



Click here to type School/College Name

Click here to type program name, including level of degree

Assessment Report Form 2017-2018

Date of Report: 9/14/2018

Name of Person Submitting Report: William Weeks

A. Program Information:

Assessment Coordinator's Name: William Weeks

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

Number of students enrolled in the program 2017-2018: FA '17=52, SP '18=50, SU '18=29

Number of students graduated in 2017-2018: FA '17=5, SP '18=4, SU '18=9

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. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? Yes No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Student Learning Outcomes

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

D1) 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 2017-2018 academic year:

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		Think critically
AGLE 1511	Into to Leadership in CASNR	I
AGLE 2303	Personal Leadership Development	I
AGLE 3101	Intro to AGLE	I
AGLE 3303	Leadership Theory	D
AGLE 3333	Contemporary Issues	D
AGLE 3403	Social Change	D
AGLE 3803	Global Leadership	D
AGLE 4101	Senior Seminar	D
AGLE 4203	Professional Development	D
AGLE 4303	Facilitating Leadership Programs	D
AGLE 4300	Internship	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How many students were included in the assessment of this outcome?

Twenty-five of 27 enrolled students in AGLE 3101 and 18 of 24 students in AGLE 4300 completed the assessment. In both classes, several student's scores are not included in the data if they spent less than 15 minutes on the assessment.

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

Students enrolled in the program's introductory course, AGLE 3101 and the program's capstone course, AGLE 4300 participated.

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 was implemented, administered, and/or conducted.

The California Critical Thinking Skills Test (CCTST) is an online assessment used by the program to measure reasoning skills. Students complete the assessment on their own in AGLE 3101 as they enter the program and in AGLE 4300 as they exit the program. The instructor in AGLE 3101 provided students with login instructions and set aside a class session for students to complete the assessment. AGLE 4300 students (on internship) complete the assessment with instruction from campus supervisors. Students received a report of their performance. The assessment is limited to 30 minutes.

Did 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.

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

Provide a summary of the results from the assessment of Learning Outcome 1.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

As has been reported in previous reports, a large number of AGLE students tend to be weak in reasoning skills as they enter the program and have only slight improvement as they exit. In this assessment, students in the entry-level course were at the 25% level of all college students taking the assessment, but rose to 30% as they exited the program. While faculty are not looking for growth from fall to summer, students' ability to think critically is a core value of the program. Students in both AGLE 3101 and 4300 scored in a range from "not manifested" to "moderate".

What do the results suggest about student achievement of this learning outcome?

In this fifth year of using the CCTST, we continue to doubt the value of the CCTST. The test gives us some measure of our students' ability to think critically, but we have concerns about the quality of the data. Without an incentive to score well or give the test full effort, we aren't sure how seriously our students are about taking the exam. Students who score as "not manifested" or those who took less than have the allotted time are especially troubling to the faculty.

Timeline for the 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.

D2) Student Learning Outcome #2: The student will demonstrate satisfaction with instruction offered in agricultural coursework.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

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.

[Click here to enter opportunities for students to learn this outcome.](#)

How many students were included in the assessment of this outcome?

Three graduates from 2012 and 3 graduates from 2016 responded to the survey.

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

OSU's Survey of Alumni of Undergraduate Programs

Assessment Methods

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

- | | | |
|--|---|---|
| <input checked="" 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 type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | | Click here to specify. |

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

Alumni surveys conducted by the OSU Assessment & Testing Office and supplemental questions provided by faculty. The response rate for this survey (12% & 25%) was too low to generalize.

Did 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.

Provide a summary of the results from the assessment of Learning Outcome 2.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

[Click here to type the results of the assessment for Learning Outcome 2.](#)

What do the results suggest about student achievement of this learning outcome?

[Click here to type what the results suggest about student achievement of Learning Outcome 2.](#)

Timeline for the 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 |
| <input type="checkbox"/> Other (please specify): If the assessment of Learning Outcome 2 occurs on a cycle or rotation, click here to describe and provide the rationale. | | |

D3) 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 2017-2018 academic year:

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	Value authentic leadership	Value diversity	Apply leadership theory to the ag context
AGLE 1511	I		I
AGLE 2303	I & D		I
AGLE 2403	I	I & D	
AGLE 3101	I	I	I
AGLE 3303	D	I	D
AGLE 3333	D	I	D
AGLE 3403			D
AGLE 3803		I	D
AGLE 4101	D	D	
AGLE 4203		D	
AGLE 4303		D	
AGLE 4300	M	M	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How many students were included in the assessment of this outcome?

Twenty-three of 24 students enrolled in AGLE 4300.

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

Students enrolled in the program's capstone course AGLE 4300 participated.

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 was implemented, administered, and/or conducted.

A departmental doctoral level student, with whom interns are not familiar, administered the focus group and summarized comments. The focus group took place when interns were on campus for their internship presentation in late July 2018.

Did 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.

Provide a summary of the results from the assessment of Learning Outcome 3.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

In general, this group of students was extremely positive about their experience in AGLE. Students vocalized their agreement with the program's core values. Exit focus group interviews reveal the sense of "community" AGLE major feel is an important aspect of the program. Students were able to articulate the career preparation skills and concepts received in their program.

What do the results suggest about student achievement of this learning outcome?

Faculty should continue to devote time and effort to activities, which are designed to build community among the students. Faculty may need to the importance of internship experiences earlier in the program.

Timeline for the 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.*

D4) 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 2017-2018 academic year:

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	Value authentic leadership	Value diversity	Demonstrate a commitment to agriculture	Demonstrate professionalism
AGLE 1511	I			
AGLE 2303	I & D			
AGLE 2403	I	I & D		I
AGLE 3101	I	I	I	I
AGLE 3303	D	I		
AGLE 3333	D	I	D	
AGLE 3403			D	
AGLE 3803		I	I	
AGLE 4101	D	D		D
AGLE 4203		D	D	D
AGLE 4303		D		D
AGLE 4300	M	M	M	M

I= Introduced

D= Developed and Practiced with Feedback

M=Demonstrated at Mastery Level

How many students were included in the assessment of this outcome?

Twenty-two of 24 students in AGLE 4300.

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

Students enrolled in the program's capstone internship class, AGLE 4300 (6 credits).

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 was implemented, administered, and/or conducted.

Students submitted reflective essays on four of the program's five core values during their internship experience (AGLE 4300). Two external AGLE Alumni reviewers, Jessica Guinn and Ellen Fly assessed the essays using a rubric included in our assessment plan.

Did 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.

Our program goal is to have all essays score acceptable or exemplary.

Provide a summary of the results from the assessment of Learning Outcome 4.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Thirty-three of the 176 assessments were scored as "unacceptable". As a whole, essays reflected a sound understanding of the program's core values. One of the two reviewers recorded all of the 33 unacceptable scores, with 29 of the unacceptable scores in the single criteria of grammar.

What do the results suggest about student achievement of this learning outcome?

In general, students internalize the program's core values. As students do not receive a grade for their reflective essays, faculty may need to do a better job of emphasizing the importance of doing your best work on the assignment. Faculty intend to share the evaluation rubric for essays with students, as they may not understand the importance of grammar in their written work for this assignment.

Timeline for the 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.

D5) 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 2017-2018 academic year:

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	Demonstrate professionalism
AGLE 2403	I
AGLE 3101	I
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 many students were included in the assessment of this outcome?

Included were all 24 students enrolled in AGLE 4300 in the spring or summer 2018 term

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

All students in enrolled in the capstone internship experience (AGLE 4300)

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 was implemented, administered, and/or conducted.

Internship supervisors complete an evaluation on all AGLE interns at the conclusion of the internship experience. Students complete an evaluation of their supervisors.

Did 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.

Provide a summary of the results from the assessment of Learning Outcome 5.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Assessments provided by internship cooperators remain high. Intern's appraisal of their supervisors are also quite high with few variations.

What do the results suggest about student achievement of this learning outcome?

Internship cooperators continue to rate our interns positively. It is noted that AGLE students take on internship experiences with a wide range of companies and organizations. With this in mind, AGLE student seem to be well suited to working in a range of career fields.

Timeline for the 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.

D6) Student Learning Outcome #6: AGLE graduates will remain employed in ag related career fields.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

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 to the entire academic program.

How many students were included in the assessment of this outcome?

Program alums have been used in this assessment

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

All graduates are included

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"/> Interviews |
| <input 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 checked="" type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |
| | | Faculty contact with alumni |

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

This database is no longer being maintained and will be removed from the assessment plan

Did 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.

Provide a summary of the results from the assessment of Learning Outcome 6.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

What do the results suggest about student achievement of this learning outcome?

Timeline for the 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

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

Results of this year's assessment were overwhelmingly positive. In general, students were encouraged by their internship experiences and supervisors reported professional conduct of interns.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

Professors William Weeks and Penny Weeks are the program's two faculty.

Describe the process for sharing and discussing assessment results with program faculty.

Results are shared in workgroup meetings.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

No major changes are planned for the next academic year. Faculty plan to remove AGLE 1511 as a major requirement in the next academic year as it appears course content and objective are being repeated in other courses.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

The critical thinking assessment will be discontinued beginning in the next academic year.

Describe the process for implementing these changes/planned program improvements.

Faculty will investigate ways that critical thinking might be more accurately assessed.

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.)

All assessment tools can be found in the program's assessment plan.

Appendix A – Outcome #1 - CCTST Scores



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

California Critical Thinking Skills Test (CCTST). The CCTST measures the reasoning skills human beings use in the process of reflectively deciding what to believe or what to do.

Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean
OVERALL	23	69.3	68	6.2	1.3
Analysis	23	69.3	65	8.7	1.8
Interpretation	23	76.5	74	9.7	2
Inference	23	71.5	69	6.2	1.3
Evaluation	23	67.9	67	7.9	1.6
Explanation	23	69.2	68	9.2	1.9
Induction	23	74.2	74	6.5	1.4
Deduction	23	68.9	69	7.7	1.6

Skill/Attribute Name	Minimum	Maximum	Quartile 1	Quartile 3
OVERALL	61	87	64	73
Analysis	60	90	60	75
Interpretation	55	94	68	87
Inference	64	86	66	78
Evaluation	55	96	63	71
Explanation	55	94	61	74
Induction	64	87	69	79
Deduction	58	90	64	74

Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of CCTST Four Year College Students, the average percentile score of this group of test takers is 25.

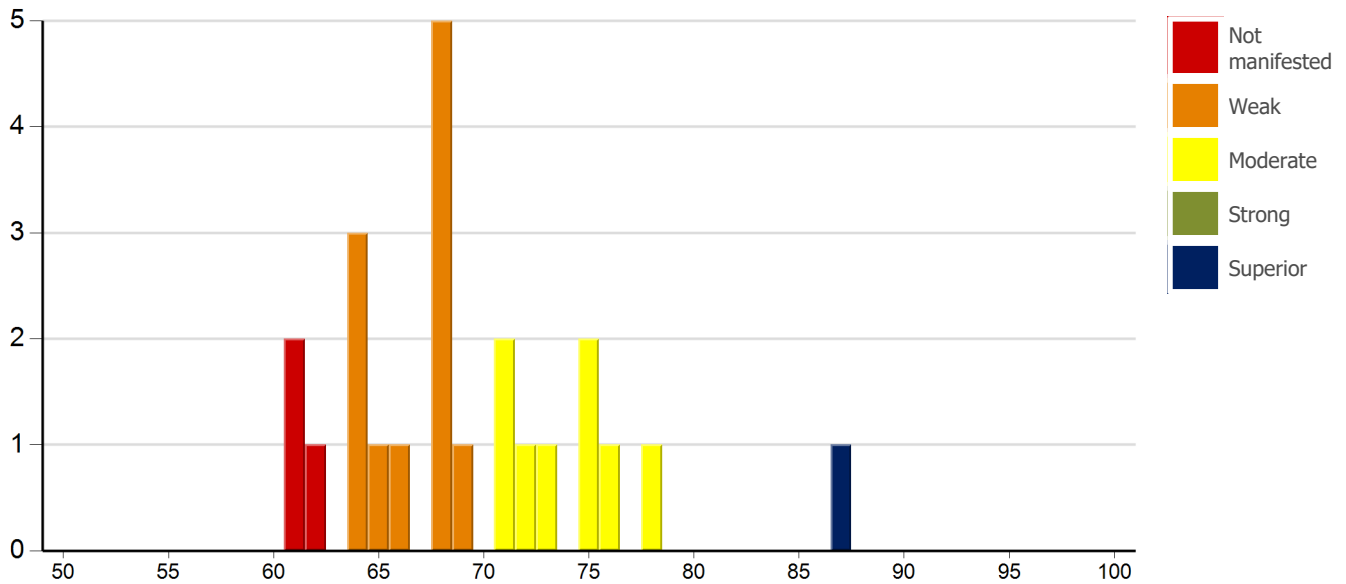


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: OVERALL

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	69.3	68.0	6.2	1.3	61	87	64.0	73.0

OVERALL



The Reasoning Skills Overall score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. High Overall scores are attained by test takers who excel in the sustained, focused and integrated application of core thinking skills measured on this test, including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The Overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

The descriptive information reported below indicates strengths and weaknesses in specific areas. These results are useful for understanding group characteristics, for comparing and contrasting similar groups on specific attributes or skills, and for guiding the development of more targeted educational or training programs.

