

Program Plan and Findings: Four Column Layout



Program (AG) - AECL - Agricultural Education (BSAG) - 007

Program Mission Statement: The Agricultural Education major prepares students to become school-based, agricultural education teachers in grades 6-12 in Oklahoma and other states. Agricultural education teachers are subject matter specialists in agriculture, food and natural resources, and in teaching and learning (pedagogy). They are prepared to live, teach, and lead in an increasingly complex, global society; are attentive to individual differences; demonstrate life-long learning; and integrate core academic subjects into local agricultural education programs.

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Nathan Smith

Assessment Coordinator's E-mail Address: nathan.smith@okstate.edu

Number of Students Enrolled in the Program: 135

Total Number of Students Graduated: 38

Number of Student Graduates from Stillwater Campus: 38

Number of Student Graduates from Tulsa Campus:

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

If yes, describe how funds were used and the contribution the funds had on the assessment process:

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Nathan Smith

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/01/2016

Date of Future Plan Review and Approval: 09/01/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The learning outcomes and identified assessment metrics provide valuable insight into the technical agriculture, general education, pedagogy and comprehension of certification standards of students in the agricultural education program. In terms of technical agriculture, ultimately 95% of students passed the certification test after multiple attempts. Faculty continue to work with undergraduate advising coordinators to align upper division courses (offered through the Ferguson College of Agriculture) with competencies reflected on the exam so students will be exposed to a

greater depth of technical agriculture needed to deliver agriculture content in school based agricultural education programs. Faculty were concerned by the decrease in pass rate of the OGET (78.3% in 2018-19, 76.5% in 2019-20), but understand there were also 19 less attempts of the OGET. As noted earlier in the report, ~50% of students in the major are transfer students and much of their general education coursework has been completed at a junior or community college. However, as trends shift to more students completing general education requirements at OSU, so do the scores reflecting that general education preparation. Faculty are committed to integrating on-demand writing assignments in the professional core courses and working with faculty in the College of Education to develop workshops designed to introduce students to the OGET so they can become comfortable with the format and subject matter featured on the exam. The combined score on the OPTE remained similar to years past (253, 2016-17; 249, 2017-18; 253, 2018-19; 252, 2019-20), yet we saw a 9.65% increase in the overall pass rate from last year. Faculty were excited about the increased pass rate and are committed to continue reinforcing all of the constructs represented in the professional core courses as well as continuing in-depth analysis of the exam to develop a workshop featuring best practices for success. The ultimate assessment of the agricultural education program is placement of graduates in jobs. In 2019-20, 38 students completed requirements for the Bachelor of Science in Agricultural Sciences and Natural Resources, Major Agricultural Education (reflecting six options) as well as requirements for teacher certification in the State of Oklahoma. Twenty-four (63%) of those completers are teaching school-based agricultural education, six (16%) is beginning their graduate education, six (16%) are employed as an elementary or middle school teacher, one (2%) seeking employment, two (5%) are employed as long-term substitute teachers, and one (2%) is employed outside of education.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: The Assessment Coordinator is responsible for reviewing and interpreting assessment data.

Describe the process for sharing and discussing assessment findings with program faculty: Assessment results are shared with the Ag-Ed Workgroup (those faculty responsible for delivering the AGED Professional Core courses).

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: Faculty will continue monitoring student performance on the OGET, OSAT, and PPAT to further identify trends in general education preparation, acquisition of technical agriculture knowledge, and ability to implement effective teaching behaviors. Additional focus will be provided regarding opportunities to identify programmatic initiatives to improve student competence. Students who are identified as needing help to improve their writing and or math will be counseled to seek assistance from the various OSU centers focused on writing and math. In addition to writing and math, advisors encourage the use of tutors and other academic resources available on campus. Also, some anecdotal evidence indicates students who are weak writers may benefit from enrollment in AGCM 3103, which is a writing intensive course, during the semester in which they plan to take the OGET. So, during advisement conferences, students who appear to struggle with writing proficiently will be advised accordingly. The university initiative to place students in an appropriate math course has potential to place students in math courses meeting their needs and ability, thus increasing their confidence and competence in math. Regarding the acquisition of technical agriculture knowledge, advisors will purposely recommend upper division course work featuring competencies reflected on the subject area examination and suggest internships combined with early-field experiences designed to reinforce the requisite knowledge needed to successfully deliver the standards supporting school based agricultural education curriculum. To reinforce competencies representing the professional teacher’s exam, faculty will illuminate the constructs embedded in the professional core courses and develop professional development workshops featuring best practices for success on the PPAT.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes are being considered at this time.

