College of Agricultural Sciences and Natural Resources

Agricultural Education, Bachelor of Science

Assessment Report Form 2016-2017

Date of Report: 9/11/2017

Name of Person Submitting Report: Jon W. Ramsey

A. Program Information:

Assessment Coordinator's Name: Jon W. Ramsey

Assessment Coordinator's Email Address: jon.ramsey@okstate.edu

Number of students enrolled in the program 2016-2017: SU 16, 34; FA 16, 131; SP 17, 103

Number of students graduated in 2016-2017: SU 16, 1; FA 16, 9; SP 17, SP17, 16

B. Program Mission Statement

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

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.

C. University Assessment Funds

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

If yes, click here to enter information about how university assessment funds were used.

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: Oklahoma Commission for Teacher Preparation OCTP (OSAT)

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
Graduates are expected to have agricultural subject matter knowledge. 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.

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.

How many students were included in the assessment of this outcome?
21

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 Professional Education, and are anticipating student teaching.

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.
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.ceoe.nesinc.com/index.asp)

Did your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No
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 1.
Table 1.

Learning Outcome #1
***Ag Ed Student Teachers' Scores for OCTP-Mandated Standardized Test: OSAT, 2016-2017* data reflects AGED and ANSI/AGED majors* (*N* = 21)**

Test & Sub-areas	
OSAT – Agricultural Education	***N* = 21**
Agribusiness, Economics, and Marketing	250
Animal Science	264
Plant & Soil Science	250
Agricultural Mechanics	252
Environmental Science and Natural Resources	255
Foundations of Agricultural Education	267
Constructed Response (Writing): Agricultural Education	243
Combined	253
Passing Rate per Total Test Attempts (Number of Passing Scores/Total Attempts [17/23])	**73.9%**
Overall Passing Rate (Number of Passing Scores/Total Students Attempting OSAT [17/21])	**81.0%**

Note. *Test results were current per the July 2017 administration.

What do the results suggest about student achievement of this learning outcome?
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 2016-2017, 81.0% of students (AGED, ANSI/AGED) who took the OSAT passed reflecting a 3.6 percentage point decrease for the academic year (see Table 1).

Faculty are encouraged to see a significantly smaller decrease in 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. A 3.6 % decrease from 2015-2016 is an improvement to the 11.7 % decrease reported in the 2015-2016 report as compared to 2014-2015 academic year.

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.

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):

D2) Student Learning Outcome #2: OPTE – Teaching 6-12 / Professional Education Portfolio: Submission III

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
Graduates are expected to have knowledge of teaching and learning: Specifically, learners and the learning environment, instruction and assessment and the professional environment. Student opportunities to learn this outcome include: AGED 3101, 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 Professional Education is predicated on obtaining and maintaining a cumulative grade retention grade point average of 2.50 in all courses used toward teacher certification.

How many students were included in the assessment of this outcome?
27

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.

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 how the assessment method was implemented, administered, and/or conducted.
Students are 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.asp

Did your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No
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.
Table 2.

Ag Ed Student Teachers' Scores for OCTP-Mandated Standardized Test: OPTE, 2016-2017* data reflects AGED and ANSI/AGED majors (N = 27)

OPTE – Teaching (6-12) Test & Sub-areas	
OPTE – Teaching (6-12)	***N* = 27**
Learners & the Learning Environment	258
Instruction & Assessment	255
The Professional Environment	266
Constructed Response (Writing): Learners & the Learning Environment	252
Constructed Response (Writing): Instruction & Assessment	231
Constructed Response (Writing): The Professional Environment	238
Combined	**253**
Passing Rate per Total Test Attempts (Number of Passing Scores/Total Attempts [24/33])	**72.7%**
Overall Passing Rate (Number of Passing Scores/Total Students Attempting OPTE [24/27])	**88.9 %**

Note. *Tests results were current per the July 2017 administration.

Table 3

Ratings of AGED Student Teachers' Second Teaching Philosophy (N = 25) and Scoring of Impact on P-12 Learners (N = 25), Completers for Academic Year 2016-2017 reflect AGED and ANSI/AGED majors

Second Teaching Philosophy and Impact on Student Learning	2016-2017
Second Teaching Philosophy	2.32
Evidence of Impact on P-12 Learners	2.16
Analysis/Reflection on Evidence of Impact on P-12 Learners	2.12

What do the results suggest about student achievement of this learning outcome?
Table 2.