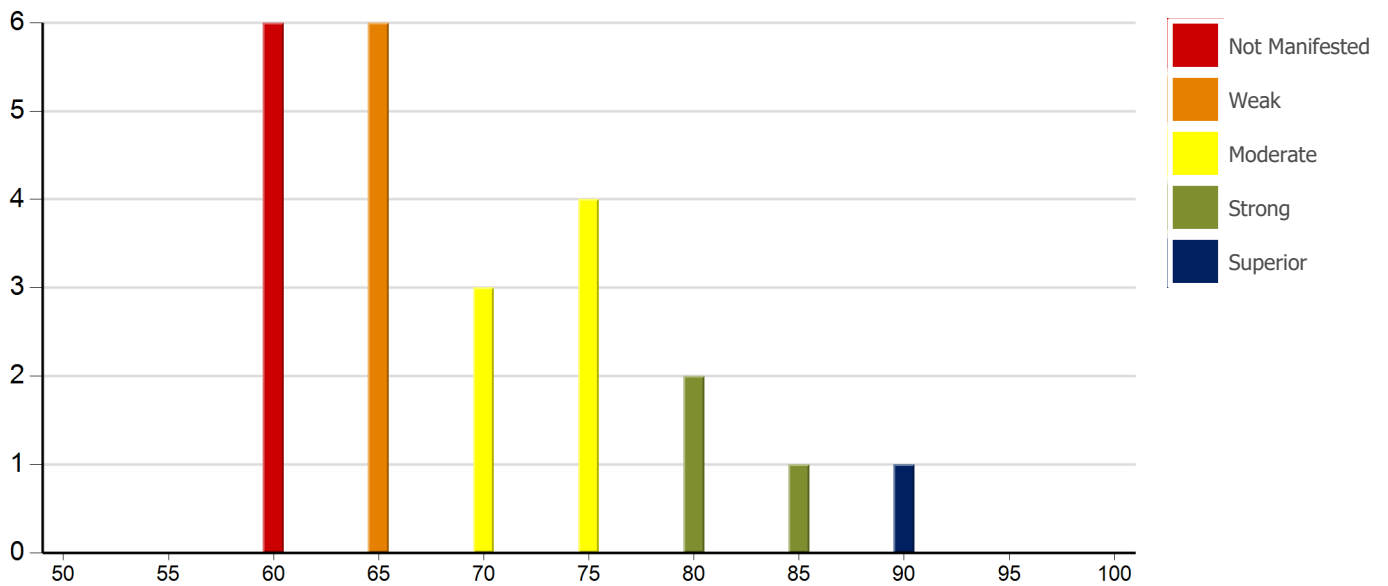


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Analysis

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	69.3	65.0	8.7	1.8	60	90	60.0	75.0

Analysis



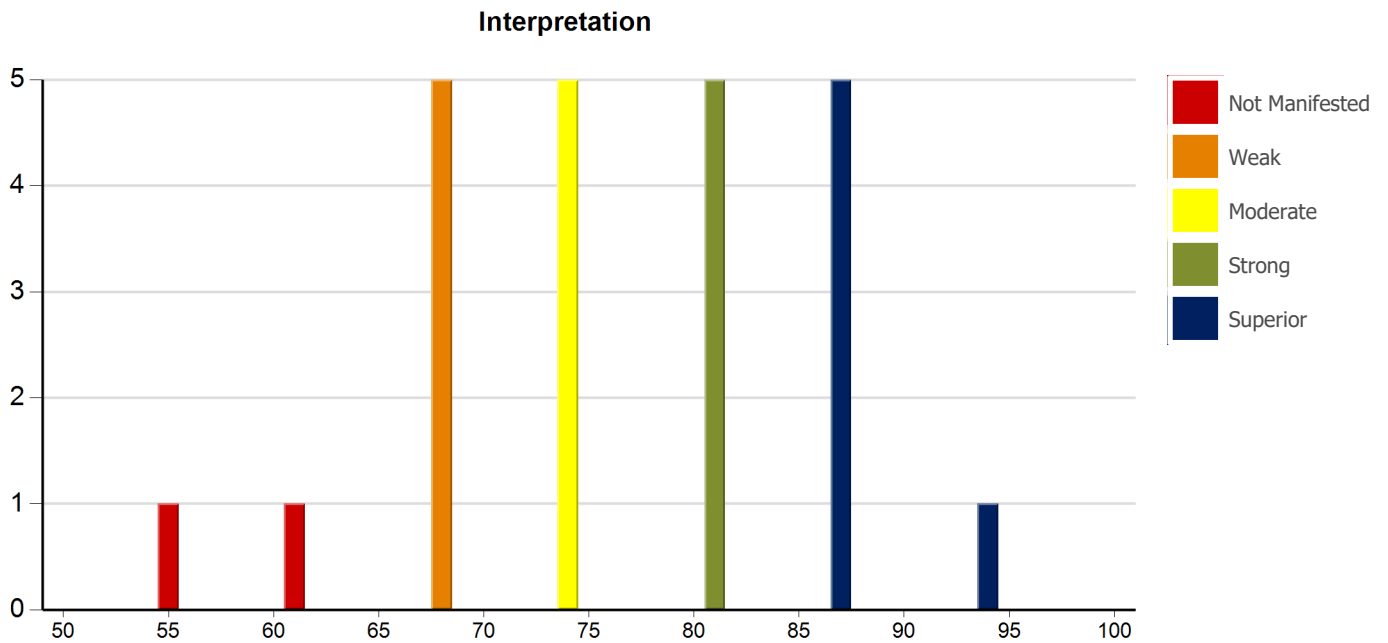
Analytical skills are used to identify assumptions, reasons, themes, and the evidence used in making arguments or offering explanations. Analytical skills enable us to consider all the key elements in any given situation, and to determine how those elements relate to one another. People with strong analytical skills notice important patterns and details. People use analysis to gather the most relevant information from spoken language, documents, signs, charts, graphs, and diagrams.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Interpretation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	76.5	74.0	9.7	2.0	55	94	68.0	87.0



Interpretation is the process of discovering, determining, or assigning meaning. Interpretation skills can be applied to anything, e.g. written messages, charts, diagrams, maps, graphs, memes, and verbal and non-verbal exchanges. People apply their interpretive skills to behaviors, events, and social interactions when deciding what they think something means in a given context.

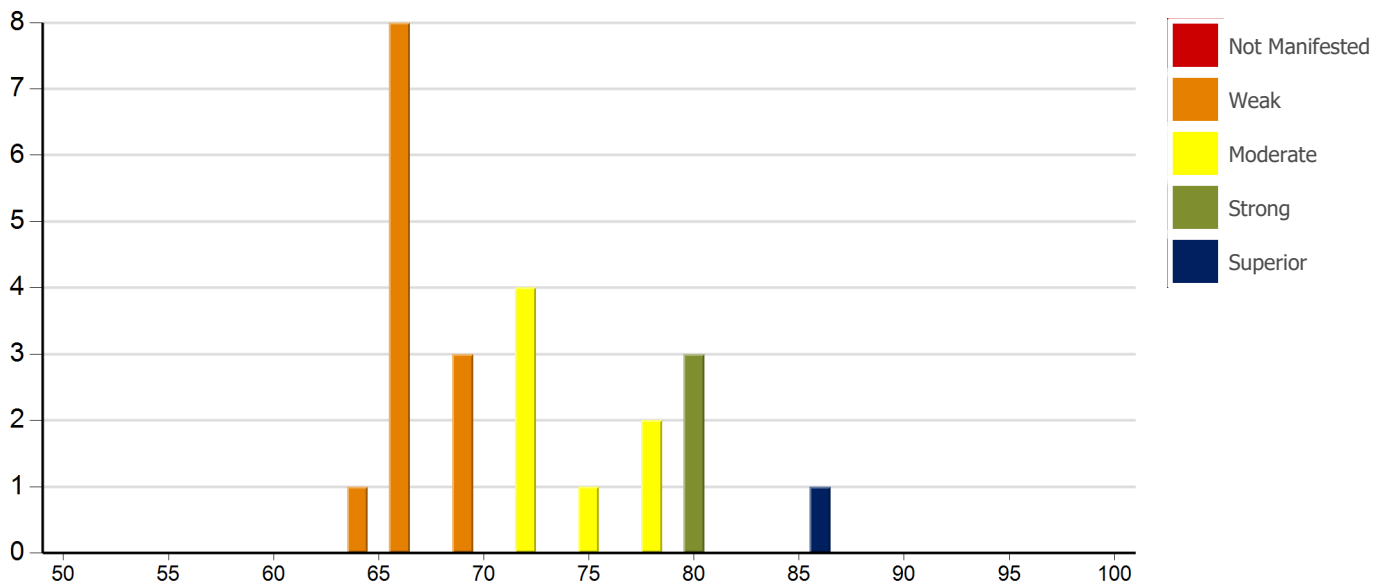


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Inference

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	71.5	69.0	6.2	1.3	64	86	66.0	78.0

Inference



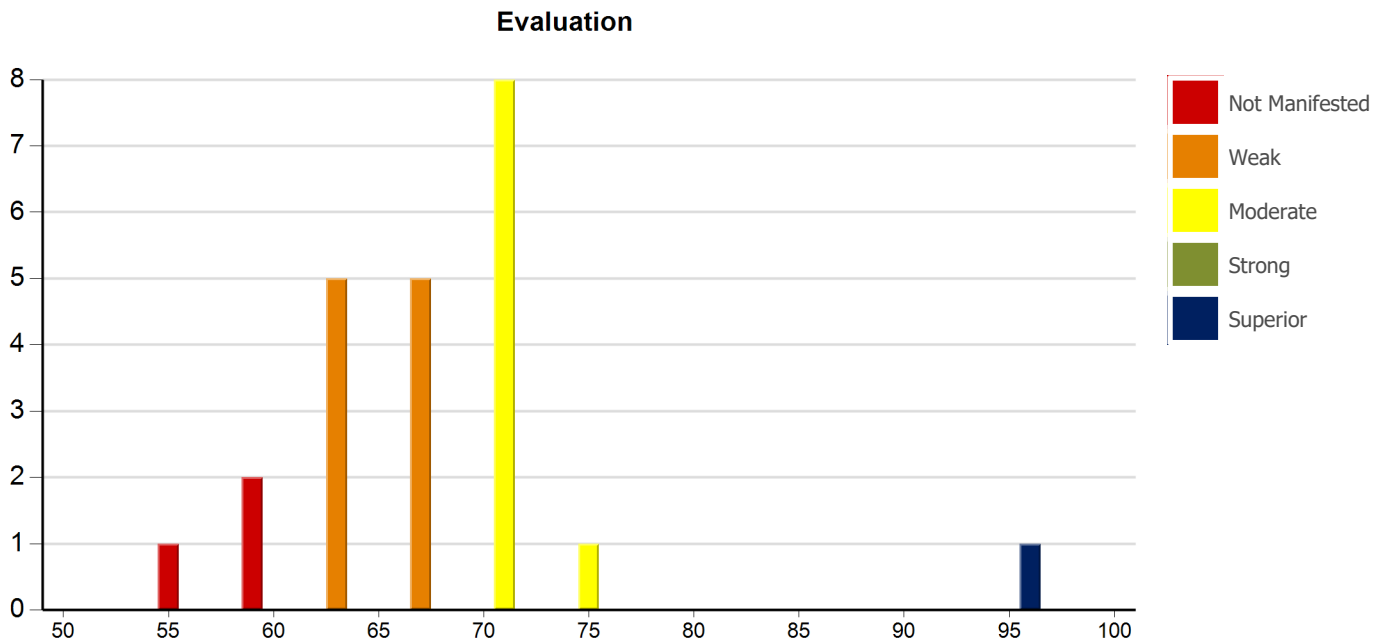
Inference skills enable us to draw conclusions from reasons, evidence, observations, experiences, or our values and beliefs. Using Inference, we can predict the most likely consequences of the options we may be considering. Inference enables us to see the logical consequences of the assumptions we may be making. Sound inferences rely on accurate information. People with strong inference skills draw logical or highly reliable conclusions using all forms of analogical, probabilistic, empirical, and mathematical reasoning.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Evaluation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	67.9	67.0	7.9	1.6	55	96	63.0	71.0



