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| **Assurance of Student Learning Report**  **2021-2022** | |
| **Ogden College of Science and Engineering** | **Department of Agriculture & Food Science** |
| **B.S. in Agriculture with minor or second major or (#605)** | |
| **Todd Willian** | |

***Is this an online program***?  Yes No

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** **Students will demonstrate the ability to assimilate, analyze, and effectively communicate agricultural research data.** | | | |
| **Instrument 1** | **Direct: Oral presentation of selected research topic.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** **Students will demonstrate the ability to effectively interpret issues pertinent to the agriculture discipline.** | | | |
| **Instrument 1** | **Direct: Analysis of essay-format exams.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** **Students will demonstrate proficiency in agriculture career preparation.** | | | |
| **Instrument 1** | **Direct: Mock interview with the Center for Career and Professional Development.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| **AGRI 398 faculty will meet early fall semester to discuss and devise strategies to improve oral presentations assessed for Student Learning Outcome 1. Methods for assessing Student Learning Outcomes 2 & 3 will continue on in current form. All three Student Learning Outcomes will continue to be assessed on an annual basis.** | | | |

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| **Student Learning Outcome 1** | | | | | | |
| **Student Learning Outcome** | **Students will demonstrate the ability to assimilate, analyze, and effectively communicate agricultural research data.** | | | | | |
| **Measurement Instrument 1** | **Direct: Oral presentation of a selected research topic. Students in the AGRI 398 courses (required for all students pursuing a B.S. in Agriculture) will be given a topic to research. Students will utilize various sources (databases, websites, books, refereed articles, etc.) to research the topic and prepare a 12 to 15 minute oral presentation summarizing the topic.** | | | | | |
| **Criteria for Student Success** | **Students should score a minimum of 75%.** | | | | | |
| **Program Success Target for this Measurement** | | **80% of students should score a 75% or greater based upon the rubric.** | **Percent of Program Achieving Target** | | **0% (0/2)** | |
| **Methods** | **Students will be evaluated with a standardized rubric in the following categories: Mechanics and Delivery, Content Knowledge, Quality of Visuals, and Organization and Clarity.** | | | | | |
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| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | |
| **The average score for the two students was 69.5%. With n=2, difficult to attach meaning to these results. Based on performance results from previous years, cannot rule out statistical fluke. However, need to consider that our 605 students take approximately 50% less agricultural courses compared to our 508 students and this may bias against or reduce the preparedness of 605 students. Wide variation in minors associated with 605 program may introduce additional variation in preparedness. Due to the low numbers of students in 605 program, may be worth considering combining with the 508 program as a minor/2nd major concentration.** | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | |
| **Will meet with AGRI 398 faculty at start of fall semester to discuss and devise strategies to improve oral presentations.** | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | |
| **Annual assessment.** | | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | **Students will demonstrate the ability to effectively interpret issues pertinent to the agriculture discipline.** | | | | |
| **Measurement Instrument 1** | **Direct: Analysis of essay-format exams via a standardized rubric. Students in the AGRI 494 (Contemporary Agricultural Issues) course will be introduced to various agricultural topics that generate debate among the industry, consumers, and advocacy groups. Issues to be discussed include but are not limited to: genetic engineering, animal rights and welfare, food safety and security, population growth and sustainability, industrial hemp, and water rights and usage. Students are assessed via a standardized rubric.** | | | | |
| **Criteria for Student Success** | **Students should score between a 75% and 100% (3.75 – 5.00) on the rubric.** | | | | |
| **Program Success Target for this Measurement** | | **80% of students should score at least 75% on the rubric.** | **Percent of Program Achieving Target** | **83% (10/12)** | |
| **Methods** | **Three essay-format exams are administered each semester – a standardized rubric is used to assess each exam. Each exam accounts for 20% of course grade.** | | | | |
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| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| **Students performed adequately on essay-format exams based upon rubric assessment with 83% of students scoring at least 75%.** **We will stay the course and continue to monitor.** | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| **Annual asssement.** | | | | | |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | Students will demonstrate proficiency in agriculture career preparation. | | | | |
| **Measurement Instrument 1** | **Direct: Mock interview with the Center for Career and Professional Development. Students identify a job announcement aligned with their particular agricultural emphasis or career goal – they provide the announcement, their resume and a cover letter to CCPD personnel (Jeremy Jenkins) 48 hours prior to their mock interview. Students assessed on performance on the 20 to 30 minute mock interview via standardized rubric scoring system.** | | | | |
| **Criteria for Student Success** | **Students should achieve a score of 85% on their mock interview assignment.** | | | | |
| **Program Success Target for this Measurement** | | **80% of students should score at least 85%.** | **Percent of Program Achieving Target** | **100% (3/3)** | |
| **Methods** | **Students assessed based upon number of criteria including professional dress, punctuality, body language and mannerisms, answering of questions, and resume preparation.** | | | | |
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| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| **With n=3, difficult to attach meaning to these results; however, based on these results, we do not feel changes to the mock interview process should be instituted; students performed very well with 100% of students scoring at least 85%.** | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| **Annual assessment.** | | | | | |