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 33 times during the 2016-2017 year, 24 students earned a passing score (i.e., 72.7% (see Table 2). A total of 27 students attempted the OPTE in 2016-2017 and 24 of those students passed the exam, resulting in a final passing rate of 88.9%. The overall passing percentage decreased slightly when compared to the 2015–2016 results (i.e., an 90.3% passing rate). Faculty were generally pleased

with the overall passing rate. A review of previous data reveals a 2 percentage point range over the past three academic years, however; future assessment plans will focus on improving the overall passing rate of the OPTE. Of note, the students' mean scores for the two "constructed response" portions of the examination (i.e., Instruction and Assessment; The Professional Environment) remain below the passing score of 240, these will be areas of emphasis throughout the professional core courses reflected on this exam. Focused writing exercises are integrated into the professional core courses, however, faculty are also working to highlight the resources available to students in the area of writing i.e., the OSU Writing Center. Additional resources provided by the College of Education included constructed response workshops, our students are invited to attend these workshops through student list serves and invitation's posted in class.

Table 3.

At the conclusion of the student teaching experience each semester, student teachers turn in a third submission of their teacher education portfolios supplying evidence of their impact on P-12 learners as required by the Oklahoma Commission for Teacher Preparation (OCTP). Teacher candidates submit pre-post test score data as demonstrated by P-12 learner performance on student teacher, developed summative evaluations reflecting a unit of instruction delivered during student teaching. Due to a lack of resources, external reviewers representing stakeholder groups of the Agricultural Education program were not used to evaluate the third submission of the fall 16 and spring 17 cohorts. The overall mean score for the the second teaching philosophy (2.32), impact on learners (2.16) and candidate's analysis of their impact (2.12) all met the standard as determined by the scoring rubric. Portfolios were scored using a rubric: "3" = "Exceeds Standard," "2" = "Meets Standard," "1" = "Approaches Standard," or "0" = "Unacceptable." (A detailed narrative explanation of the evaluation rubric follows.) A faculty member served as the portfolio evaluator.

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 2 occurs on a cycle or rotation, click here to describe and provide the rationale.

D3) Student Learning Outcome #3: Oklahoma General Education Test (OGET)

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

Approximately 60% of students in the major are transfer students. Those students complete their general education studies at a junior 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 that begin their academic career at OSU have completed 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 student's preparation program

How many students were included in the assessment of this outcome?
21

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

All students seeking admission to Professional Education 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.

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 how the assessment method was implemented, administered, and/or conducted.
Students are made aware of the requirements for teacher certification and are strongly 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.asp)

Did your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No
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.
Table 4.

Agricultural Education Student Teachers' Scores for OCTP-Mandated Standardized Test: OGET, 2016-2017 data reflects AGED and ANSI/AGED majors (N = 21)

Test & Sub-areas	
OGET – Basic Skills	***N* = 21**
Critical Thinking Skills: Reading & Communication	255
Communications Skills	243
Critical Thinking Skills: Mathematics	275
Computation Skills	260
Liberal Studies	244
Critical Thinking Skills: Writing	230
Combined	**251**
Passing Rate per Total Test Attempts (Number of Passing Scores/Total Attempts [16/22])	**72.7%****
Overall Passing Rate (Number of Passing Scores/Total Students Attempting OGET [16/21])	**76.2%**

What do the results suggest about student achievement of this learning outcome?
The OGET measures basic skills in reading, writing, and math. Effective January 1, 2002, students were required to pass the OGET (minimum score of 240) to be admitted to the professional education unit. Because most students take this examination during their junior or senior years, it reflects the general education background of students who aspire to teach. Table 4 shows scores for 21 prospective student teachers disaggregated by sub-area who took the examination during 2016-2017. The passing rate for those students regarding total test attempts was 72.7%, an increase of 1.6 percentage points over the 2015-2016 test results (see Table 4).

Similar to 2015-2016, students scored highest in the sub-area "Critical Thinking Skills: Mathematics" (275/300). Results indicate a slight decrease in the sub-area Computation Skills (260/300) as compared to the previous academic year (see Table 4). Overall, the passing rate of the exam decreased by ~eight percentage points as compared to 2015-2016 test data. The combined, overall score (251) remained the same.