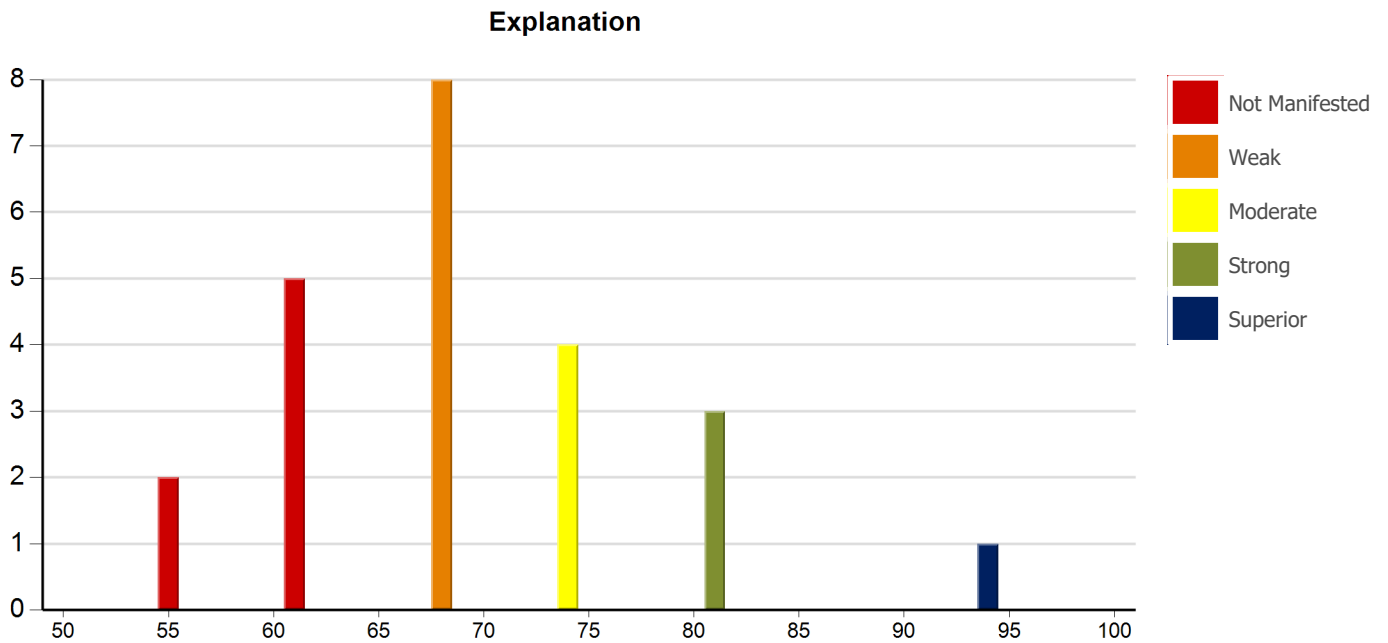
Evaluative skills are used to assess the credibility of the claims people make or post, and to assess the quality of the reasoning people display when they make arguments or give explanations. We can also apply our evaluation skills to assess the quality of many other elements that are important for good thinking, such as analyses, interpretations, explanations, inferences, options, opinions, beliefs, hypotheses, proposals, and decisions. People with strong evaluation skills can judge the quality of arguments and the credibility of speakers and writers.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Explanation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	69.2	68.0	9.2	1.9	55	94	61.0	74.0



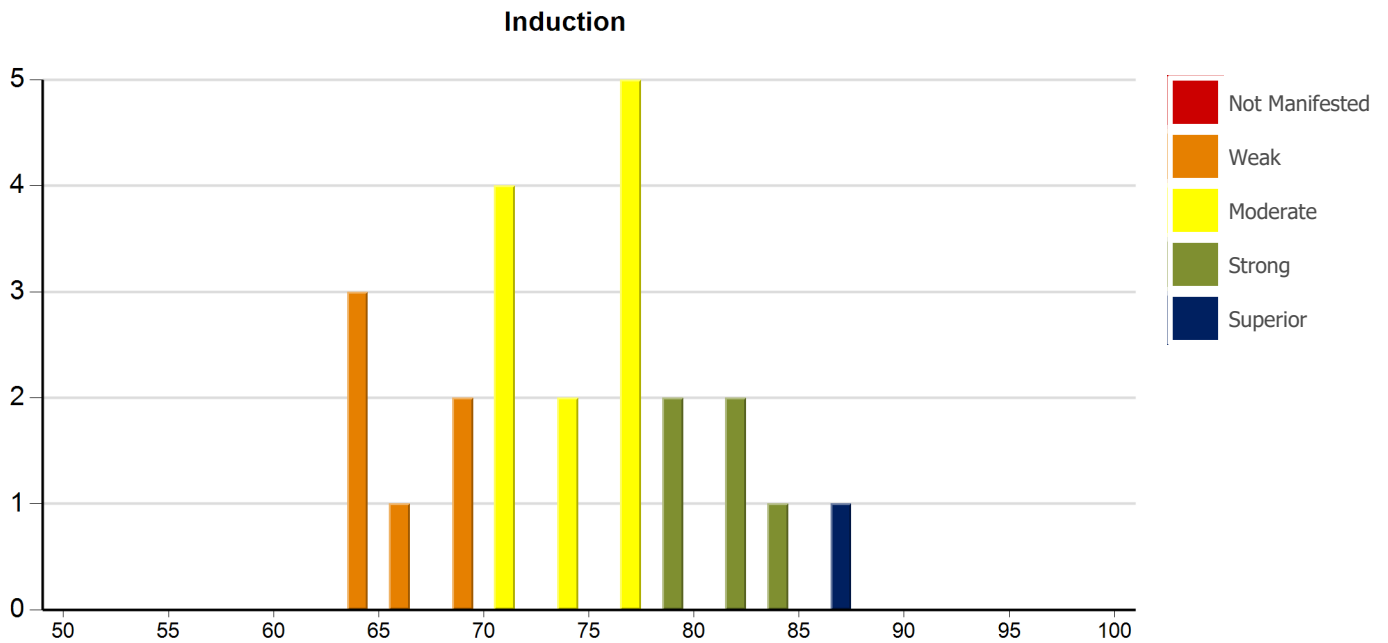
Explanation is the process of justifying what we have decided to do or what we have decided to believe. People with strong explanation skills provide the evidence, methods, and considerations they actually relied on when making their judgment. Explanations can include our assumptions, reasons, values, and beliefs. Strong explanations enable others to understand and to evaluate our decisions.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Induction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	74.2	74.0	6.5	1.4	64	87	69.0	79.0



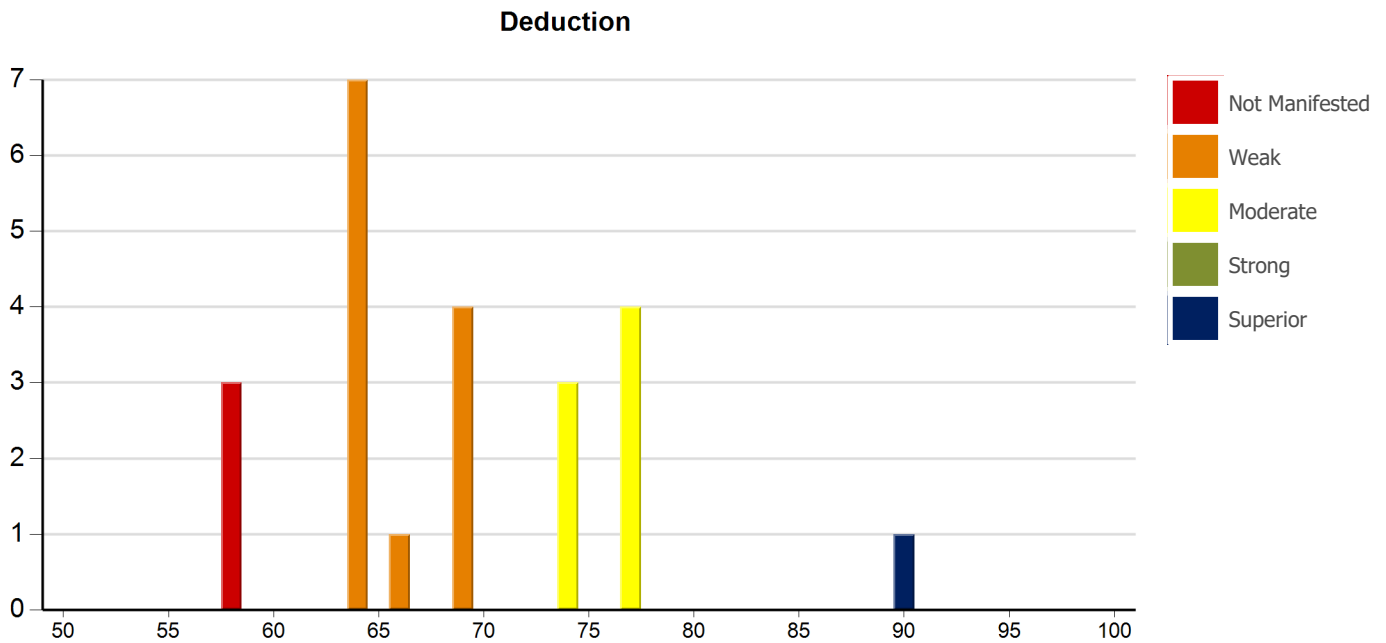
Inductive reasoning relies on estimating likely outcomes. Decision making in contexts of uncertainty relies on inductive reasoning. Inductive decisions can be based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, trusted testimony, and the patterns we may recognize in a set of events, experiences, symptoms or behaviors. Inductive reasoning always leaves open the possibility, however remote, that a highly probable conclusion might be mistaken. Although it does not yield certainty, inductive reasoning can provide a solid basis for confidence in our conclusions and a reasonable basis for action.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:11 AM
 Assignment: 8 - AGLE 3101 Fall 2017 all enrolled

Descriptive Information: Deduction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
23	68.9	69.0	7.7	1.6	58	90	64.0	74.0



Deductive reasoning is rigorously logical and clear cut. Deductive skills are used whenever we determine the precise logical consequences of a given set of rules, conditions, beliefs, values, policies, principles, procedures, or terminology. Deductive reasoning is deciding what to believe or what to do in precisely defined contexts that rely on strict rules and logic. Deductive validity results in a conclusion which absolutely cannot be false, if the assumptions or premises from which we started all are true. Deductive validity leaves no room for uncertainty. That is, unless we decide to change the very meanings of our words or the grammar of our language.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

California Critical Thinking Skills Test (CCTST). The CCTST measures the reasoning skills human beings use in the process of reflectively deciding what to believe or what to do.

Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean
OVERALL	18	70.4	71	5.9	1.4
Analysis	18	72.8	75	7.7	1.8
Interpretation	18	79.4	81	8.6	2
Inference	18	74.8	75	7.0	1.7
Evaluation	18	67.6	67	6.7	1.6
Explanation	18	67.0	68	8.6	2
Induction	18	75.8	76	7.1	1.7
Deduction	18	69.4	69	6.1	1.4

Skill/Attribute Name	Minimum	Maximum	Quartile 1	Quartile 3
OVERALL	62	87	65	73
Analysis	60	90	65	76
Interpretation	61	94	74	83
Inference	61	92	69	79
Evaluation	59	84	63	71
Explanation	55	87	61	74
Induction	66	90	71	80
Deduction	58	87	66	72

Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of CCTST Four Year College Students, the average percentile score of this group of test takers is 30.

