

**Undergraduate Assessment of Student Learning Report  
Report for Academic Year: 2019-2020**

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**A. Program Information**

Department: Communications and Agricultural Education  
Program: Agricultural Education  
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**B. Outcome Reporting**

1. *The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.*

**Assessment Method(s)**

Experiential Learning Plan – This is an assignment designed explicitly to meet this SLO. Students must meet 10 criteria to demonstrate their knowledge and skill related to experiential learning, specifically FFA and SAE.

1. Discuss Kolb's Experiential learning model, the purpose, use, and stages of the cycle.
2. Demonstrate how a specific SAE experience flows through the Concrete Experience stage in the cycle.
3. Demonstrate how a specific SAE experience flows through the Reflective Observation stage in the cycle.
4. Demonstrate how a specific SAE experience flows through the Abstract Conceptualization stage in the cycle.
5. Demonstrate how a specific SAE experience flows through the Active Experimentation stage in the cycle.
6. Demonstrate how a specific FFA experience flows through the Concrete Experience stage in the cycle.
7. Demonstrate how a specific FFA experience flows through the Reflective Observation stage in the cycle.
8. Demonstrate how a specific FFA experience flows through the Abstract Conceptualization stage in the cycle.
9. Demonstrate how a specific FFA experience flows through the Active Experimentation stage in the cycle.
10. As a future teacher, how will you ensure students complete all stages of the Experiential Learning Cycle to ensure effective learning.

Students complete this item the fall before they student teach and are scored on a rubric ranging from Distinguished to Unacceptable.

**Results**

Twenty-seven students completed this assessment in Fall 2019. Of those students, 6 scored a perfect 40 (scored "distinguished" on each of the 10 items). An additional nineteen students scored between 32 -39 points overall. Unfortunately, there were 5 students who had scores ranging from 25 – 30.6. While those scores allowed them to pass the assignment, it did not provide evidence regarding their growth.

The average score was 35.8 for the entire 27 student group.

Overall, we were pleased with the scores on this assessment. Students were able to demonstrate they gained satisfactory skills and knowledge on each of the components.

2. *The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.*

### **Assessment Method(s)**

Ag Content Portfolio – The intent of this assignment is to provide students an opportunity to ‘showcase’ their content knowledge/background in preparation for entry into the middle-secondary classroom. It also represents for the Department of Secondary Education a source of data from which to make decisions that are:

- Consistent with a continuous improvement model;
- Consistent with our conceptual framework [Perspectives and Preparation, sub-category “Content and Pedagogy” (i.e., Content Area Knowledge)] and Professionalism, sub-category “Reflects on Practice.”]; and
- Reported to the Kansas State Department of Education (KSDE) as the number of teacher licensure candidates meeting a standard of proficiency.

Successful completion of this assignment required students to submit evidence for each content standard in the subject area(s) they plan to seek KSDE licensure. Evidence to be considered includes:

- A reflective essay written by the teacher candidate for each individual content standard;
- Evidence (or artifacts) from the course(s) identified as contributing to the teacher candidates’ understanding of the content represented by the individual content standard; and
- Grades obtained in the course(s) matched to each individual content standard.

Students complete this assessment during the fall of their senior year, but it is a summary of all their content learning since beginning of their college career. Students completed this assessment in AGED 600 in Fall 2019. To pass this assessment, candidates must score a “Developing (2)” or higher in each review category and have a minimum total of 17 points out of a possible 28 (60%).

### **Results**

There were 27 students enrolled in the course in which the Ag Content Portfolio is assessed in the Fall 2019 semester. One student did not complete this assessment item and left the program at the end of the semester. For the 26 students who did complete the assessment, the average score was 24.38/28 (87%).

The content portfolio has seven categories each with a maximum of four points. According to the scoring rubric, those scoring 17 to 24 are “proficient” while those scoring 25 to 28 are “distinguished.”

There were 12 (46%) who achieved scores between 25 and 28 to achieve the “distinguished” category, the other 14 (54%) scored between 19 and 24 to achieve the “proficient” category for this assessment.

Results of this assessment support the finding that students are receiving adequate preparation in terms of their content courses and their ability to apply that learning to the teaching field.

