory to the ag context
AGLE 1511	I		I			I
AGLE 2303	I & D		I			I
AGLE 2403	I	I & D			I	
AGLE 3101	I	I	I	I	I	I
AGLE 3303	D	I	D			D
AGLE 3333	D	I	D	D		D
AGLE 3403			D	D		D
AGLE 3803		I	D	I		D
AGLE 4101	D	D	D		D	
AGLE 4203		D	D	D	D	
AGLE 4303		D	D		D	
AGLE 4300	M	M	M	M	M	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How will students be selected to participate in the assessment of this outcome?

All students completing their internship (AGLE 4300) will have the opportunity to participate in the focus groups and provide input.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- Survey
- Satisfaction Survey
- Internship
- Rating of skills (e.g., rubrics)
- Benchmarking
- Interviews
- Analysis of written artifacts
- Measuring effectiveness relative to professional standards
- Performance or jury
- Comprehensive, certification, or professional exam(s)
- Review of thesis/dissertation/ creative component
- Visual collection (photos, videos, etc.)
- Oral presentation
- Capstone project
- Review of student research
- Other (please specify):

[Click here to specify.](#)

Describe the how the assessment method will be implemented, administered, and/or conducted.

Focus groups will be conducted with students at the conclusion of their internship experience (AGLE 4300) when students return to campus for formal intern presentations. Focus groups will be facilitated by a non-AGLE faculty member or staff experienced with the administration of focus groups. Structured questions will guide the focus groups. Facilitator will summarize collect and summarize data.

A D2L satisfaction survey will be administered to support the focus group findings.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

Each Semester

Yearly

Every other year

Other (please specify): If the assessment of Learning Outcome 3 occurs on a cycle or rotation, click here to describe and provide the rationale.

C4) Student Learning Outcome #4: The student will demonstrate commitment to the program’s core values

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Required Course	1. Value authentic leadership	2. Value diversity	3. Think critically	4. Demonstrate a commitment to agriculture	5. Demonstrate professionalism
AGLE 1511	I		I		
AGLE 2303	I & D		I		
AGLE 2403	I	I & D			I
AGLE 3101	I	I	I	I	I
AGLE 3303	D	I	D		
AGLE 3333	D	I	D	D	
AGLE 3403			D	D	
AGLE 3803		I	D	I	
AGLE 4101	D	D	D		D
AGLE 4203		D	D	D	D
AGLE 4303		D	D		D
AGLE 4300	M	M	M	M	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How will students be selected to participate in the assessment of this outcome?

All students enrolled in the internship experience (AGLE 4300) will participate.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
| | | Click here to specify. |

Describe the how the assessment method will be implemented, administered, and/or conducted.

Students submit essays on the program’s five core values during their internship experience (AGLE 4300). External reviewers are used to assess those essays.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

Each Semester Yearly Every other year

Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale.

C5) Student Learning Outcome #5: The student will demonstrate professionalism (decision making skills, professional dispositions, and employee traits) in the workplace.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Required Course	5. Demonstrate professionalism
AGLE 1511	
AGLE 2303	
AGLE 2403	I
AGLE 3101	I
AGLE 3303	
AGLE 3333	
AGLE 3403	
AGLE 3803	
AGLE 4101	D
AGLE 4203	D
AGLE 4303	D
AGLE 4300	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How will students be selected to participate in the assessment of this outcome?

All students enrolled in the internship experience (AGLE 4300) will participate.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method will be implemented, administered, and/or conducted.

Internship supervisors complete an evaluation on all AGLE interns.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester Yearly Every other year
- Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale.

C6) Student Learning Outcome #6: Following graduation, graduates will enter and remain employed in the management or agricultural related career fields.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

This outcome is directed at the entire academic program.

How will students be selected to participate in the assessment of this outcome?

All graduates will be included

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input checked="" type="checkbox"/> Other (please specify):
Faculty contact with alumni |
| <input type="checkbox"/> Course project | | |

Describe the how the assessment method will be implemented, administered, and/or conducted.

On-going alumni database of contact information and career status of graduates. Alumni update contact information via departmental website, also, Alumni Survey Questions 1-5

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- | | | |
|---|--|---|
| <input type="checkbox"/> Each Semester | <input checked="" type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input type="checkbox"/> Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale. | | |

OSU Alumni Survey Undergraduate Programs

College: CASNR

Department: Ag Education, Communications, & Leadership

Number of Questions: 10

Question Code: AGLE

Assessment Coordinator: Bill Weeks

AGLE1. What was the most valuable aspect of your undergraduate career? Open-ended

AGLE2. What was the least valuable aspect of your undergraduate career? Open-ended

AGLE3. If you had it all to do over again, what classes didn't you take that you now wish you had taken? Open-ended

AGLE4. What courses would you like to have taken, but we (AGLE) didn't offer? Open-ended

AGLE5. How would you rate the quality of instruction you received in your agricultural coursework?

1=poor

2=adequate

3=good

4=excellent

AGLE6. How would you rate the quality of instruction you received in working as a member of a team?

1=poor

2=adequate

3=good

4=excellent

AGLE7. Regardless of whether you were visited or not, how important do you think it is for a faculty member to visit interns?

1 Would have preferred that they didn't visit

2 Not important

3 Didn't make a difference

4 Somewhat important

5 Very important

AGLE8. Looking back, was your internship a valuable part of your undergraduate experience?

1 Not important

2 Somewhat important

3 Very important

AGLE9. The Agricultural Leadership Program is committed to improving its undergraduate programs. How do you think the OSU

AGLE undergraduate programs could be improved?