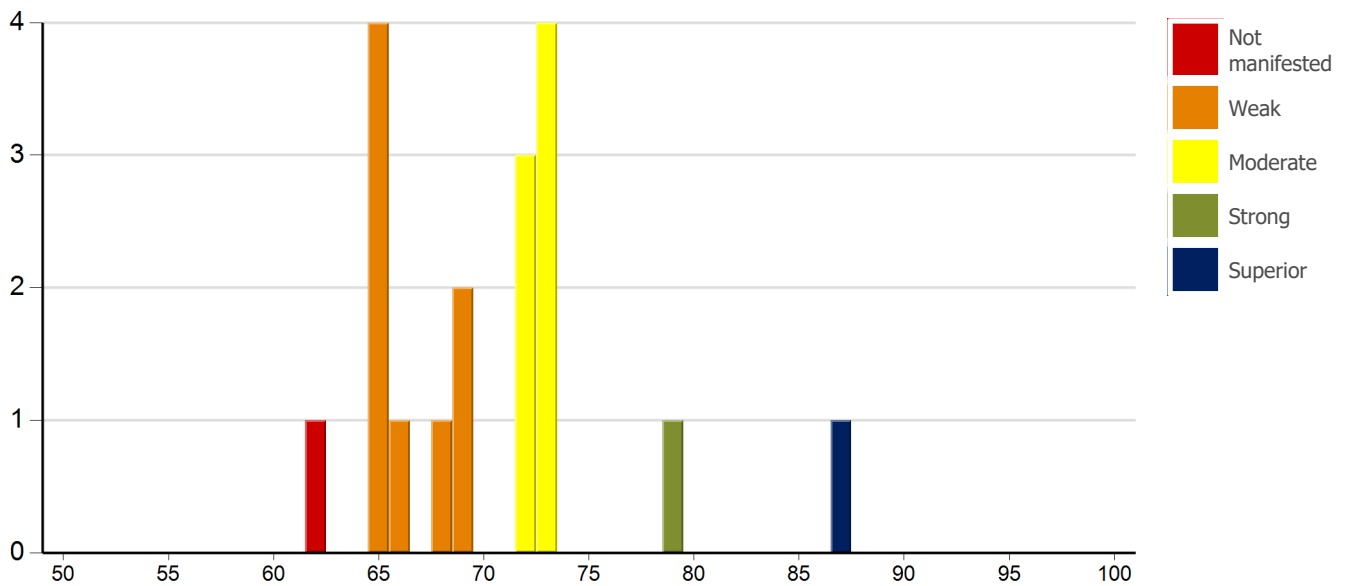


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: OVERALL

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	70.4	71.0	5.9	1.4	62	87	65.0	73.0

OVERALL



The Reasoning Skills Overall score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. High Overall scores are attained by test takers who excel in the sustained, focused and integrated application of core thinking skills measured on this test, including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The Overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

The descriptive information reported below indicates strengths and weaknesses in specific areas. These results are useful for understanding group characteristics, for comparing and contrasting similar groups on specific attributes or skills, and for guiding the development of more targeted educational or training programs.

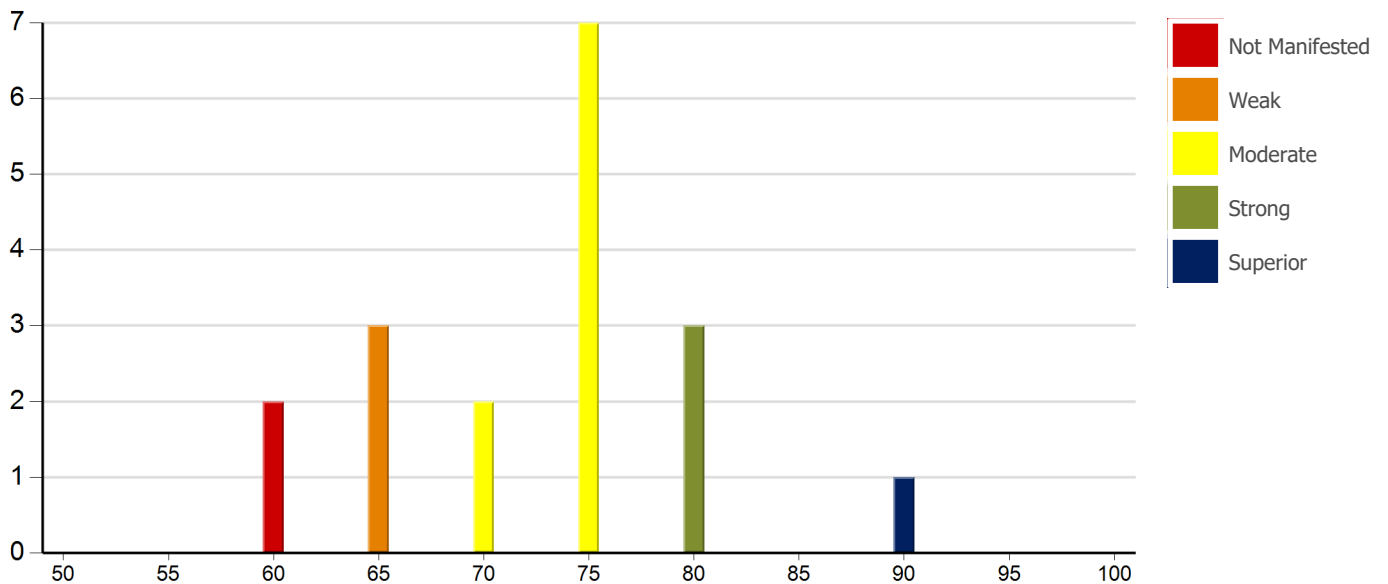


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Analysis

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	72.8	75.0	7.7	1.8	60	90	65.0	76.0

Analysis



Analytical skills are used to identify assumptions, reasons, themes, and the evidence used in making arguments or offering explanations. Analytical skills enable us to consider all the key elements in any given situation, and to determine how those elements relate to one another. People with strong analytical skills notice important patterns and details. People use analysis to gather the most relevant information from spoken language, documents, signs, charts, graphs, and diagrams.

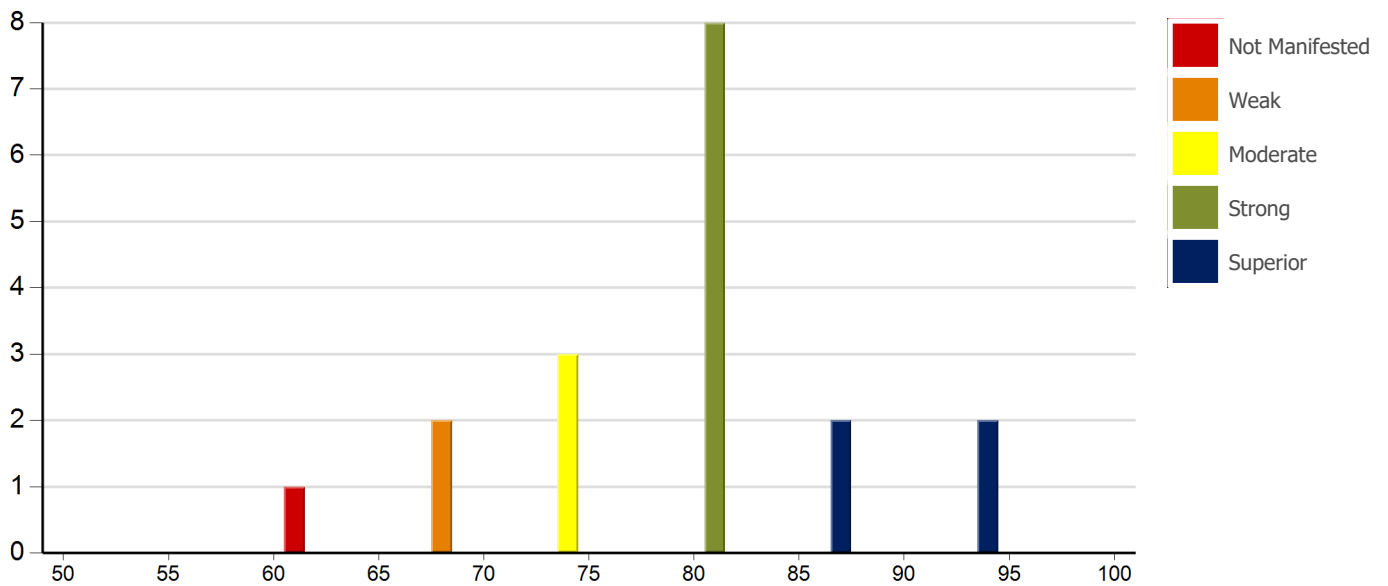


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Interpretation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	79.4	81.0	8.6	2.0	61	94	74.0	83.0

Interpretation



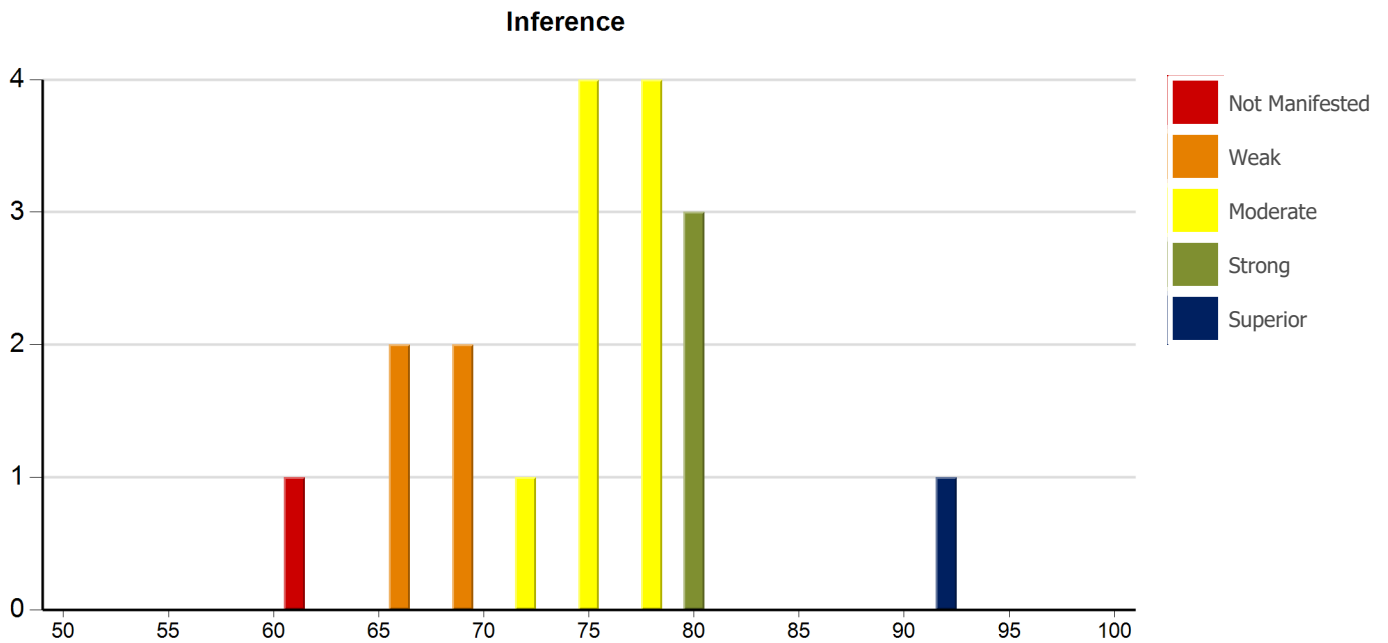
Interpretation is the process of discovering, determining, or assigning meaning. Interpretation skills can be applied to anything, e.g. written messages, charts, diagrams, maps, graphs, memes, and verbal and non-verbal exchanges. People apply their interpretive skills to behaviors, events, and social interactions when deciding what they think something means in a given context.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Inference

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	74.8	75.0	7.0	1.7	61	92	69.0	79.0



