

**Student Outcomes Assessment Plan
Undergraduate Plan – Agricultural Education
Department of Animal Sciences and Agricultural Education
California State University, Fresno
Spring 2011**

Mission Statement

The vision of the agricultural education program is “Professionally and technically competent agriculture teachers in every California high school agriculture department”. The mission of the program is to prepare individuals for successful careers in agricultural education by providing them with leadership, communications, managerial, technical, and problem solving skills for improving the quality of agriculture and life in a diverse society.

Specific Goals and Objectives

Goal 1. Students will demonstrate an understanding of the basic philosophy, principles, policies, practices, and trends of career and technical education.

Objective 1.1 – Students will analyze current philosophies of career and technical education and formulate their own educational philosophy.

Objective 1.2 – Students will be able to examine and discuss the state of the profession regarding current issues affecting agricultural education such as legislation, regulations, policies, and practices.

Objective 1.3 – Students will be able to identify, explain, and evaluate the ethics, values, and scope of responsibilities of the professional agricultural educator.

Objective 1.4 – Students will be able to describe the importance of life-long learning and staying abreast of the current knowledge base of the discipline and participating in professional development opportunities.

Goal 2. Students will be able to plan and organize a program of agricultural education that meets state certification standards.

Objective 2.1 – Students will be knowledgeable of the California Curriculum Standards and Framework for the agriculture and natural resources industry sector.

Objective 2.2 – Students will be able to plan a high quality agricultural education program that includes one or more career pathways.

Objective 2.3 – Students will demonstrate how to prepare and manage agricultural education program budgets.

Goal 3. Students will demonstrate knowledge and skill in advising, conducting, and ethically supervising activities of the FFA.

Objective 3.1 – Students will understand the importance of FFA and demonstrate knowledge of how to incorporate leadership concepts, activities, and procedures as an integral part of the agricultural education program.

Objective 3.2 – Students will be able to perform the duties of FFA advisor in conducting a high quality program of agricultural education.

Goal 4. Students will demonstrate knowledge and competence in promoting, developing, and ethically supervising student agricultural experience programs (SAE).

Objective 4.1 – Students will be able to identify career opportunities in agriculture and describe the required knowledge and skills necessary for employment.

Objective 4.2 – Students will be able to describe the different types of supervised agricultural experience programs and demonstrate how to plan, conduct, and evaluate supervised agricultural experience programs.

Goal 5. Students will be able to utilize current technology in planning and conducting programs of agricultural education.

Objective 5.1 – Students will demonstrate the ability to use email, PowerPoint, word processing, and data spread sheets.

Objective 5.2 – Students will be able to identify emerging technologies that will enhance instruction and demonstrate the ability to use current technology in classroom presentations.

Goal 6. Students will understand and demonstrate how to plan and manage agricultural education facilities that meet safety standards.

Objective 6.1 – Students will be able to demonstrate facilities planning and management including location, storage, and maintenance of agriculture equipment, materials, and tools in properly equipped facilities.

Objective 6.2 – Students will be able to demonstrate laboratory safety principles and practices as they apply to secondary agriculture program settings.

Goal 7. Students will demonstrate critical thinking and decision making skills.

Objective 7.1 – Students will demonstrate the ability to identify, analyze, and create positive solutions for agricultural education problems.

Objective 7.2 – Students will understand the importance of generating positive working relationships with school administration, other faculty, staff, and the community and how to formulate strategies for building these relationships.

Objective 7.3 – Students will demonstrate understanding of the major themes and concepts of the program areas within agriculture and the interrelationships that exist between agriculture areas and other subject areas.

Objective 7.4 – Students be knowledgeable of strategies for building industry relationships through local program advisory committees.

AG ED COURSES

	AG ED	AG ED	AG ED	AG ED	AG ED
	50	135	150	187	189
GOAL 1					
Objective 1.1	I	R		A	
Objective 1.2	I	R		A	
Objective 1.3	I	R	R	A	A
Objective 1.4	I	R		A	
GOAL 2					
Objective 2.1		I		A	A
Objective 2.2		I	R	A	A
Objective 2.3		I		A	A
GOAL 3					
Objective 3.1	I	R	R	A	
Objective 3.2	I	R	R	A	
GOAL 4					
Objective 4.1		I	R	A	A
Objective 4.2	I	R	R	A	A
GOAL 5					
Objective 5.1		I	A		R
Objective 5.2		I	A		A
GOAL 6					
Objective 6.1		I	R	R	A
Objective 6.2	I	R			A
GOAL 7					
Objective 7.1	I	R	R	A	A
Objective 7.2	I	R	R	A	R
Objective 7.3	I	R	R	A	R
Objective 7.4	I	R		A	

I = Introduced

R = Reinforced

A = Advanced

Agricultural Education Assessment Activities

Under the current program design, all but one of the agricultural education courses are upper division. Orientation to Agricultural Education (AG ED 50) is the only lower division course in the undergraduate program. Since the majority of agricultural education courses are at the upper division level, much of the program assessment takes place during the fifth-year when students are enrolled in the agriculture specialist credential program.

Several means of assessing the program are utilized including assessment of the goals and objectives listed in this plan. Subject matter competency is considered to be adequate for admission into the agriculture specialist credential program if a candidate has earned a B.S. degree and passes the California Subject Examination for Teachers (CSET) or if the candidate completes the undergraduate agricultural education program with the B.S. degree in agricultural education. In either case a cumulative grade point average of 2.67 or better is required for admission to the credential program. Candidates must also pass the CBEST exam to qualify for admission to the credential program.