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.

E. Summary of Assessment Results

Describe the overall results of the program assessment and program 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 81 % of students passed the certification test after multiple attempts. Faculty continue to work with undergraduate advising coordinators to align upper division courses (offered through CASNR) 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 (84.2%, 2015-16; 76.2%, 2016-17) however, the combined overall score (251, 2015-16; 251, 2016-17) remained the same from the previous year. As noted earlier in the report, ~60% of students in the major are transfer students and much of the general education coursework has been completed at a junior or community college. 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 OPTE pass rate remained similar to last year, however, the combined score on the OPTE improved (250, 2015-16; 251, 2016-17). All areas saw similar scores, faculty were disappointed in the decreased pass rate and are committed to reinforcing all of the constructs represented in the professional core courses as well as doing an 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 2016-17, 29 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. Seventeen (59%) of those completers are teaching school-based agricultural education, two (7%) are teaching a subject besides agricultural education, four (14%) are continuing their education, and the remaining six (20%) are working outside of education in the agricultural industry.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum 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 results with program faculty.

Assessment results are shared with the Ag-Ed Workgroup (those faculty responsible for delivering the AGED Professional Core courses)

G. Program Improvements Based on Assessment

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

Faculty will continue to monitor student performance on the OGET, OSAT, and OPTE to further identify trends in general education preparation, technical agriculture knowledge acquisition 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 get 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 that students who are "weak" writers may benefit from concurrent 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 that students are ready for thus increasing their confidence and hopefully their competence in math. Regarding the acquisition of technical agriculture knowledge, advisors will purposely recommend upper division course work that features the 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 the 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 OPTE.

Based on the findings of this assessment, 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

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) **here.**
This is a link to the testing site http://www.ceoe.nesinc.com/
This is a link to the Portfolio Handbook http://education.okstate.edu/peu/portfolio

Professional Placement/Dispositions 2016-2017 (*N*=29)

Graduate		Professional Placement / Disposition
First	Last	
Stephanie	Adams	Teaching School-based, Ag-Ed in Illinois
Jacob	Adkinson	Teaching School-based, Ag-Ed in Fairland, OK
Emily	Bottjer	Working in the Agriculture Industry
Lacey	Brooks	Teaching School-based, Ag-Ed in Anadarko, OK
Kaylea	Buie	Teaching High School Biology, Canadian, OK
Cody	Dawson	Teaching School-based, Ag-Ed in Henryetta, OK
Daniel	Forsyth	Teaching School-based, Ag-Ed in South Coffeeville, OK
Brianna	Gandolfo	Teaching School-based, Ag-Ed in Texas
Jace	Goodwin	Teaching School-based, Ag-Ed in Paden, OK
Brooke	Griggeory	Graduate School, University of Kentucky
Bryce	Hauenstein	Teaching School-based, Ag-Ed in Wagoner, OK
McKenzie	Hearn	Teaching School-based, Ag-Ed in Tecumseh, OK
Emily	Kell	Graduate School, (Law School)
Devon	Mcleod	Working in the Agriculture Industry
Courtney	Miller	Teaching School-based, Ag-Ed in Lawton, OK
Hanna	Minson	Teaching School-based, Ag-Ed in Ketchum, OK

Jace	Newby	Teaching School-based, Ag-Ed in Jay
Shania	Phillips	Graduate School, Oklahoma State University
Heather	Piersing	Working in the Agriculture Industry
Ashley	Powell	Teaching School-based, Ag-Ed in Deer Creek-Lamont, OK
Kolton	Shipley	Teaching School-based, Ag-Ed in Davis, OK
Trevor	Stover	Teaching School-based, Ag-Ed in Kansas
Lawson	Thompson	Teaching School-based, Ag-Ed in Carney, OK
Steven	Vekony	Completing Undergraduate Requirements
Brandon	Vicknair	Teaching School-based, Ag-Ed in Kansas
Christopher	Vierck	Working in the Agriculture Industry
Jason	Wetzler	Working in the Agriculture Industry
Brent	Williams	Working in the Agriculture Industry
Jessie	Wright	Teaching Middle School Science, Jenks, OK

Note. **(17 teaching SBAGED = 59%; 2 teaching outside of certification = 7%; 4 continuing education = 7%; 3 seeking employment = 8%; 3 employed outside of education 8%)**