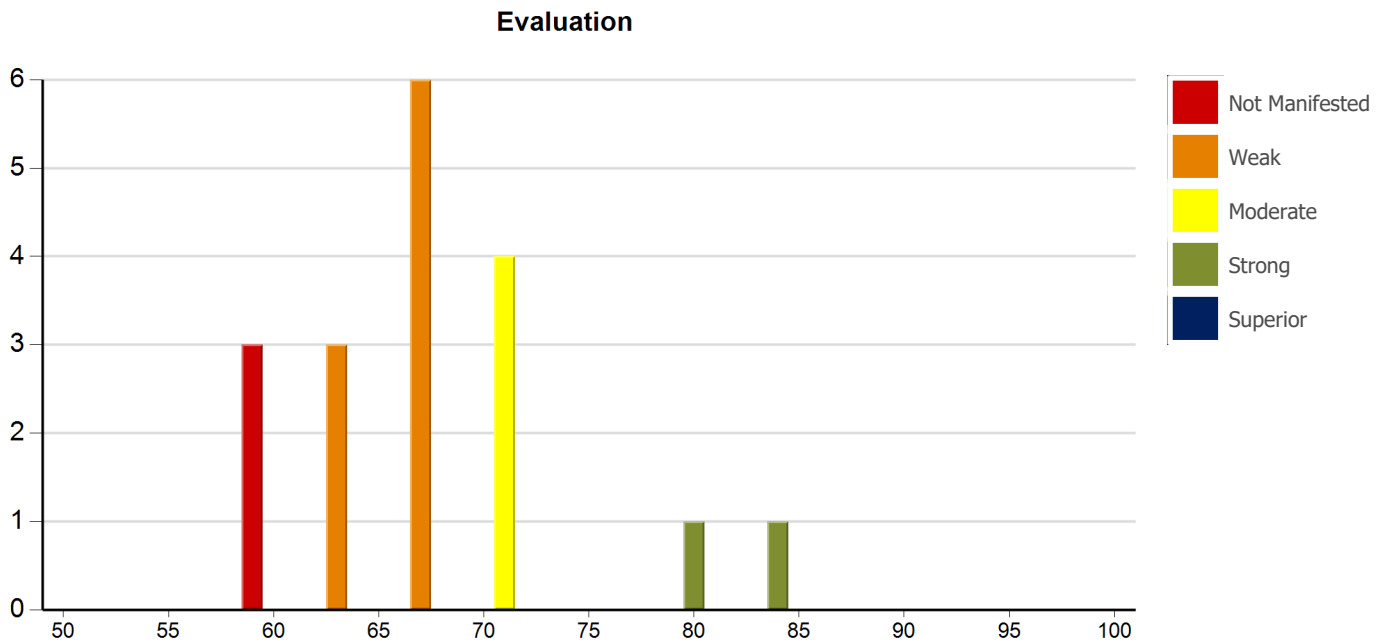
Inference skills enable us to draw conclusions from reasons, evidence, observations, experiences, or our values and beliefs. Using Inference, we can predict the most likely consequences of the options we may be considering. Inference enables us to see the logical consequences of the assumptions we may be making. Sound inferences rely on accurate information. People with strong inference skills draw logical or highly reliable conclusions using all forms of analogical, probabilistic, empirical, and mathematical reasoning.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Evaluation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	67.6	67.0	6.7	1.6	59	84	63.0	71.0



Evaluative skills are used to assess the credibility of the claims people make or post, and to assess the quality of the reasoning people display when they make arguments or give explanations. We can also apply our evaluation skills to assess the quality of many other elements that are important for good thinking, such as analyses, interpretations, explanations, inferences, options, opinions, beliefs, hypotheses, proposals, and decisions. People with strong evaluation skills can judge the quality of arguments and the credibility of speakers and writers.

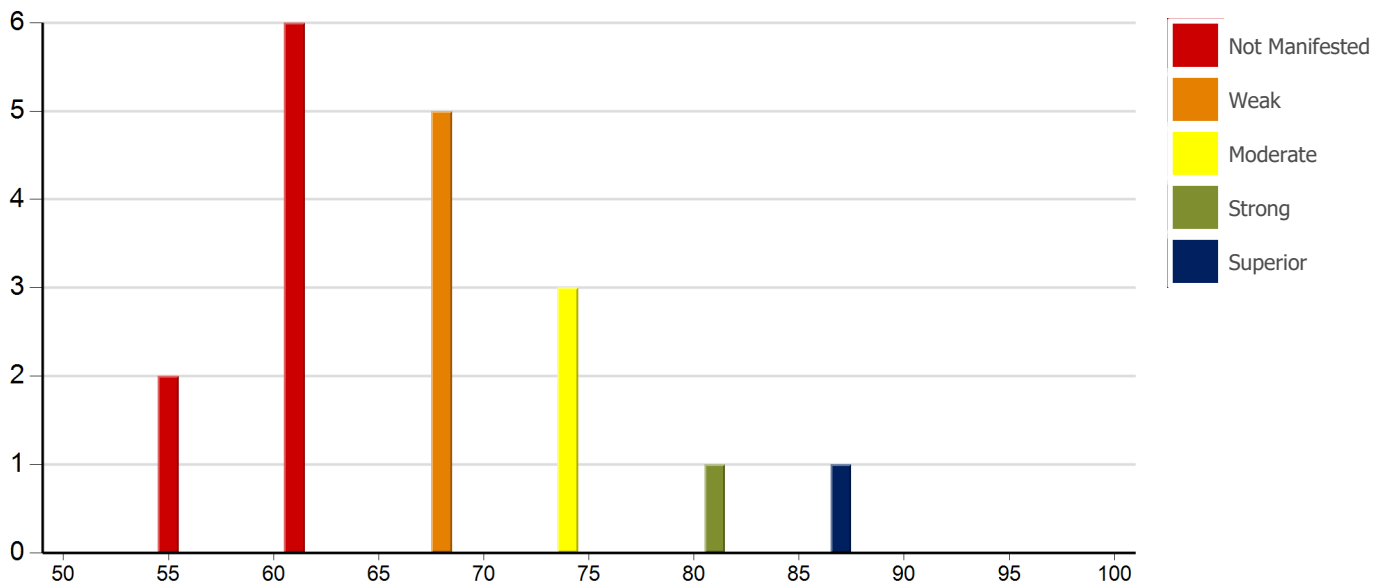


Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Explanation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	67.0	68.0	8.6	2.0	55	87	61.0	74.0

Explanation



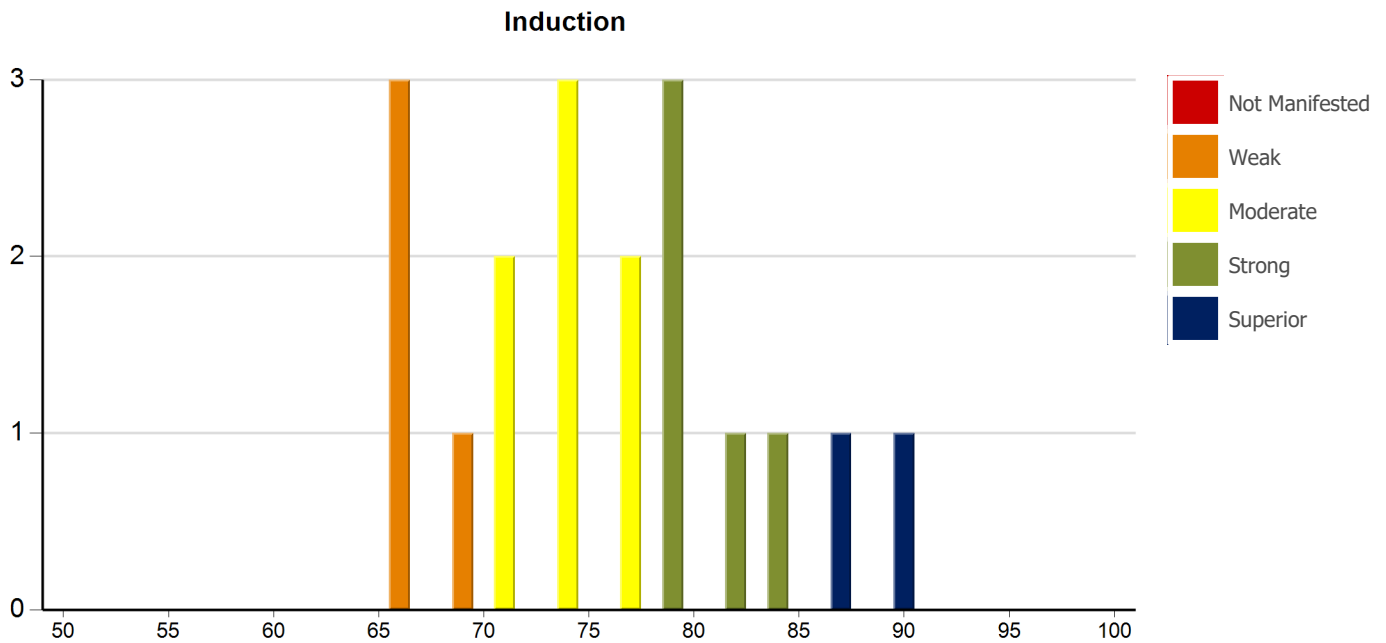
Explanation is the process of justifying what we have decided to do or what we have decided to believe. People with strong explanation skills provide the evidence, methods, and considerations they actually relied on when making their judgment. Explanations can include our assumptions, reasons, values, and beliefs. Strong explanations enable others to understand and to evaluate our decisions.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Induction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	75.8	76.0	7.1	1.7	66	90	71.0	80.0



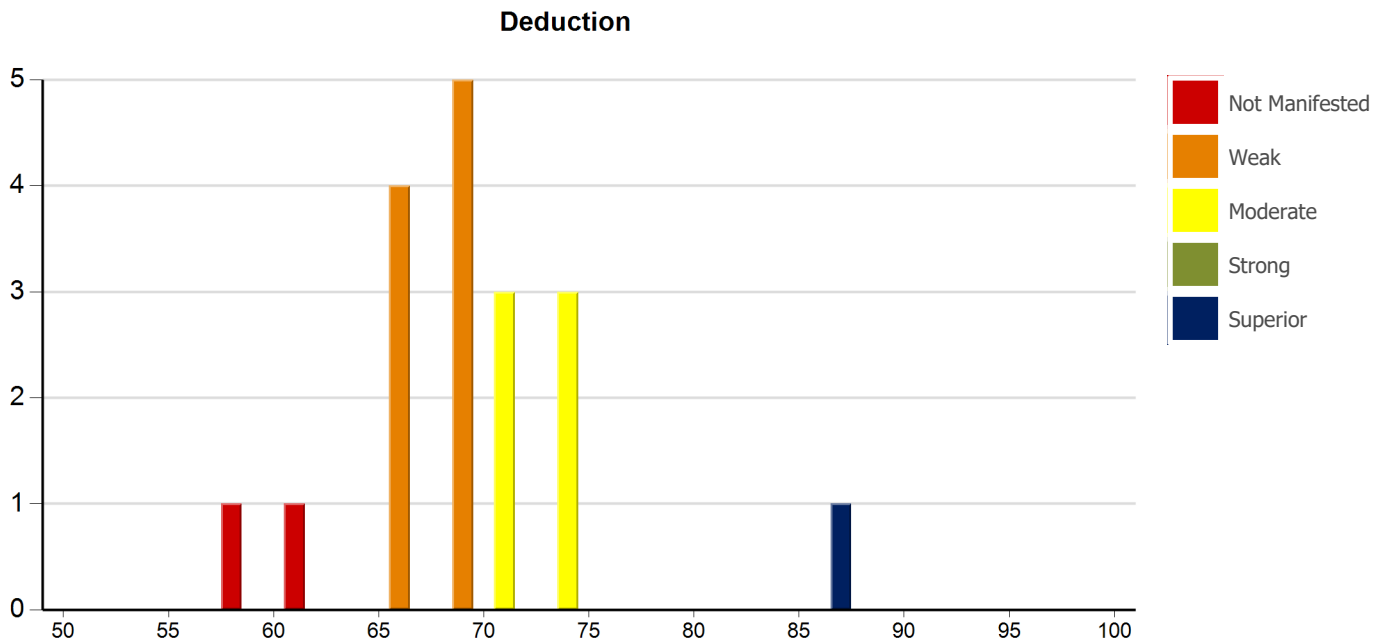
Inductive reasoning relies on estimating likely outcomes. Decision making in contexts of uncertainty relies on inductive reasoning. Inductive decisions can be based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, trusted testimony, and the patterns we may recognize in a set of events, experiences, symptoms or behaviors. Inductive reasoning always leaves open the possibility, however remote, that a highly probable conclusion might be mistaken. Although it does not yield certainty, inductive reasoning can provide a solid basis for confidence in our conclusions and a reasonable basis for action.