The goals and objectives listed in this plan are assessed in the agricultural education courses required for admission to the agriculture specialist credential program. Course syllabi list learning outcomes that are assessed on course assignments, quizzes, and exams. These assessments are made by agricultural education faculty members teaching the respective courses. A matrix indicating the objectives assessed by course is included as part of this document. The goals and objectives in this plan are also part of the exit evaluation for agriculture specialist credential candidates.

Assessment Activity #1: Professional Portfolio – During the final semester of the credential program each candidate prepares a professional portfolio that includes a letter of introduction, philosophy statement, resume, reference letters, sample lesson plan, PowerPoint handout, and photos documenting candidate accomplishments. Portfolios are evaluated and scored by the agriculture specialist program coordinator and if weaknesses are noted candidates are assisted in strengthening their portfolio. Candidates are scored by the university supervisor using a portfolio scoring rubric. Candidates must score a two or higher on a four point scale to document competency for the portfolio requirement.

Assessment Activity #2: Culminating Project – During the semester candidates are enrolled in the final field experience course they are required to identify and research and/or apply specific knowledge and skills to an agricultural education problem or issue. This project is to be designed to benefit the school and/or community in which they are student teaching. Candidates submit a proposal to the university supervisor and cooperating master teacher for approval. Once approval is received, the candidate conducts the project and submits a written report that describes the project including objectives, methods and procedures, project requirements, outcomes, and benefit to the school/community. Scores on the project are assigned by the university supervisor using a project scoring rubric and are documented in a database.

Assessment Activity #3: Graduate Survey – Every three to five years program completers are surveyed to determine their perceptions of the level of preparedness for teaching agriculture. This data is also summarized and presented to the Agricultural Education Program Advisory Committee to assist the committee in making recommendations for program improvement.

Assessment Activity #4: Employer Survey – Every three to five years employers are surveyed to determine their perceptions of the level of preparedness of new teachers from the agriculture teacher preparation program. This data is summarized and presented to the Agricultural Education Program Advisory Committee to assist the committee in making recommendations for program improvement.

Assessment Activity #5: Fresno Assessment of Student Teachers (FAST) – Information is also reviewed from the FAST projects that agriculture specialist credential candidates are also completing. For example, the Holistic Proficiency Project, which assesses the candidate’s ability to perform, document, and reflect upon teaching responsibilities over an entire semester, often indicates performance in some of the areas unique to the agriculture specialist program. Examples include making supervised agricultural experience visits and teaching leadership components of the agricultural education program. These areas match up with student engagement, learning about students and specific pedagogical skills for teaching lessons that meet the California Agriculture and Natural Resources Industry Sector Standards. Scores on this assessment are assigned using rubrics and are recorded electronically, currently on Task Stream by the university supervisor. Additional documentation for the agriculture specialist program is provided by weekly reports each candidate submits to the university supervisor.

Assessment Activity #6: Occupational Experience Verification (T-14 Form) – During the semester the candidate is enrolled in the initial field experience course they complete this form listing their education, leadership, and occupational experience. Candidates self-rate their level of knowledge in various agricultural areas on a three point scale and conduct a personal interview with the California Department of Education Regional Supervisor. The regional supervisor verifies each candidate’s occupational experience and signs the form which is placed in the candidate’s file. Candidates are informed of this requirement when they first enroll in the undergraduate program and those needing additional experience are advised about agricultural positions available including those on the University Agricultural Laboratory. Candidates must meet this requirement prior to enrolling in the final field experience course.

Assessment Activity #7: Agriculture Specialist Exit Evaluation of Objectives – At the completion of the final field experience course candidates submit a document to the university supervisor that is verified by the cooperating master teacher indicating the number of agriculture specialist professional objectives met by the candidate. This document was developed by a panel of experts consisting of university supervisors and cooperating master teachers. The panel identified eleven areas in which candidates are to document professional competency. Candidates indicate the date the activities for each competency are met and the cooperating master teacher signs the document to verify the activities were completed. These eleven areas are consolidated into six broad categories for data reporting purposes.

Agricultural Education Assessment Activities

	Activity #1	Activity #2	Activity #3	Activity #4	Activity #5	Activity #6	Activity #7
	Professional Portfolio	Culminating Project	Graduate Survey	Employer Survey	Fresno Assessment of Student Teachers	Occupational Experience	Exit Evaluation of Objectives
Objectives							
1.1	X						
1.2	X						
1.3	X						
1.4	X						X
2.1			X	X	X		X
2.2			X	X			X
2.3			X	X			X
3.1			X	X			X
3.2			X	X			X
4.1			X	X		X	X
4.2			X	X			X
5.1			X		X		X
5.2			X				X
6.1			X	X		X	X
6.2			X	X		X	X
7.1		X					
7.2		X	X	X	X		X
7.3		X	X	X	X		X
7.4		X	X	X		X	X

Incorporation of Evaluation Results: The results of all forms of program evaluation are summarized and/or tabulated by program faculty and presented to the agricultural education advisory committee for their evaluation and recommendations. Minor program changes are made at the department level. If a major course change in the curriculum is proposed as a result of the evaluation process, the suggested change would be presented by the coordinator to the department curriculum committee for presentation to the CAST curriculum committee.