Open-ended

AGRICULTURAL LEADERSHIP 4300

College of Agricultural Science & Natural Resources - Oklahoma State University

Authentic Leadership ♦ Professionalism ♦ Diversity ♦ Critical Thinking ♦ Commitment to Agriculture

AGLE 4300 Reflective Essays on Program Core Values and Rubric

Revisit the reflective essays that you wrote to in AGLE 4203. Reflect on the five program core values of critical thinking, authentic leadership, and commitment to agriculture, open minds, and professionalism by explaining how you have developed and achieved those values during your internship experience. Your individual reflections should be no more than 250 words.

	Exceptional (2)	Acceptable (1)	Unacceptable (0)	Score
Explanation of how an agricultural leader achieves the five core values	The student describes the process in developing and attaining the values identified by giving examples that clearly support the development of the value	The student describes the process in developing and attaining the values in the initial essay.	The student does not provide an explanation of how the values were developed and attained.	
Essay shows growth of understanding of the five core values.	The student describes the values in a manner that reflects a deep understanding of how important the values are related to leadership.	The student describes growth from the internship experience and describes a higher understanding the values as compared to the initial reflective essay	The student describes the values in a similar manner to how they addressed the values in the initial reflective essay	
Writing	The writing illustrates a high level of communications.	The writing is well organized and clearly conveys ideas	Writing lacks logical development of ideas.	
Grammar and Spelling	The essay is free of all grammatical and spelling errors.	The essay is free of significant grammatical and spelling errors.	The essay contains numerous grammatical and spelling errors.	

AGLE 4300 – Focus Group Questions

Faculty focus group facilitators: Please keep in mind that the AGLE Workgroup is attempting to capture intern's experiences with their entire undergraduate program, not just the internship.

1. How knowledgeable or prepared do you feel in the areas of:
 - A. Animal Science?
 - B. Natural Resources?
 - C. Plant and Soil Sciences?
 - D. Agricultural Economics/Business?
2. What are your thoughts regarding the internship portfolio you prepared?
3. What are your thoughts regarding the internship presentation you prepared?
4. What are your thoughts on your internship site?
5. Do you have thoughts or ideas about how to improve or change the AGLE major?

Agricultural Leadership Alumni Information

Please provide the following information to maintain our alumni database.
Thank you for your cooperation.

Full Name

E-mail Address

Home Address

State Zip Code

Phone Number - Include Area Code

Current position

Employer

Upon graduation at OSU, have you pursued further education?

- Yes
 No

If you answered yes, where did you attend?

What was your field of study?

Would you be willing to serve on an alumni panel for current students?

- Yes
 No

AGRICULTURAL LEADERSHIP

College of Agricultural Science & Natural Resources - Oklahoma State University

Authentic Leadership ♦ Professionalism ♦ Diversity ♦ Critical Thinking ♦ Commitment to Agriculture

COOPERATOR'S ASSESSMENT OF PROFESSIONAL SKILLS DEVELOPMENT

This instrument is intended to be part of your evaluation of this student. It will be included in the student's internship portfolio. Please return the completed form to the student before they complete their internship experience. Thank you for your cooperation in assessing our educational effectiveness.

Please give one score per row using the 1 to 5 scale.

		Level of Achievement				
Score		Unacceptable 1	2	Acceptable 3	4	Exemplary 5
Decision Making Skills						
	Identifies Problem and Why It Needs to be Solved	Has a vague idea of what the problem is and is uncertain what must be decided.	Exhibits most characteristics of "1" and some characteristics of "3".	Identifies the problem, including pertinent facts, and ascertains what must be decided.	Exhibits most characteristics of "3" and some characteristics of "5".	Describes the problem in detail having gathered pertinent facts. Ascertains exactly what must be decided.
	Considers Stakeholders in Decision Making Process	Is unsure as to who should be involved in the decision-making process.		Determines who should be involved in the decision making process and accurately identifies all the stakeholders.		Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders.
	Identifies Possible Alternative Solutions	Identifies alternatives that are not all equal or that reflect confusion or limited understanding of the situation.		Identifies alternatives that are equal and that reflect a basic understanding of the situation.		Identifies alternatives that are equal and that reflect an in-depth understanding of the situation.

		Level of Achievement				
Score		Unacceptable 1	2	Acceptable 3	4	Exemplary 5
Professional Dispositions			Exhibits most characteristics of "1" and some characteristics of "3".		Exhibits most characteristics of "3" and some characteristics of "5".	
	Interest in Learning	No interest or "knows it all"		Has some desire for new knowledge		Intellectually curious and eager to learn
	Judgment	Makes poor decisions		Has common sense		Tactful and consistently makes good decisions
	Enthusiasm	Disinterested		Even-tempered		Positive and enthusiastic
	Courtesy	Rude		Usually shows basic courtesy and respect		Always courteous and respectful
	Personal Appearance	Sloppy and unprofessional		Acceptable		Neat and professional
	Relationships with Others	Aloof; not a team player		Usually gets along with others		Respected and well-liked
	Integrity	Dishonest, blames others for their own poor performance, hides mistakes		Generally honest, usually takes responsibility for their own actions, usually admits mistakes.		Completely honest, takes full responsibility for their own actions, freely admits mistakes.
EMPLOYEE TRAITS						
	Can perform without supervision	Requires constant supervision	Trustworthy, but may need task-specific supervision	Highly skilled; can supervise others		
	Willingness to receive guidance	Defensive	Accepts guidance	Asks questions; seeks guidance		
	Dependability and Reliability	Not trustworthy	Reliable for most tasks	Unquestioned reliability		
	Thoroughness in Completing Tasks	Careless or incomplete work	Performs to the standard most times	Consistently thorough; may exceed expectations		

(Adapted from University of Scranton, and OSU's Environmental Sciences & Horticulture programs)