Customer: OK State - Agricultural Leadership
 Test/Survey: California Critical Thinking Skills Test - 10.1.10
 Report Date: 9/10/2018 9:53:28 AM
 Assignment: 9 - 2018 intern assessment

Descriptive Information: Deduction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
18	69.4	69.0	6.1	1.4	58	87	66.0	72.0



Deductive reasoning is rigorously logical and clear cut. Deductive skills are used whenever we determine the precise logical consequences of a given set of rules, conditions, beliefs, values, policies, principles, procedures, or terminology. Deductive reasoning is deciding what to believe or what to do in precisely defined contexts that rely on strict rules and logic. Deductive validity results in a conclusion which absolutely cannot be false, if the assumptions or premises from which we started all are true. Deductive validity leaves no room for uncertainty. That is, unless we decide to change the very meanings of our words or the grammar of our language.

Appendix B – Outcome #2 – Alumni Survey



*America's Brightest **ORANGE***

Oklahoma State University

University Assessment and Testing

2018 OSU Survey of Alumni of Undergraduate Programs

Survey Report – Agriculture Leadership

This survey targeted alumni of undergraduate programs who received their degree in 2012 and 2016. The survey was administered online by the OSU office of University Assessment and Testing (UAT) in March 2018 through June 2018. UAT prepared this report; departments may request additional analysis by contacting UAT.

Survey Questions

Respondents were asked 15 Common Questions. These were given to all OSU alumni and focused on current employment, continued education, overall satisfaction with OSU educational experiences, and zip code (used to determine area of current residence).

Respondents were asked 2 general questions developed by the College of Agricultural Sciences and Natural Resources.

Respondents were asked 11 program-specific questions developed by the Agriculture Leadership program.

Target Population / Response Rate – Agriculture Leadership

	OSU Degree Received:		
	<u>2012</u>	<u>2016</u>	<u>Total</u>
Number of graduates	26	12	38
Number of survey respondents	3	3	6
Response rate	11.5%	25.0%	15.8%

Employment Status

CQ1. Are you currently employed?	2012		2016	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes	2	66.7	3	100.0
No	1	33.3	0	0
Prefer not to answer	0	0	0	0

CQ2. Are you currently seeking employment?*	2012		2016	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes	0	0	0	0
No	1	100.0	0	0
Prefer not to answer	0	0	0	0

*Question only asked to those alumni who were not currently employed.

Current Employment

CQ3. Which of the following best describes your employer?	2012		2016	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Large corporation	1	50.0	0	0
Small business or corporation	0	0	0	0
Federal government	0	0	1	50.0
State government	0	0	0	0
Local government	0	0	0	0
Nonprofit organization	0	0	0	0
Educational institution or organization	1	50.0	1	50.0
Self-employed	0	0	0	0
Prefer not to answer	0	0	0	0



CQ4. Are you employed full-time or part-time?	2012		2016	
	n	%	n	%
Full-time	2	100.0	2	66.7
Part-time	0	0	1	33.3
Prefer not to answer	0	0	0	0

CQ5. How closely is your current position related to your undergraduate studies at OSU?	2012		2016	
	n	%	n	%
Not at all related	0	0	1	33.3
Slightly related	0	0	0	0
Moderately related	2	100.0	2	66.7
Highly related	0	0	0	0
Prefer not to answer	0	0	0	0

CQ6. In general, how well did your OSU undergraduate program prepare you for your current position?*	2012		2016	
	n	%	n	%
Not at all	0	0	0	0
Not very well	0	0	0	0
Adequately	1	50.0	0	0
Very well	1	50.0	2	100.0
Prefer not to answer	0	0	0	0

*Does not include alumni who said their current position was "not at all" related to their major.



CQ7. What is your approximate total annual salary, including bonuses?*	2012		2016	
	n	%	n	%
<\$15k	0	0	0	0
\$15,000 - <\$25k	0	0	0	0
\$25,000 - <\$35k	1	50.0	0	0
\$35,000 - <\$45k	0	0	1	100.0
\$45,000 - <\$55k	0	0	0	0
\$55,000 - <\$65k	0	0	0	0
\$65,000 - <\$75k	1	50.0	0	0
\$75,000 - <\$100k	0	0	0	0
>\$100k	0	0	0	0
Prefer not to answer	0	0	0	0

*Includes only alumni employed full-time, including those who were employed and in graduate school.

Alumni Employer Names and Position Titles

Employer	Job Title
Edward Jones	Financial Advisor
University of Arkansas Fort Smith	Financial Aid Advisor
House Committee on Agriculture	Staff Assistant
Oklahoma State University	Graduate Teaching Assistant

Continuing Education

CQ8. Since you completed your OSU undergraduate degree, have you completed another graduate or professional school program, or are you currently enrolled in such a program?	2012		2016	
	n	%	n	%
Yes, currently enrolled	0	0	1	33.3
Yes, completed a degree	0	0	0	0
No	3	100.0	2	66.7
Prefer not to answer	0	0	0	0



CQ9. What graduate or professional degree are you pursuing or, if you have completed a degree, what degree did you complete?	2012		2016	
	n	%	n	%
Master's	0	0	1	100.0
Doctorate	0	0	0	0
Medical	0	0	0	0
Law	0	0	0	0
Business	0	0	0	0
Veterinary medicine	0	0	0	0
Other	0	0	0	0
Prefer not to answer	0	0	0	0

CQ10. In general, how well did your OSU undergraduate program prepare you for your graduate or professional school program?	2012		2016	
	n	%	n	%
Not at all	0	0	0	0
Not very well	0	0	0	0
Adequately	0	0	1	100.0
Very well	0	0	0	0
Prefer not to answer	0	0	0	0

Alumni Graduate/Professional Schools

	2012	2016
Agricultural Communications	0	1

CQ11. At which location did you complete the majority of your coursework during your time at OSU?	2012		2016	
	n	%	n	%
Stillwater	3	100.0	3	100.0
Tulsa	0	0	0	0
About equal	0	0	0	0



CQ12. How satisfied are you with the quality of instruction you received in your major?	2012		2016	
	n	%	n	%
Very dissatisfied	0	0	0	0
Dissatisfied	0	0	0	0
Neutral	1	33.3*	0	0
Satisfied	1	33.3*	2	66.7
Very satisfied	1	33.3*	1	33.3
Prefer not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

CQ13. How satisfied are you with the academic advising you received in your major?	2012		2016	
	n	%	n	%
Very dissatisfied	0	0	0	0
Dissatisfied	0	0	1	33.3*
Neutral	0	0	0	0
Satisfied	2	66.7	1	33.3*
Very satisfied	1	33.3	1	33.3*
Prefer not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

CQ14. How satisfied are you with overall educational experience at OSU?	2012		2016	
	n	%	n	%
Very dissatisfied	0	0	0	0
Dissatisfied	0	0	0	0
Neutral	1	33.3*	1	33.3
Satisfied	1	33.3*	0	0
Very satisfied	1	33.3*	2	66.7
Prefer not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

State of Residence

Current place of residence as determined by zip codes		
	2012	2016
DC	0	1
OH	0	1
OK	3	0
OK-STW	0	1



General Questions – College of Agricultural Sciences and Natural Resources

	<u>2012</u>		<u>2016</u>	
CASNR1. As you reflect on your undergraduate experiences, was there a CASNR faculty member who stands out among all others as having had an extraordinary impact on your personal, professional, and academic growth?				
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
1 = Yes	3	100.0	3	100.0
2 = No	0	0	0	0

CASNR 2. What was the name of this faculty member?
Penny Pennington Weeks, Bill Weeks
Penny Weeks
Dr. John Michael Riley, Dr. Cynda Clary, Dr. Shannon Ferrell, and Dr. Penny Weeks
Dr. Stein
Bill and Penny Weeks



Program-Specific Questions – Agricultural Leadership

Please rate the following aspects of your program

	2012		2016	
	n	%	n	%
AGLE1. My education at OSU enhanced my critical thinking skills				
1 = Strongly disagree	0	0	0	0
2 = Disagree	0	0	0	0
3 = Neutral	1	33.3*	0	0
4 = Agree	1	33.3*	2	66.7
5 = Strongly Agree	1	33.3*	1	33.3
0 = Prefer Not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

	2012		2016	
	n	%	n	%
AGLE2. My education at OSU helped me to develop an appreciation for diversity				
1 = Strongly disagree	0	0	0	0
2 = Disagree	0	0	0	0
3 = Neutral	1	33.3*	0	0
4 = Agree	1	33.3*	2	66.7
5 = Strongly Agree	1	33.3*	1	33.3
0 = Prefer Not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

	2012		2016	
	n	%	n	%
AGLE3. My education at OSU enhanced my awareness of issues affecting agriculture				
1 = Strongly disagree	0	0	0	0
2 = Disagree	0	0	0	0
3 = Neutral	0	0	0	0
4 = Agree	2	66.7	0	0
5 = Strongly Agree	1	33.3	3	100.0
0 = Prefer Not to answer	0	0	0	0



		<u>2012</u>		<u>2016</u>	
AGLE4. My education at OSU helped me to understand myself as a leader					
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
-----	1 = Strongly disagree	0	0	0	0
	2 = Disagree	0	0	0	0
	3 = Neutral	1	33.3*	0	0
	4 = Agree	1	33.3*	1	33.3
	5 = Strongly Agree	1	33.3*	2	66.7
	0 = Prefer Not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

		<u>2012</u>		<u>2016</u>	
AGLE5. My education at OSU helped me grow professionally					
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
	1 = Strongly disagree	0	0	0	0
	2 = Disagree	0	0	0	0
	3 = Neutral	1	33.3*	0	0
	4 = Agree	1	33.3*	1	33.3
	5 = Strongly Agree	1	33.3*	2	66.7
	0 = Prefer Not to answer	0	0	0	0

*Do not add up to 100% due to round off error.

		<u>2012</u>		<u>2016</u>	
AGLE6. How would you rate the quality of instruction you received in your <u>agricultural</u> coursework at OSU?					
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
	1 = Poor	0	0	0	0
	2 = Adequate	0	0	1	33.3
	3 = Good	1	33.3	0	0
	4 = Excellent	2	66.7	2	66.7
	0 = Prefer not to answer	0	0	0	0

		<u>2012</u>		<u>2016</u>	
AGLE7. How would you rate the quality of instruction you received in your <u>leadership</u> coursework at OSU?					
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
	1 = Poor	0	0	0	0
	2 = Adequate	0	0	0	0
	3 = Good	1	33.3	0	0
	4 = Excellent	2	66.7	3	100.0
	0 = Prefer not to answer	0	0	0	0



AGLE8. Looking back, how important was your internship to your undergraduate experience?

The internship that I completed was very instrumental during my undergraduate experience. I was able to apply the things that were being taught in the classroom to real life.

Not super important. I ran my own business all throughout college, so therefore it hindered real life opportunity that I had to pass up in order to full fill the internship.

I completed several internships while at OSU, and each one was very important in helping me decide what career paths I was interested in following. Without these internships, I would not have known exactly what I wanted to do once I graduated college.

My internship gave me real world experience and helped me to understand what I can do with my major.

AGLE9. What was the most valuable aspect of your undergraduate career?

My most valuable aspect of my undergraduate career was the relationships that were developed and how my professors challenged me to succeed.

Contacts made

The most valuable part of my undergrad career was probably the opportunity to meet and learn from OSU faculty and alumni. Without meeting the alumni I currently work with, I probably would not have gotten the job I currently have.

Getting involved in clubs and organizations.

AGLE10. What was the least valuable aspect of your undergraduate career?

The least valuable aspect of my undergraduate career was adapting to college life in the beginning. I coasted through my classes all semester and did just the bare minimum to get by. Finals were very tough on me during the first two years of college.

I don't think there was a least valuable aspect of my undergrad career since I used every opportunity as a learning tool in order to grow personally, professionally, and academically.

Many of my general education courses

AGLE11. The Agricultural Leadership Program is committed to improving its undergraduate programs. How do you think the OSU AGLE undergraduate program could be improved?

The AGLE program is great! I wish I could encourage more people to learn about the program and take advantage of the program.

I believe the Ag Leadership program at OSU could be improved by making it easier to pair the major with other majors within the college. I enjoyed the classes within the program, but I was also a dual degree in Agribusiness. I chose this combination because I wanted to pursue a career in agricultural policy, but felt that the classes through Ag Leadership would help me develop as a leader in the workplace. To graduate with these two degrees, I had to fit 165 credit hours in 4 years.



