

FEB 02 2005

**B. S. in Agricultural Education
Assessment of Student Learning Plan
Kansas State University**

BY:

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email the revised outcomes (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

*College of Agriculture
Department of Agricultural Education
November 8, 2004*

B. Contact Person for the Assessment Plan

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C. Degree Program

*B.S. in Agriculture
CIP Code:*

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Faculty members in this program identified a number of student learning outcomes for the B.S. in Agricultural Education that are tied directly to Kansas State Board of Education (KSDE) teaching licensure requirements and the unit's conceptual framework.

The student learning outcomes are organized into three categories: (1) general education (KSDE standards), (2) professional education standards (tied to the unit's conceptual framework and based on state standards), and (3) content standards (KSDE standards) for individual subject areas (e.g., biology, mathematics, etc.). For the purpose of the three-year assessment plan, the following student learning outcomes were selected from the professional education standards:

- *Students and Learning: Diversity.* The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities.
- *Instruction: Critical Thinking.* The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.

- *Professionalism: Reflection and Professional Integrity.* The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Special rationale for selecting these learning outcomes:

- *Students and learning: Diversity:* Having an awareness and understanding of the skills necessary to live and work in a diverse world is one of the five K-State undergraduate student learning outcomes. Teachers need to be aware of the diversity among the students they teach, and they must demonstrate the ability to promote learning by all students. Furthermore, diversity is one of the teacher education program themes identified by the National Council for the Accreditation of Teacher Education.
- *Instruction: Critical Thinking:* The ability to be a critical thinker is one of the five K-State undergraduate student learning outcomes. First, teachers need to be critical thinkers themselves. Additionally, teachers must demonstrate the understanding and ability to promote critical thinking in their students.
- *Professionalism: Reflection and Professional Integrity:* Awareness and understanding of the ethical standards of their profession is one of the five K-State student learning outcomes. The program in Agricultural Education has the vision to “prepare knowledgeable, ethical, caring decision makers.” Knowing about and exhibiting ethical behavior as a teacher is a central focus of the teacher education program. The teacher education program includes many opportunities for teacher candidates to be reflective practitioners about their ethical behavior and teaching practice.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. <i>Students and Learning: Diversity</i> The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities				X		
2. <i>Instruction: Critical Thinking.</i> The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.		X				
3. <i>Professionalism: Reflection and Professional Integrity.</i> The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).					X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
1. <i>Students and Learning: Diversity</i> The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities	<i>Student Teaching Portfolio</i>			All students completing student teaching (the capstone field experience).
	<i>Student Teaching Final Evaluation</i>			All students completing student teaching (the capstone field experience).
		<i>Survey at the End of Student Teaching</i>		All students completing student teaching (the capstone field experience).
	<i>The Principles of Learning and Teaching Test: Praxis II</i>			All students who have completed student teaching and are applying for licensure.
2. <i>Instruction: Critical Thinking.</i> The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.	<i>Student Teaching Portfolio</i>			All students completing student teaching (the capstone field experience).
	<i>Student Teaching Final Evaluation</i>			All students completing student teaching (the capstone field experience).
		<i>Survey at the End of Student Teaching</i>		All students completing student teaching (the capstone field experience).
	<i>The Principles of Learning and Teaching Test: Praxis II</i>			All students who have completed student teaching and are applying for licensure.
3. <i>Professionalism: Reflection and Professional Integrity.</i> The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning	<i>Student Teaching Portfolio</i>			All students completing student teaching (the capstone field experience).

community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).				
	<i>Student Teaching Final Evaluation</i>			All students completing student teaching (the capstone field experience).
		<i>Survey at the End of Student Teaching</i>		All students completing student teaching (the capstone field experience).
	<i>The Principles of Learning and Teaching Test: Praxis II</i>			All students who have completed student teaching and are applying for licensure.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
<p><i>1. Students and Learning: Diversity</i> The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</p>	Student Teaching Portfolio is currently required, and a scoring rubric is being developed in spring 2005 and piloted in 2005.	Student Teaching Portfolio used, and the score on rubric will be recorded.	Student Teaching Portfolio used, and the score on rubric will be recorded.	Baseline data obtained from rubrics completed in 2006-07.
	Student Teaching Final Evaluation form is currently used with scoring categories related to this learning outcome.	A Student Teaching Final Evaluation form is completed for each student.	A Student Teaching Final Evaluation form is completed for each student.	Baseline data obtained from rubrics completed in 2006-07.
	A survey at the end of student teaching is currently in place. Revision of some questions will be done in Spring 2005 to align with this learning outcome.	During a seminar at the end of student teaching, each student is asked to fill out the student teaching survey.	During a seminar at the end of student teaching, each student is asked to fill out the student teaching survey.	Baseline data obtained from surveys completed in 2006-07.
	Students seeking licensure are currently required to take the Principles of Learning and Teaching: Praxis II.	Students seeking licensure are currently required to take this test.	Students seeking licensure are currently required to take this test.	Baseline data obtained from scores reported in 2006-07.
<p><i>2. Instruction: Critical Thinking.</i> The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	Student Teaching Portfolio is currently required, and a scoring rubric is being developed in spring 2005 and piloted in 2005.	Student Teaching Portfolio used, and the score on rubric will be recorded.	Student Teaching Portfolio used, and the score on rubric will be recorded.	Baseline data obtained from rubrics completed in 2006-07.
	Student Teaching Final Evaluation form is currently used with scoring categories related to this learning outcome.	A Student Teaching Final Evaluation form is completed for each student.	A Student Teaching Final Evaluation form is completed for each student.	Baseline data obtained from rubrics completed in 2006-07.
	A survey at the end of student teaching	During a seminar at the	During a seminar at the	Baseline data obtained