Describe the process for implementing these changes/planned program improvements: N/A

Program Improvements Made in the Last Year: Other Improvements

"Other" Improvements:

Goals for the Coming Year: With the implementation of the PPAT as the assessment tool used for teacher certification in the state of Oklahoma (replacing the OPTE), our goal is to ensure our students are prepared to successfully complete and pass the PPAT. Increase the pass rates for the OGET and the PPAT.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Nathan Smith

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
Knowledge of Subject Matter -	Comprehensive, Certification, or	Reporting Period: 2019 - 2020	Use of Findings (Actions): Faculty

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Oklahoma Commission for Teacher Preparation OCTP (OSAT)</p> <p>Graduates are expected to have knowledge of agricultural subject matter. The standards were identified by the Oklahoma Commission for Teacher Preparation (OCTP) and divided into: agricultural business, economics and marketing; animal science; plant and soil science; agricultural mechanics; environmental science and natural resources; foundations of agricultural education; and a constructed response focused on agricultural education.</p> <p>To become subject matter specialists in agriculture, food and natural resources, students are required to earn a grade of “C” or better in all College and Departmental Courses (26 hours), Major Requirements (23 hours), Professional Core Courses (27 hours), and Elective Courses (5 hours). To that end, the opportunity to acquire and practice the subject matter knowledge and skills assessed on the OSAT are integrated throughout students’ preparation program.</p> <p>Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Knowledge Reason for Archival:</p>	<p>Professional Exam(s) - OSAT</p> <p>Students are made aware of the requirements for teacher certification in AGED 3101 and are strongly encouraged to register for the exam during the fall of their junior year (first semester for transfer students). The exam is administered externally through Pearson Education, Inc. via the Certification Examinations for Oklahoma Educators website (http://www.cee.nesinc.com/index).</p> <p>* Learning Outcome Goal/Benchmark: 75% of the students included in the assessment will receive a passing score (240) on the certification exam.</p> <p>Timeline for Assessment: Each semester</p> <p>Other Assessment Type:</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient) The OSAT measures pre-service teachers’ knowledge of agriculture across seven broad areas: agricultural business, economics, and marketing; animal science; plant/soil science; agricultural mechanics; environmental science and natural resources, foundations of agricultural education; and, constructed response in the context agricultural education. A minimum score of 240 is required to pass. For 2019-2020, 80.0% of students who took the OSAT passed reflecting a 6.7% decrease for the academic year. (09/11/2020)</p> <p>Number of Students Assessed: 30 Number of Successful Students: 24</p> <p>How were students selected to participate in the assessment of this outcome?: This assessment is a requirement for an Oklahoma Teaching Credential and placement in student teaching. Selected participants are students preparing for teacher certification, are fully admitted to the Professional Education Unit, and are anticipating student teaching.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Faculty are encouraged by the overall passing rate for the OSAT. Additional course work, emphasis on writing, and better integration of technical agriculture content appear to have had a positive impact on student learning.</p> <p>The availability of this certification exam is controlled by Pearson Education, Inc. Agricultural Education is considered a “Low Incident” exam and is available to students more frequently in the fall semester than the spring semester. It is our faculty’s responsibility to inform students of the testing schedule in AGED 3101 and during advisement.</p>	<p>will continue monitoring student performance on the OSAT, to further identify acquisition of technical agriculture knowledge. Additional focus will be provided regarding opportunities to identify programmatic initiatives to improve student competence. Regarding the acquisition of technical agriculture knowledge, advisors will purposely recommend upper-division course work featuring competencies reflected on the subject area examination and suggest internships combined with early-field experiences designed to reinforce the requisite knowledge needed to successfully deliver the standards supporting school-based agricultural education curriculum. (09/11/2020)</p>
<p>Knowledge of Pedagogy - OPTE – Teaching 6-12</p>	<p>Comprehensive, Certification, or Professional Exam(s) - Students are</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	<p>Use of Findings (Actions): The</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Graduates are expected to have knowledge of teaching and learning: Specific topics in this area include: learners and the learning environment, instruction and assessment, and the professional environment. Students are provided opportunities to learn this outcome in the following courses: AGED 3013, 3203, 4103, 4203, 4200(9) EPSY 3213, and SPED 3202. To that end, the opportunity to acquire and practice the knowledge of teaching and learning and the associated skills assessed on the OPTE are integrated throughout students' preparation program, with emphasize on the student teaching internship. Students are required to take 27 hours of course work identified as "Professional Core." These courses are the primary teacher preparation courses for agricultural education majors. Admission to the Professional Education Unit is predicated on obtaining and maintaining a cumulative grade retention grade point average of 2.50 in all courses used toward teacher certification.</p> <p>Outcome Status: Active Planned Assessment Year: 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Knowledge Reason for Archival:</p>	<p>made aware of the requirements for teacher certification in AGED 3101 and are strongly encouraged to register for the exam during the semester prior to student teaching, which coincides with enrollment in AGED 4103. The exam is administered externally through Pearson Education, Inc. via the Certification Examinations for Oklahoma Educators website (http://www.ceoe.nesinc.com/index).