Appendix C - Outcome #3 - Intern Focus Group

AGLE Intern Focus Group

July 27, 2018

Summary

Relevance of AGLE Coursework to Internships

Professionalism

The AGLE Coursework was very relevant, learning about professionalism in anything you do. Most people with their internships commitment to incorporating Ag, Critical thinking – Throw all of them into my internship, but there were a handful for sure.

Professionalism helped with customer service, but also was integral in communicating with co-workers to learn more about the business they were working for because they didn't know as much as the people they worked with

Learning about professionalism, helped to deal with age gap with students they worked with throughout the summer.

Core Values

Students experienced all of the Core Values within their internships firsthand, and some experiences were “very well in depth.” One student shared each of the core values played an integral part to his internship and he found himself being constantly reminded of the core values at work or at home.

“The core values were very relevant. Read about em, listen about em, and then apply them to our internship. Hands on application of it.”

The understanding of the Core Values was also expressed by students whom, “Experienced the core values but also dealt with the opposite of them, seeing more value in the actual values.”

Students felt the core values helped them to see common sense a lot more clearly and the common sense went a long way in the success of their internships.

“Critical thinking, lot of custom jobs, making projects work for the customers.”

Diversity

Diversity, working with different cultures was a relevant topic the students discussed.

Diversity Consciousness – Lessons learned from Multicultural Society class were used to work with different individuals. In reference to the Multicultural Society class, one student said, “... that Ag Leadership class changed my [professional life]. How to handle different situations, and different people.” The student went on to say these concepts were very applicable to their internship.

Mock Interviews

Mock interviews were a great idea! Helped me all summer working through a variety of people, variety of scenarios.

Mock interviews, building resumes, practicing asking questions to all different types of people

Professional Development Course

For the inhouse students, pre-internship prof development course. There was a lot that you don't necessarily think about, cover letter, targeted resume, in-person, phone or skype interview, leading you to your internship "these little things add up to the success of your future"

AGLE 4203 was so helpful applying different areas. It was extremely helpful not only helping to search for positions, but also to better understand where the student felt they belonged within that position.

General Coursework and Skills

Group projects, stuck with same group, helped with communication skills, working with the same people and learning to communicate with them.

Students were grateful for real world application and skills

"I hate talking on the phone, but the class where we had to make calls to the group each week. Initially the calls were short, but we became more comfortable with the calls each week. It made it easier to talk on the phone and that helped this summer with answering calls and talking on the phone during."

Leadership Styles

Students were thankful for the foundational coursework that taught about different leadership styles and how to work with different leaders and how to work through different situations and scenarios. These experiences helped during their summer internship because they were able to work with different types of people within their internships by identifying the leadership styles.

"We knew how to identify an individual, what category they fell into and how to work with or around different individuals."

Working through Scenarios

Students said the topics discussed really reflected in the internships, helped us to know how to handle different situations and lessons learned from professional scenarios in class "played out through the summer... the situations weren't a big deal because we knew how to act and go on."

Core Value Reflections

Value of the Assignment

The assignment provided a lens for the week's activities, and students were more attune to the specific core value of the week, and students picked up on ideas they might not have otherwise noticed but were looking for because of the assignment. The weekly lens helped to dial in core values that were there but may not have been obvious at first.

Some students mentioned the first couple of reflections were difficult, but as the summer went on and more experiences were had, they were able to better reflect on the core values.

Students reflected that this assignment made them realize how each of the core values go hand in hand, and this assignment made them "step back and think about what actually did happen." Writing the "essays" made it a requirement for class, but the students said they appreciated the reminder of these core values in the day to day operations.

Student appreciated the ability to read other perspectives from fellow interns, and even though they were in different parts of the state (and nation) and in different situations, they were all able to relate back to the same core values.

"Even though we are all across the states. Doing different jobs. Neat to see how core values are in everyone's jobs."

Some thoughts from the students were:

"It made us pay attention to details more instead of just going in to do our job. Made you think about how this relates to agriculture, or how this is important to my job."

"Helped to realize that common sense isn't that common anymore. Noticing authentic leadership, professionalism.... You thought about those and realized you were either taking them for granted or saw a void for them in your internship."

"Put the classroom learning into real life scenarios; realizing people that were either very professional or very unprofessional."

"Core values can really set you forward in a career. If you don't use them, people look down, if you do use them, you stick out."

"Some were more obvious throughout the summer, some we weren't thinking about going into the summer, or didn't think we'd see a lot of..."

"In echoing the values, you're not only trying to be a better employee, but a better person as well and you're trying to rise above and be the best person you can be."

The students concluded the discussion about CORE values with thoughts of how to make it more "discussion like" and said that the Facebook platform made it a little easier to do so.

Facebook Contact with other Interns

The overall consensus was that Facebook was far better for discussion than using Brightspace or D2L. Students liked Facebook was much more easily accessible than having to post discussions on Brightspace, fewer steps and “we all have Facebook on our phones.” Some students even said they spent time reading other students posts just to pass the time. With it being on Facebook, the students felt it was a lot more informal, and felt like they could post more informally.

Facebook was more easily accessible, but students also noted they received notifications when other students posted to the boards and they were reminded that they needed to post and/or comment.

Students shared that it was nice to see other intern’s perspectives of the core values and to see what see what others were doing on their internships. Facebook platform also helped to brainstorm for core value write-ups and to reflect and compare their own experiences to what others were going through.

The groups agreed the discussions should remain on Facebook. Facebook also offered opportunities to post pictures and to visually see what others were doing. The students expressed that seeing pictures helped added to the communication element between interns and was also a connecting piece for the students.

“Facebook helped a lot because you could see a picture, and it was a lot easier to access on your phone.”

Some student thoughts from the discussion were:

“Facebook over Brightspace any day of the week!”

“It beats the heck out of anything on Brightspace”

“I wish more classes would have a Facebook group like that to do discussions”

“Most people use Facebook, so its user friendly”

“There were times I didn’t even post anything, I just scrolled through and read what other people were doing.”

Multiple students said it would have been better if it were a little more informal, like a real group, but agreed it was nice to have.

“I liked knowing where other people were and what they were doing.”

“I kinda lived vicariously through some of you [reference to other students] because my internship was horrible.”

“It was great to keep up with everybody” and to “see they were up to.”
“I didn’t know a lot of the distance students, but FB allowed me to learn more about others by viewing their profiles.”

Overall, the use of Facebook for contact was well received and students agreed it was easier to use and make connections with other students.

The students did express the need for an additional face to face meeting... Maybe at the beginning of the semester or halfway through the summer to be able to know each other to make posts more relatable. This would be a beneficial opportunity for off campus and on campus students to meet up and get to know other students in the intern experience. Some students said their initial contact with other students was via phone or Facebook and initially felt forced, but over time they became more comfortable talking to each other. Some students expressed knowing other interns from a face to face meeting might make commenting easier being able to put a name to a face.

Within the focus groups, there was only one student that had never had, or used a Facebook.

What aspect of the AGLE Major should not change?

Professional Development Class

Students valued the Professional development class –

“Penny’s class where you do the Interviews, make the resumes it really prepares you for the real world.”

One student expressed the pre-internship professional development course was the most crucial turning point for them with their degree. The course gave students insight into networking from calling companies.

AGLE 3403 – Social Change

Students said the social change class was really good, and opened their eyes to different things happening around them.

AGLE 3333 - Contemporary Issues

The students liked the projects that were part of this class, and “gained a lot” from the foodbank trip. Although the class was really informal, the students appreciated the ability to talk about issues and hear from a lot of guest speakers.

“The way he taught the class was different and real cool, very hands on, it was not like any of the other classes.”

Internship

The final seminar for the internships is a great experience.

Students appreciated that all internships didn’t have to have “ag” in the title to be rural to still work out for the internship. The students were glad the internship appointments were flexible so that they could stay within their current career area, and some even worked for their current companies.

Others offered, “The internship opened doors for me” and networking possibilities were gained through the experience.

One student had a prior internship that they had hoped would count so they wouldn’t have to do another internship, but upon reflecting about their internship, they shared the experience as a whole was a good application of what they learned in the classes and it also gave them more opportunities for networking.

One student shared that they feel ALL Ag majors should have to do an internship in order to graduate from college.

“Everyone should be required to do some type of this, not only for the networking possibilities, but for the professional development. We can teach in the classroom all we want, but I learned more in the first two weeks of my internship than I did all last year.”

Diversity of the Major and opportunities

Major is so diverse, students, careers, opportunities. Diversity of opportunities. “There are so many opportunities and doors that can be opened because of this major.” Neat to see diversity of curriculum and people that the faculty reaches and the skills and life lessons that are embedded into the program.

Distance Education

I wouldn't change CORE Values or the distance component. I wouldn't have been able to come back if the major weren't distance education (multiple students).

Career Fair

Students joked that they were “forced” to go to the career fair, but realized the value in having to speak to different people at the career fair.

“Even though I already decided where I was going to intern, meeting three people made connections, networking.”

“Having to go and talk to people was very insightful.”

Other

"As a distance student, having the day where we all had to come and meet Bill and Penny was really nice. It was pretty informal and we got to know [Bill and Penny].”

“Bill and Penny do a dinner, and I think it's pretty cool.”

Note: Some thought it should be done weekly.

Students valued the dinner as an opportunity to meet people you're going to have classes with, and was valuable to them as transfer students.

How to Improve the Program

Distance Education

Distance education students said they are Do not do mock interview stuff online. 4203 should not be online... difficult to do the assignments at a distance.

The opportunity for the major needs to be better known. The AGLE Major was the only option for some with their circumstances (distance education) but students expressed they would not have been able to do what they want without the program.

“When I came, it was just about me getting a degree, but now that I’ve done it, I know there is so much more.”

“For my situation, this is the only way for me to [get my degree]... Without AgLead, with what I want to do, it wouldn’t even be possible.”

Intro to Ag Leadership Course

Some students felt they would have benefited from taking this class earlier in their career. Also, although they enjoyed the content of the class, having it in such a short time frame was difficult.

“ I enjoyed the class, it was just a lot to pack into three nights”

“A lot of us took it [Intro to Ag Leadership course] a semester or two ago, and I would’ve benefited from it if I would’ve taken it at the beginning.”

Internships

List of past internships.... Just to give ideas of places to intern

It would be a good starting place to find internship.

Start internship hunt earlier... have guidelines and expectations given earlier than April.

Classes

Some more instruction and maybe an example to help with the class on group presentations.

Students realized the instructor wanted them to be creative on their presentations, but expressed the need for more guidelines and clarity of instructions. Some felt they were too vague and wished there was a little more direction, although they did note, the instructor, “probably wanted

us to figure it out on our own.”

Examples to help with clarity of assignments were to have a mock interview or an example of previous projects that would help to get a start.

Facilitating Change/Change Theory Class

Students felt the class jumped around and spent multiple days on the same subject, while other days the content from multiple classes overlapped and became confusing for students that were in multiple classes.

“Sometimes it was confusing when classes are overlapping... content from one class to another. Made it hard for students that were not enrolled in both classes. And others were confused where topics belonged... “What class are we in?”

The students expressed that book for Diffusions was good and the stories were interesting. The students shared the way it was integrated into the class was a bit confusing and would have liked it to be a bit more structured or find a different way to organize it. Reading, then doing the worksheet then taking the quiz, “the layout was weird.”

“Reading the chapters and then taking the reading quiz... the quizzes were difficult to answer.” .

Students expressed they liked how the leadership styles class was structured, but didn’t know what to expect with change theory because it was organized differently.

Mock Interview Grading

The students felt that grading each other in the Mock Interviews was a good exercise to see what it was like to be on the hiring side of the interview, but agreed that it was difficult to put pre-conceived thoughts into the interviews (ie. students that never showed up to class but did well in their interviews).

“You could be the worst person ever, but you’re a great interviewer, and yet they never show up to class.”

Some felt the feedback was valuable, but did not like that it counted for part of the grade.

“It was tough for me to fail a kid.”

“I knew what I put into it, but not everyone put that into it.”

“I like that we graded each other, but I don’t like that it reflected on our grade. It’s nice to know what others thought about it, but not that it reflected on our grade.”

The grading scale is open to interpretation, and different people interpreted it differently. Some people graded the same things differently, ie. Business dress with tie. Others also noted individual criteria was different and expressed each interviewer might have a different level of professional dress that they deemed appropriate. The students suggested recruiting an outside, non-biased interview panel to sit in on mock interviews.