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| **Program name:** | B.S. in Agriculture & Food Science (605) | | |  |  |
| **Department:** | Agriculture & Food Science | | |  |  |
| **College:** | Ogden College of Science & Engineering | | |  |  |
| **Contact person:** | Todd Willian | | |  |  |
| **Email:** | [todd.willian@wku.edu](mailto:todd.willian@wku.edu) | | |  |  |
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| **KEY:** | |  |  |  |  |
| **I = Introduced** | |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |
| **M = Mastered** | |  |  |  |  |
| **A = Assessed** | |  |  |  |  |
|  |  |  | **Learning Outcomes** | | |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
| **Course Subject** | **Number** | **Course Title** |  |  |  |
| AGRI | 110 | Plant Science |  | I |  |
| ANSC | 140 | Animal Science |  | I |  |
| AGEC | 160 | Agricultural Economics |  | I |  |
| AGMC | 170 | Ag Mechanization |  | I |  |
| AGMC | 171 | Ag Mechanization Lab |  | I |  |
| AGRI | 175 | University Experience |  |  | I |
| AGMC | 176 | Agriculture Safety |  | I |  |
| AGRI | 291 | Data Analysis | I |  |  |
| AGEC | 360 | Agricultural Economics |  | R |  |
| AGMC | 326 | Precision Agriculture |  | R |  |
| AGRO | 320 | Crop Physiology |  | R |  |
| ANSC | 345 | Principles of Nutrition |  | R |  |
| AGRO | 350 | Soils |  | I |  |
| AGRI | 397 | Career Planning |  |  | M/A |
| AGRI | 398 | Seminar | M/A |  |  |
| AGRI | 494 | Contemporary Agricultural Issues |  | M/A |  |

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| **AGRI 494 – Contemporary Agricultural Issues – Standardized Rubric** | | | | | | |
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| **Content**  **5 pts** | **No Answer (0 pts)**  Did not answer question. | **Poor (2 pts)**  Answers are partial or incomplete. Key points are not clear. | **Fair (3 pts)**  Answers aren’t comprehensive or complete. Key points are addressed, but not well supported. | **Good (4 pts)**  Answers are accurate and complete. Key points are stated and supported. | **Excellent (5 pts)**  Answers are comprehensive, accurate and complete. Key ideas clearly stated, and well supported. |  |
| **Organization**  **5 pts**  (Answers are clearly thought out and articulated.) | Did not answer question. | Organization and structure detract from the answer. | Inadequate organization or development. Structure isn’t easy to follow. | Organization is mostly clear and easy to follow. | Well organized, coherently developed, and easy to follow. |  |
| **Writing Conventions**  **5 pts**  (Spelling, punctuation, grammar, and complete sentences.) | Did not answer question. | Displays > 5 errors in spelling, punctuation, grammar, and sentence structure. | Displays 3 - 5 errors in spelling, punctuation, grammar, and sentence structure. | Displays 1 - 3 errors in spelling, punctuation, grammar, and sentence structure. | Displays no errors in spelling, punctuation, grammar, or sentence structure. |  |

# Adapted from: **iRubric: Scoring Rubric for Essay Questions**

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|  |  |  | **AGRI 398** |  | **SEMINAR FOR AGRICULTURE** | | |  | **PRESENTATION RUBRIC** | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presenter Name: | |  |  |  |  |  |  | Instructor: |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Date of Presentation: | |  |  |  |  |  |  | Presentation Title: | |  |  |  |  |
|  |  |  | 1 | | 2 | | 3 | | 4 | | 5 | | Points |
| Organization and Clarity | | | Audience cannot understand presentation because there is no sequence of information | | Audience has difficulty understanding presentation because information is not presented in cohesive way | | Audience has some difficulty understanding presentation because some information is not presently clearly | | Student presents information in logical sequence which audience can follow | | Student presents information in logical, interesting, and engaging manner | |  |
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| Content Knowledge | | | Student does not have grasp of information; can't answer questions about subject | | Student seems uncomfortable with information; is only able to answer rudimentary questions | | Student seems at ease with majority of content but cannot elaborate when asked questions | | Student is at ease with topic information; can elaborate on certain topics when asked questions | | Student demonstrates extensive knowledge, with excellent explanations and elaboration | |  |  |
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| Visuals | | | No visuals utilized | | Student occasionally used visuals that rarely supported presentation | | Student used visuals that supported presentation, but a few were difficult to read or of poor quality | | Visuals were medium to high quality and supported presentation | | High quality visuals were utilized to significantly reinforce presentation topic | |  |  |
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| Mechanics and Delivery | | | Student mumbles, routinely pronounces terms incorrectly, speaks too quietly, relies entirely on notes | | Student incorrectly pronounces some terms, speaks too quietly at times, relies too heavily on written notes | | Student's voice is clear, pronounces most terms correctly but doesn't maintain consistent eye contact with audience | | Student speaks in a clear voice, uses correct pronunciation, good eye contact with audience | | Student used a clear voice, correct pronunciation, and made excellent eye contact with audience | |  |  |
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| Comments: | | | | | | | | | | | TOTAL | | |  |
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| AVG. (TOTAL / 4) = | | |  |
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