	is currently in place. Revision of some questions will be done in Spring 2005 to align with this learning outcome.	end of student teaching, each student is asked to fill out the student teaching survey.	end of student teaching, each student is asked to fill out the student teaching survey.	from surveys completed in 2006-07.
	Students seeking licensure are currently required to take the Principles of Learning and Teaching: Praxis II.	Students seeking licensure are currently required to take this test.	Students seeking licensure are currently required to take this test.	Baseline data obtained from scores reported in 2006-07.
<i>3. Professionalism: Reflection and Professional Integrity.</i> The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).	Student Teaching Portfolio is currently required, and a scoring rubric is being developed in spring 2005 and piloted in 2005.	Student Teaching Portfolio used, and the score on rubric will be recorded.	Student Teaching Portfolio used, and the score on rubric will be recorded.	Baseline data obtained from rubrics completed in 2006-07.
	Student Teaching Final Evaluation form is currently used with scoring categories related to this learning outcome.	A Student Teaching Final Evaluation form is completed for each student.	A Student Teaching Final Evaluation form is completed for each student.	Baseline data obtained from rubrics completed in 2006-07.
	A survey at the end of student teaching is currently in place. Revision of some questions will be done in Spring 2005 to align with this learning outcome.	During a seminar at the end of student teaching, each student is asked to fill out the student teaching survey.	During a seminar at the end of student teaching, each student is asked to fill out the student teaching survey.	Baseline data obtained from surveys completed in 2006-07.
	Students seeking licensure are currently required to take the Principles of Learning and Teaching: Praxis II.	Students seeking licensure are currently required to take this test.	Students seeking licensure are currently required to take this test.	Baseline data obtained from scores reported in 2006-07.

4. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement plan
<p>1. <i>Students and Learning: Diversity</i> The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</p>	<p>Information that follows about the improvement plan applies to all three student learning outcomes identified here.</p> <p>The Student Teaching Portfolio is currently required for all student teachers, and a scoring Rubric is being prepared. The Rubric will include a score for each student learning outcome listed here. The university supervisor of the student teacher will assess the portfolio and score the Rubric. A summary chart for this information will be prepared annually for all students completing student teaching, and there will be a score related to each Student Learning Outcome.</p> <p>The Student Teaching Final Evaluation Form is currently used to assess the student teacher's final performance. Current scoring categories match up to each Student Learning Outcome identified here. A summary chart for this information will be prepared annually for all students completing student teaching.</p> <p>Each student completing student teaching is currently asked to complete a survey concerning experiences in student teaching and the entire program. In spring 2005, some questions will be modified or added in this survey to provide more specific information about the Student Learning Outcomes identified here.</p> <p>All agricultural education students who intend to apply for a teaching license must take the Principles of Learning and Teaching: Praxis II test. They typically take this test in the last semester of their program. This standardized test is used in many state throughout the country, and it measures the candidate's pedagogical skills and knowledge. The Student Learning Outcomes identified in this assessment plan are addressed in this test. The College of Education receives the score for each student taking the test. A summary chart will be prepared annually for all students completing this test.</p> <p>Once each year, the faculty in the Department of Agricultural Education will meet to review the summary data from all four measures described here and to discuss implications for course or program changes in response to the data. The continuous improvement model will be used to assess feedback to the program for ongoing changes to improve program format, course instruction, and student learning. Recommendations will be made from these reviews for course and/or program improvement and voted on by the Agricultural Education Faculty. When approved,</p>

	appropriate changes will be made as soon as possible.
<p>2. <i>Instruction: Critical Thinking.</i> The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	
<p>3. <i>Professionalism: Reflection and Professional Integrity.</i> The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</p>	