3. *Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.*

### **Assessment Method(s) & Results**

Assessment tools for this learning objective were from the Student Teaching Portfolio, Entries 4 and 5. Each entry is described below (as stated in the Fall 2019 and Spring 2020 Student Teaching Portfolio document from the College of Education). Students complete this assessment during their student teaching experience. We had one student in Fall 2019 and 26 in Spring 2020. Data for all 27 students will be displayed below (rather than separating out the one student from Fall 2019). We expect students to score “Meets Standard” or “Distinguished” on each measure.

#### **Student Teaching Portfolio Entry 4: Content Knowledge**

*The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.*

#### **Student Teaching Portfolio Entry 5: Application of Content**

*The candidate understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication, collaboration, outside resources, reading, technology, and in critical and creative thinking.*

For each entry students had to complete a reflective essay highlighting their learning in the specific area. They also had to include artifacts to demonstrate their learning. Example of artifacts included: unit plans, lesson plans, course plans, class syllabi, teacher observations, and teacher evaluations, student feedback, student evaluations, assignments, and student work.

### **Results**

The 27 students completed each entry during their student teaching experience in either Fall 2019 (due in early December) or Spring 2020 (due in early May).

For Entry 4, seven students scored at the “distinguished” level with the remaining 20 students scoring at the “meets standard” level. No students scored at the developing or unacceptable level. For Entry 5, eight students scored at the “distinguished” level and nineteen students at the “meets standard” level.

There were more students in the “meets standards” level for both the portfolio entries than in past years. We believe this is a direct result of the impact of COVID-19 and the disruption to the student teaching experience midway through the Spring 2020 semester.

We would like to see more students in the “distinguished” level, but were pleased that no students scored in the “developing” area. This is the second year in a row we have all students score at “meets standard” or “distinguished”. The faculty continue to meet on a regular (weekly) basis to identify ways to support our students and their growth in these areas. One of the strategies we started a few years ago is to offer them the opportunity to submit portfolio entries to us for feedback a few weeks before they are due. We also require them to do a ‘practice’ portfolio and will work to make it more rigorous to help prepare them for the actual student teaching portfolio.

4. *Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.*

### **Assessment Method(s)**

Assessment tools for this learning objective were the same as SLO #4. (\*We realize this is not ideal or recommended, but these are the best tools to assess this SLO and connect to accreditation criteria). They are from the Student Teaching Portfolio, Entries 4 and 5. Each entry is described below (as stated in the Fall 2019 and Spring 2020 Student Teaching Portfolio document from the College of Education). Students complete this assessment during their student teaching experience. We had one student in Fall 2019 and 26 in Spring 2020. Data for all 27 students will be displayed below (rather than separating out the one student from Fall 2019). We expect students to score “Meets Standard” or “Distinguished” on each measure.

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### **RESULTS**

The 27 students completed each entry during their student teaching experience in either Fall 2019 (due in early December) or Spring 2020 (due in early May).

For Entry 4, seven students scored at the “distinguished” level with the remaining 20 students scoring at the “meets standard” level. No students scored at the developing or unacceptable level. For Entry 5, eight students scored at the “distinguished” level and nineteen students at the “meets standard” level.

There were more students in the “meets standards” level for both the portfolio entries than in past years. We believe this is a direct result of the impact of COVID-19 and the disruption to the student teaching experience midway through the Spring 2020 semester.

*\*Same comments as SLO #3: We would like to see more students in the “distinguished” level, but were pleased that no students scored in the “developing” area. This is the second year in a row we have all students score at “meets standard” or “distinguished”. The faculty continue to meet on a regular (weekly) basis to identify ways to support our students and their growth in these areas. One of the strategies we started a few years ago is to offer them the opportunity to submit portfolio entries to us for feedback a few weeks before they are due. We also require them to do a ‘practice’ portfolio and will work to make it more rigorous to help prepare them for the actual student teaching portfolio.*

5. *Effective instructional practice requires that teachers of agriculture are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.*

### **Assessment Method(s)**

This is a large learning objective and therefore requires multiple assessments. The majority of assessment tools are from the student teaching portfolio for the 27 Fall 2019 and Spring 2020 student teachers.

We also use the Praxis scores and final student teaching evaluation. Unfortunately, due to interruptions caused by COVID-19, we did not obtain those scores to include in this report.