Submission III Portfolio Rubric: Professional Certification Readiness

Submission III, Exit Stage: Professional Certification Readiness					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Second Philosophy Statement	Statement is not provided or plagiarizes candidate's first philosophy statement.	Statement presents teaching philosophy, however reflection on professional growth is not evident and/or philosophy statement does not follow portfolio guidelines	Statement presents teaching philosophy with reflection on teaching and learning experience that shows evidence of professional growth. Philosophy statement follows portfolio guidelines.	Statement presents teaching philosophy with a thorough reflection on teaching and learning experience that shows significant evidence of professional growth	
Updated Transcripts Updated Resume OPTE score report	Portfolio does not include any of the required documents	Portfolio does not include two or more of all required documents	Portfolio includes an updated transcript, resume, and field placement form, but one or more	Portfolio includes all required documents	

Release form for videos, photos and student work Evaluations from internship and field observations Updated Field Observation Report			evaluations or test scores have not been provided.		
Lesson Plan Collection(for Elementary Education candidates only)	5 lesson plans required not included			All 5 lesson plans included	
PE Students Professional Development Activities (8 required)	8 pieces of evidence of professional development not included			All 8 pieces of evidence of professional development included	
Evidence of Impact on P-12 Learners	Artifact shows no evidence of impact on P-12 learners	Artifact shows minimal impact on P-12 learners	Artifact shows some impact on P-12 learners	Artifact shows clear evidence of significant impact on P-12 learners	
Analysis/Reflection on Evidence of Impact on P-12 Learners	Analysis of data does not indicate understanding of the importance of candidate's impact on P-12 learners and shows no knowledge of how to improve or adjust.	Analysis of data indicates minimal understanding of the importance of candidate's impact on P-12 learners and minimal knowledge of how to improve or adjust	Analysis of data indicates understanding of the importance of candidate's impact on P-12 learners and some knowledge of how to improve or make adjustments for future impact.	Analysis of data indicates a clear understanding of the importance of the candidate's impact on P-12 learners and specific knowledge for how to make improvements or adjustments to ensure a strong impact in the future.	

D3) Student Learning Outcome #3: Oklahoma General Education Test (OGET)

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
Approximately 60% of students in the major are transfer students. Those students complete their general education studies at a junior 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 that begin their academic career at OSU have completed 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.

How many students were included in the assessment of this outcome?
29

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

All students seeking admission to Professional Education 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, concurreeeeeently

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.
Students are made aware of the requirements for teacher certification and are strongly 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.asp)

Did your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No
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.
Table 4.

***Agricultural Education Student Teachers' Scores for OCTP-Mandated Standardized Test: OGET, 2016-2017 data reflects AGED and ANSI/AGED majors (N* = 21)**

Test & Sub-areas	
OGET – Basic Skills	***N* = 21**
Critical Thinking Skills: Reading & Communication	255
Communications Skills	243
Critical Thinking Skills: Mathematics	275
Computation Skills	260
Liberal Studies	244
Critical Thinking Skills: Writing	230
Combined	**251**
Passing Rate per Total Test Attempts (Number of Passing Scores/Total Attempts [16/22])	**72.7%****
Overall Passing Rate (Number of Passing Scores/Total Students Attempting OGET [16/21])	**76.2%**

What do the results suggest about student achievement of this learning outcome?
Approximately 70% of students in the major are transfer students. Those students complete their general education studies at a junior 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 that begin their academic career at OSU have completed 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.

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 [IF NEEDED]: Click here to type Learning Outcome 4.

Identify opportunities for students to learn this outcome during the 2016-2017 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?
Click here to type the number of students included in the assessment of Outcome 4.

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

Click here to describe how students were selected.

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.
Click here to describe the how the assessment for Learning Outcome 4 was conducted.

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 4.
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 4.

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 4.

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.

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?

Click here to enter overall assessment results and description of program faculty members' interpretation of the assessment results.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum 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 results with program faculty.

Assessment results are shared with the Ag-Ed Workgroup (those faculty responsible for delivering the AGED Professional Core courses)

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.

Click here to type planned program changes based on assessment data.

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?

Click here to type changes planned for the assessment process.

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

Click here to enter description of the process for implementing planned changes.

H. Assessment Tools

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