

1. Name of the Academic Program

Department of Agricultural Education, Communications, and 4-H Youth Development

2. Degree programs that are assessed under this plan

B.S. in Agricultural Education (teaching option)

3. Mission, objectives or goals of the degree program(s)

Goal Statement – The program seeks to develop teachers who, on one hand, are able to deliver instruction *in* agriculture for students seeking to enter and advance in a broad range of careers. On the other hand, these teachers also must be able to impart knowledge *about* agriculture in order to foster heightened agricultural literacy. Four goals, each elaborated upon by accompanying objectives were developed and adopted in an attempt to create a long-term future for the profession and to provide focus for the efforts of all entities. These goals and respective objectives are as follows:

Goal 1 – An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, provide food, fiber and natural resources systems education.

Objectives:

- 1) Ensure a sufficient quantity of qualified agriculture teachers who represent the demographics of the nation;
- 2) Elementary, secondary and adult teachers integrate instruction in agriculture, food, fiber and natural resources systems.

Goal 2 – All students have access to seamless, lifelong instruction in agriculture, food, fiber and natural resources systems through a wide variety of delivery systems and educational settings.

Objectives:

- 1) All students in urban, suburban and rural schools have access to high quality agricultural education programs;
- 2) Every agriculture student has opportunities for experiential learning and leadership development;
- 3) Student enrollments in agricultural education represent the diversity of the school-age population.

Goal 3 – All students are conversationally literate in agriculture, food, fiber and natural resources systems.

Objectives:

- 1) Agriculture teachers encourage cross-curricular course development and instructional collaboration with teachers in all disciplines;
- 2) Agriculture teachers collaborate with other groups to bring factual information about agriculture, food, fiber and natural resources systems to all students.

An overarching premise for OSU Agricultural Education program efforts is that accomplishment of these goals will require teachers who are good-decision makers. It is firmly held that teachers' decision-making abilities will be highly dependent upon their levels of knowledge and skills. Accordingly, there is within the program a major commitment to equipping teachers with the requisite technical agriculture proficiencies and also with the necessary professional and personal skills, which in combination, will result in logical, informed decisions in the selection and delivery of content. There are direct and close relationships between and among what Agricultural Education seeks to accomplish and the core concepts/goals of the OSU Professional Education Unit. One particular point of kinship is the commitment to extending educational opportunities to a wide range of audiences and valuing the diversity that is encountered when doing so. Also common is the belief that professional educators can and should impact favorably upon society. Finally, it is jointly held that these attributes are best tried, assessed and continuously developed in schools and communities and under the guidance of other professionals.

4. Define the expected student outcomes for the degree program(s)

- Students will possess a broad range of knowledge in and about agriculture.
- Students will value the experiential learning component of the secondary program.
- Students will demonstrate basic reading, writing, and math skills.
- Students will value the leadership development component of the secondary program organized through an active student organization.
- Students will demonstrate knowledge of current educational theories and practices.
- Students will serve as role models in their local schools.

5. Identify the methods that are used to evaluate student achievement of these educational outcomes

- (1) Admission to Professional Education - A student must have an overall GPA of 2.50 before he or she will be admitted to the Professional Education Unit. The student must then pass an interview with Agricultural Education Teacher Education faculty. That interview assesses the student knowledge of the four core concept areas, his or her motivation to teach, their perceived strengths and weaknesses and mechanisms to make corrections in their academic progress.
- (2) Portfolios - Portfolio Submission I is usually completed in the spring semester of a student's junior year. Students must have passed the OGET and satisfied the PPST requirement before Submission I. An initial philosophy of education and goal statements are prepared. Portfolio Submission II is completed before a student is placed into Student Teaching, the second submission asks students to provide evidence of their competency in the four core concept areas of diversity, integration, life-long learning, and professionalism. Students must also document 45 hours of clinical experiences in education. Full admission to the Professional Education Unit is required before a student can begin student teaching

experience. Portfolio Submission III is completed during the student teaching experience. Students must show competence in four core concept areas and 15 competency areas. Students also prepare revised philosophy of education and goals statements.

- (3) Student Teaching – Student teachers are placed in schools with cooperating teachers in Oklahoma Public Schools with Agricultural Education Programs. Cooperating Teachers are selected using a process that involves staff at the Department of Career and Technical Education, the local secondary administrator, and Teacher Education Faculty at OSU. Faculty makes two on-site visits during the 12-week experience. Cooperating Teachers complete an evaluation of the student teacher at the completion of the student teaching experience. Student teachers complete an evaluation of their own student teaching experience. Student teacher's satisfaction with their experience is assessed through an evaluation completed through the College of Education. A group exit interview is conducted with Agricultural Education Faculty as part of a two-day debriefing session held during finals week.
- (4) Examinations - Two basic skills tests required for admission to professional education. The Oklahoma General Education Test (OGET) tests basic math, reading and writing skills and is required of all students. If a student does not have a 3.0 GPA in 20 hours of liberal arts coursework the Pre Professional Skills Test (PPST) is required. Like the OGET, the PPST tests basic math, reading, and writing skills. The Oklahoma Subject Aptitude Test (OSAT) tests the student's knowledge in Agriculture. The test is made up of five sections: Agricultural Economics, Animal Science, Plant and Soil Science/Horticulture, Ag Mechanics, and Natural Resources. Ninety credit hours must be completed before the OSAT can be taken. The Oklahoma Professional Teaching Exam (OPTE) is required for certification and tests a student's knowledge of pedagogy. The test has a multiple choice and essay format.
- (5) Follow-up - Teacher education faculty in Agricultural Education serve on Resident Teacher Committees for all first-year Agricultural Education Teachers. In order to earn a teaching certificate in the State of Oklahoma, a teacher must be recommended for certification by Resident Teacher Committee. The committee is made up of the resident teacher, a local school administrator, a mentor teacher, and a representative from the higher education institution from which the teacher graduated. At least three observations are made and three committee meetings held during the teacher's first year of employment. Resident Teacher Follow-up - Annually, the College of Education completes a follow-up study of each resident teacher's satisfaction with the assistance provided by the committee. Results of that research are shared with Agricultural Education Faculty.
- (6) Advisory Council - A sub-group of the Departmental Advisory Council focuses on teacher education. Council members include a secondary principal, Career Tech employee, and secondary Agricultural Education Teacher.
- (7) Other - Enrollment data, student grade point average, individual course and instructor evaluation, graduation rate, and teacher placement data is used to evaluate the program.

6. Identify how assessment results will be integrated into curriculum planning and program improvement.

Teacher education faculty are involved in each of the assessment activities. Faculty read portfolios at each check, conduct interviews required for admission to the Professional Education Unit, supervise students and serve on Resident Teacher Committees.

Test score results are shared with Teacher Education faculty reflecting student's performance on basic skills, knowledge of agriculture, and knowledge of teaching and learning. Student scores are reported to the Office of Professional Education in the College of Education and forwarded to Agricultural Education. The reports show program, institutional, and state pass rates. Faculty use scores on the agriculture content test (OSAT) should give faculty clues to changes that need to be made in Major Requirements for the degree. Because some of the instruction in pedagogy is in coursework taught in Agricultural Education, information on how students score on the OPTE is valuable in designing course content. Because adolescent psychology and special education coursework is taught by the College of Education, it will be important to maintain active communications with faculty who teach those courses. Finally, scores on the PPST and OGET reflect a student's general education preparation. There may be opportunities to reinforce basic skill content in existing coursework if needed.