</p> <p>* Learning Outcome Goal/Benchmark: 75% of the students included in the assessment will receive a passing score (240) on the certification exam. Timeline for Assessment: Each Semester Other Assessment Type:</p>	<p>The OPTE measures a student's knowledge of teaching on a six-scale examination. The 2002 Oklahoma legislature passed legislation requiring teachers to pass (minimum score of 240) the OPTE before being licensed. The OPTE 6-12 certification exam was attempted 22 times during the 2019-2020 year, 19 students earned a passing score (i.e., 86.4% (see related documents). A total of 33 attempts were made to take the OPTE in 2018-2019 and 26 of those students passed the exam, resulting in a final passing rate of 78.8%. The passing percentage increased 9.65% when compared to the 2018–2019 results meeting the program expectations for 2019-2020. (09/11/2020)</p> <p>Number of Students Assessed: 20 Number of Successful Students: 19</p> <p>How were students selected to participate in the assessment of this outcome?: This assessment is a requirement for an Oklahoma Teaching Credential (Agricultural Education). Selected participants are students preparing for teacher certification in agricultural education.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Faculty were generally pleased with the overall passing rate. However, future assessment plans will feature an new authentic assessment, Praxis Performance Assessment for Teachers (PPAT). The Professional Education is currently piloting the PPAT with full implementation set for spring 2020. Faculty are working to identify "gaps" in the curriculum and add components of the assessment into the appropriate professional core course.</p>	<p>introduction of the Praxis Performance Assessment for Teachers (PPAT) has triggered an intense review of the professional core curriculum. New assignments and rubrics are being created to facilitate the four tasks reflected in PPAT i.e., identifying contextual factors and how those factors impact instructional design and delivery, assessing student learning, planning instruction and delivering instruction. (09/11/2020)</p>
<p>Knowledge of General Education - Oklahoma General Education Test (OGET)</p>	<p>Comprehensive, Certification, or Professional Exam(s) - Students are made aware of the requirements for teacher certification and are strongly</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) The OGET measures basic skills in reading, writing, and math. Effective January 1, 2002, students were required to</p>	<p>Use of Findings (Actions): Faculty will continue monitoring student performance on the OGET to</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Approximately 40% of the students in the major are transfer students. Those students typically complete their general education studies at a two-year college. The OGET is introduced to students during the fall semester of their junior year, a time frame that allows for a uniform introduction of the test to all students in the major. The majority of transfer students have earned an associate's degree so their opportunity to utilize and practice their general education has been ongoing. Students who begin their academic career at OSU complete the majority of the general education requirements by the end of the sophomore year. To that end, the opportunity to acquire and practice the general education knowledge and skills assessed on the OGET are integrated throughout students' preparation program.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>encouraged to register for the exam during the fall semester of their junior year while enrolled in AGED 3101 and 3103, concurrently. The exam is administered externally through Pearson Education, Inc. via the Certification Examinations for Oklahoma Educators website (http://www.ceoe.nesinc.com/index).</p> <p>* Learning Outcome Goal/Benchmark: 75% of the students included in the assessment will receive a passing score (240) on the certification exam.</p> <p>Timeline for Assessment: Each Semester</p> <p>Other Assessment Type:</p>	<p>pass the OGET (minimum score of 240) to be admitted to the Professional Education Unit. In February 2019 the test constructs were modified to reflect four constructs versus the six previously assessed. The OGET was attempted by 17 students during the 2019-2020 year, 13 of which earned a passing score (i.e., 76.5% (see related documents). When comparing assessment data to the 2018-2019 period, we must take into account the reflects scores from both examinations. Eighteen students took the exam prior to the 2/3/19 inactive data for the old exam, twenty-three students took the new version of the OGET. Fifteen of the students who took the older version of the OGET passed resulting in a pass rate of 83.3%. Eighteen of the students taking the new version of the exam passed resulting in a pass rate of 78.3%. As we compare the 2019-2020 data to the students from 2018-2019 who took the new version of the OGET, we see a 2.3% decrease in the passing rate. Even with the decrease the program standard of 75% was still met for the 2019-2020 year. (09/11/2020)</p> <p>Number of Students Assessed: 17</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: All students seeking admission to the Professional Education Unit at Oklahoma State University are required to take and pass the OGET. Students in the Agricultural Education program are encouraged to take the exam during the fall semester of their junior year while enrolled in AGED 3101 and 3103, concurrently.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Similar to 2017-2018, students scored highest in the sub-area "Critical Thinking Skills: Mathematics" (270/300). Results indicate slightly lower scores in each of the sub-area's reflected on the exam as compared to the previous academic year. Overall, the passing rate of the exam decreased by 2.8% as compared to 2017-2018 test data. The combined, overall score (253) decreased 6 points. This comparison reflects the deactivated version of the exam, the 2018-2019 data for the new exam will serve as a baseline for the new reporting</p>	<p>further identify trends in general education preparation. Additional focus will be provided regarding opportunities to identify programmatic initiatives to improve student competence. Students who are identified as needing help to improve their writing and or math will be counseled to seek assistance from the various OSU centers focused on writing and math. In addition to writing and math, advisors encourage the use of tutors and other academic resources available on campus. Also, some anecdotal evidence indicates students who are weak writers may benefit from enrollment in AGCM 3103, which is a writing intensive course, during the semester in which they plan to take the OGET. So, during advisement conferences, students who appear to struggle with writing proficiently will be advised accordingly. The university initiative to place students in an appropriate math course has potential to place students in math courses meeting their needs and ability, thus increasing their confidence and competence in math. (09/11/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
-----------------	---------------------------	-----------------	----------------------------------

year.

Related Documents:

[2018_2019_AgEd_CertExamScores\[2\].pdf](#)