Students expressed a change to the grading system of mock interviews, making percentage of peer grading less, and changing the 5 point spread scale (each student grade needs to be 5 points apart).

With all this, the students did talk about the learning opportunities from the mock interview.

“It is a good opportunity.”

“I noticed a lot more things sitting on the other side the table.”

“Made me think, What would an employer look for?”

Distance education students expressed that their rubrics were made as if they were doing “normal” face-to-face interviews, but they did the interviews over the phone, so students “automatically got points for professional dress.”

The AGLE Major

Students valued their experiences within the AGLE Major. Although they feel some people view AGLE as a “catch all” and some said they “caught grief” for going into AgLeadership, they felt they were given great opportunities to be successful, and the major was a “perfect fit” for them.

“If I would’ve known about the Ag Leadership program coming in potentially as a freshman, it would’ve definitely changed my decision to go to a JuCo instead of coming to OSU first. I wish I would’ve been in this program for four years.”

“I wish I would’ve been an Ag Lead major from the beginning.”

“This is such an incredible department that offers so much to CASNR as a whole.”

Maybe have an ice cream social for undecided students to have them learn more about AgLead

Outreach and Recruitment

I didn’t know about AgLead as a senior in high school; there is opportunity for outreach.

“If you know exactly what you want to do, go AgLead, but also if you don’t know what you want to do, go AgLead because you’ll learn a lot.”

Suggest outside classes to enhance the degree, making spots available to take classes for interest area (animal science, econ, ag comm, etc.). Possibly provide different paths of options for classes so students can go a direction within the degree to add to the AGLE degree and take other classes to add to repertoire. Possibly making different paths or options available could get more students into the program.

Suggestions

Recruit younger students rather than transfers or major changes, possibly hosting an ice cream social.

Final thoughts

The AGLE Major and its instructors cater to the students, and the students were appreciative of this. From giving the students cups to inviting them over for the BBQ at the beginning of the school year, the AGLE Intern students were grateful to have been part of the AGLE Major.

On multiple instances the students expressed their gratitude to “Bill and Penny” for “taking me in,” “helping me to find my way,” and “adding a personal touch to the major.”

Appendix D - Outcome #4 – Core Value Essays

	Diversity			
	Exceptional=2, Acceptable=1, Unacceptable=0			
Student	Explanation	Understanding	Writing	Grammar
A	1	2	2	0
B	2	2	2	1
C	1	2	2	1
D	1	0	1	0
E	2	2	2	1
F	0	0	1	0
G	1	0	1	0
H	2	2	2	2
I	1	2	2	1
J	2	2	2	2
K	1	2	1	1
L	1	1	1	1
M	2	2	2	1
N	1	2	2	2
O	2	2	2	2
P	1	1	2	2
Q	2	2	2	1
R	2	2	1	0
S	1	2	2	1
T	2	1	1	0
U	2	2	2	1
Mean Reviewer	1.43	1.57	1.67	0.95

Commitment to Ag				
Exceptional=2, Acceptable=1, Unacceptable=0				
Student	Explanation	Understanding	Writing	Grammar
A	2	1	1	0
B	2	1	1	0
C	2	2	1	1
D	2	1	1	0
E	2	2	2	2
F	2	2	2	1
G	2	2	2	1
H	2	2	1	0
I	1	1	2	2
J	2	2	2	1
K	2	2	1	2
L	2	2	1	0
M	2	2	2	1
N	2	2	2	0
O	2	2	2	2
P	2	2	2	1
Q	1	2	2	1
R	1	2	0	0
S	2	2	1	0
T	2	2	2	2
U	2	2	0	0
V	2	2	2	0
Mean Reviewer	1.86	1.82	1.45	0.77

Authentic Leadership				
Exceptional=2, Acceptable=1, Unacceptable=0				
Student	Explanation	Understanding	Writing	Grammar
A	1	2	1	0
B	1	2	2	1
C	2	2	2	1
D	2	1	1	0
E	2	2	2	2
F	2	1	2	2
G	1	2	1	0
H	1	2	2	2
I	1	2	2	1
J	1	2	1	1
K	2	2	1	1
L	2	2	1	0
M	2	2	2	1
N	1	1	2	1
O	2	1	2	2
P	1	2	2	2
Q	1	2	2	1
R	2	2	1	0
S	1	2	1	1
T	2	2	1	0
U	1	2	1	1
Mean - Reviewe	1.48	1.81	1.52	0.95

Professionalism				
Exceptional=2, Acceptable=1, Unacceptable=0				
Student	Explanation	Understanding	Writing	Grammar
A	1	2	1	0
B	2	2	1	0
C	2	2	2	1
D	2	2	1	1
E	1	2	2	1
F	1	2	2	1
G	2	2	2	1
H	1	1	1	0
I	2	2	2	2
J	2	2	2	1
K	2	2	2	2
L	1	1	1	0
M	1	1	1	1
N	2	1	1	0
O	2	2	2	1
P	2	2	2	1
Q	1	2	2	2
R	2	1	2	1
S	2	2	1	0
T	1	1	1	1
U	2	2	0	0
V	2	2	2	2
Mean - Reviewer	1.64	1.73	1.50	0.86

Diversity
Exceptional=2, Acceptable=1, Unacceptable=0

Student	Explanation	Understanding	Writing	Grammar
A	2	2	2	1
B	2	2	2	2
C	2	2	2	2
D	1	2	2	2
E	2	2	2	2
F	2	2	2	2
G	2	2	2	2
H	2	2	2	2
I	2	2	2	2
J	2	2	2	2
K	2	2	2	2
L	2	2	2	2
M	2	2	2	2
N	1	2	2	2
O	2	2	2	2
P	2	2	2	2
Q	1	2	2	1
R	1	2	2	2
S	2	2	2	2
T	2	2	2	1
U	2	2	2	2
Mean Reviewer #	1.81	2.00	2.00	1.86

Commitment to Ag
 Exceptional=2, Acceptable=1, Unacceptable=0

Student	Explanation	Understanding	Writing	Grammar
A	1	2	2	2
B	2	2	1	1
C	2	2	2	2
D	2	2	2	2
E	2	2	2	2
F	2	2	2	2
G	2	2	2	2
H	2	2	2	2
I	1	2	2	2
J	2	2	2	2
K	2	2	1	2
L	1	1	1	1
M	2	2	2	2
N	2	2	2	2
O	2	2	2	2
P	2	2	2	2
Q	2	2	2	2
R	1	1	1	1
S	2	2	2	2
T	2	2	2	2
U	2	2	2	2
V	2	2	2	2
Mean Reviewer #	1.82	1.91	1.82	1.86

Authentic Leadership
 Exceptional=2, Acceptable=1, Unacceptable=0

Student	Explanation	Understanding	Writing	Grammar
A	2	2	1	0
B	1	0	1	2
C	2	2	2	2
D	2	2	2	2
E	2	2	2	2
F	2	2	2	2
G	2	2	1	2
H	2	2	2	2
I	2	2	2	2
J	2	2	2	2
K	2	2	2	2
L	1	2	1	2
M	2	2	2	2
N	2	2	2	2
O	2	2	2	2
P	2	2	2	2
Q	1	1	2	2
R	1	1	2	1
S	2	2	2	2
T	2	2	1	0
U	1	1	2	2
Mean Reviewer	1.76	1.76	1.76	1.76

Professionalism
 Exceptional=2, Acceptable=1, Unacceptable=0

Student	Explanation	Understanding	Writing	Grammar
A	2	2	1	1
B	2	2	2	2
C	2	2	2	2
D	2	2	2	2
E	2	2	2	2
F	2	2	2	2
G	1	2	2	2
H	2	2	2	2
I	2	2	2	2
J	2	2	2	2
K	2	2	2	2
L	1	2	2	2
M	2	2	2	2
N	2	2	2	2
O	2	2	2	2
P	2	2	2	2
Q	2	2	2	2
R	1	2	1	2
S	2	2	2	2
T	2	2	2	2
U	2	2	2	2
V	2	2	2	2
Mean Reviewer	1.86	2.00	1.91	1.95

Appendix E - Outcome #5 - Intern Evaluations

Cooperator's Assessment

Student	<i>Identifies Problem</i>	<i>Considers Stakeholders</i>	<i>Identifies Solutions</i>	<i>Interest in Learning</i>	<i>Judgment</i>	<i>Enthusiasm</i>	<i>Courtesy</i>	<i>Personal Appearance</i>	<i>Relationship w/ Others</i>	<i>Integrity</i>	<i>Perform w/o Supervision</i>	<i>Welcomes Guidance</i>	<i>Dependability/Reliability</i>	<i>Thoroughness</i>
A	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B	4	5	4	4	4	5	4	5	4.5	4	3	4	4	4
C	5	4	5	5	5	4	5	4	5	5	5	4	5	5
D	5	3	4	5	4	5	5	5	5	5	3	4	5	4
E	5	5	5	5	5	5	5	5	5	5	4	5	5	5
F	5	5	5	5	5	5	5	5	5	5	5	5	5	5
G	3	3	3	5	4	4	4	3	3	5	4	5	4	4
H	5	5	5	5	5	5	5	5	5	5	5	5	5	5
I	4	5	5	5	5	5	5	5	5	5	5	5	5	5
J	3	5	4	5	4	3	5	5	4	5	5	4	4	4
K	4	4	5	5	5	5	5	5	5	5	4	5	4.5	5
L	4	3	4	5	4	5	5	4	4	5	4	3	4	3
M	5	5	5	5	5	5	5	5	5	5	4	5	5	5
N	5	3	4	5	3	5	5	5	5	5	4	5	4	4
O	5	4	4	5	5	5	5	4	5	4	5	4	5	5
P	3	2	3	5	5	4	3	4	3	3	3	4	5	4
Q	4	5	4	5	4	4	5	4	5	4	5	5	4	4
R	4	3	5	5	4	5	5	5	5	5	4	5	5	4
S	4	4	4	5	5	5	5	5	5	5	4	5	5	5
T	4	5	5	5	4	5	5	5	5	5	3	5	5	5
U	2	2	2	2	2	1	3	1	2	3	2	1	3	2
V	4	4	5	5	4	5	3	5	4	5	4	5	5	4
W	5	5	5	5	5	5	5	5	5	5	5	5	5	5
MEAN	4.23	4.10	4.36	4.83	4.39	4.57	4.65	4.51	4.54	4.70	4.14	4.46	4.62	4.38
SD	0.85	1.04	0.83	0.65	0.78	0.95	0.71	0.94	0.84	0.63	0.87	0.94	0.56	0.77

1=unacceptable, 3=acceptable, 5=exemplary

Student Evaluation of Supervisor

<i>Student</i>	<i>Ability to Mentoring</i>	<i>Interest in Mentoring</i>	<i>Ability to Supervise</i>	<i>Provides Guidance</i>	<i>Technical Abilities</i>	<i>Enthusiasm</i>	<i>Courtesy to Others</i>	<i>Fairness w/ Employees</i>	<i>Discusses Management</i>
A	1	1	1	1	1	1	1	1	1
B	1	2	2	1	1	1	1	1	2
C	1	1	1	1	2	1	2	2	1
D	5	5	5	5	5	4	5	4	5
E	2	1	1	1	1	1	1	1	1
F	1	1	1	1	1	1	1	1	1
G	2	2	2	1	1	1	2	2	2
H	1	1	1	1	1	1	1	1	1
I	1	1	1	1	2	1	1	1	1
J	1	1	1	1	2	1	1	1	2
K	1	1	1	1	1	3	1	2	1
L	1	2	2	2	1	1	1	1	1
M	1	2	1	1	1	1	1	1	1
N	2	2	2	1	1	1	1	1	1
O	1	1	1	1	2	1	1	1	2
P	3	4	3	4	2	3	4	5	4
Q	2	2	1	1	1	2	3	2	1
R	1	1	1	1	1	1	1	1	1
S	1	1	1	1	1	1	1	2	1
T	1	1	1	1	1	1	1	1	1
U	3	2	2	1	2	3	1	1	3
V	1	1	1	1	1	1	1	1	1
W	1	1	1	1	1	1	1	1	1
MEAN	1.52	1.61	1.48	1.35	1.41	1.43	1.48	1.52	1.54
SD	0.99	1.03	0.95	1.03	0.89	0.90	1.08	1.04	1.08

Scale: 1=Excellent, 2=Very Good, 3=Average, 4=Fair, 5=Unsatisfactory