Below is a short explanation of each instrument used to assess this learning objective.

#### **Student Teaching Portfolio Entry 6: Assessment**

*The candidate understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.*

#### **Student Teaching Portfolio Entry 7: Planning for Instruction**

*The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Students had to write a reflective essay detailing for they met the required items for each entry and provide artifacts. Artifacts included student assignments, student feedback, lesson plans, teacher observations and evaluations, teacher reflections, unit plans, lesson plans, course plans, class syllabi, and assessments.

Final Student Teaching Evaluation- This evaluation is distributed to the cooperating teachers each spring. They report their assessment on the students. \*In order to “pass” student teaching and qualify for a license, a score of 3 or 4 must be achieved on each measure. The instrument contains 30 different competencies. The competencies are included in the following categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility
5. Dispositions

Praxis scores- All students in the program are required to take the Principles of Learning and Teaching (PLT) and the Ag Content tests. They are Praxis exams and administered at certified testing centers. The passing score for the PLT is 160 and 147 for the Ag Content Test. Our data is provided to us by K-State College of Education.

### **Results**

For Entry 6, 13 students scored at the “distinguished” level with the remaining 14 in the “meets standard” level. No students scored at the “developing” or “unacceptable” level. We were a little disappointed we didn’t have more in the distinguished level, but they made modifications to the Portfolio expectations due to COVID-19 disruptions in the spring. We will continue to work with students to increase the percent that score in the “distinguished” level.

Results of Entry 7 yielded 14 students in the “distinguished” level with the remaining 13 students scoring at the “meets standard” level. No students scored at the developing or unacceptable level. Again, we were a little disappointed we didn’t have more in the distinguished level, but disruptions to the Spring semester, due to COVID-19, resulted in some students to not complete the task at a higher level. We will continue to work with students to increase the percent that score in the “distinguished” level.

Overall, we were pleased no one scored in the “developing” or “unacceptable” level for these two entries. We will work this next academic year to have more score in the “distinguished” category for these entries.

Scores from the final Student Teaching Evaluation and Praxis PLT were not provided to us this year and due to COVID, we did not pursue getting them. We felt we had enough data from the portfolio entries.

6. *Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.*

**Assessment Method(s)**

This learning objective was assessed with Student Teaching Portfolio Entries 9 and 10. All 27 student teachers completed the entries.

Student Teaching Portfolio Entry 9: Professional Learning and Ethical Practices

*The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Student Teaching Portfolio Entry 10: Leadership, Participation, and Collaboration

*The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.*

For each entry, students were required to write a reflective essay demonstrating how they met the requirements for that particular item. They also had to provide artifacts to support their essay.

**Results**

For Entry 9, nine students scored in the “distinguished” category with the remaining 18 in “meets standard”. Assessment of Entry 10 resulted in only six students in the “distinguished” category, with the remaining 21 in “meets standard”.

This learning objective is hard to evaluate due to the more internal nature of the items being assessed, but the two student teaching portfolio entries are satisfactory to encourage students to reflect on how they grew as a professional during the student teaching semester.

The effects of the pandemic are clear in this SLO. Students very much missed out on professional development opportunities in their last 8 weeks of the Spring 2020 semester. We were disappointed more students did not score in the distinguished category. The spring semester was disrupted by COVID-19 and when schools moved to a virtual delivery format, several students lost opportunities to improve in this area.

Students continue to struggle to know which artifacts to include as evidence of their learning in this SLO. We will make examples of those artifacts clear to students early in the semester so they will be able to collect them throughout their time in the classroom. We will work harder to help students recognize ways they can improve in the key areas of this learning objective.

While we would have liked to see more of our students score at the “distinguished” level on these items, we also understand that they are balancing the roles of student and teacher during their final semester. They will step into the leadership roles after the graduate and enter the profession.

### **C. Program Self Review**

#### **Faculty Review of Annual Assessment Data and Process**

Describe how program faculty reviewed the assessment results and process to decide on actions/revisions.

The faculty met both formally and informally throughout the year to discuss how the students were performing on the assessments. The Ag Content Portfolio, graded by Dr. Ulmer, continues to provide us quality insight into the technical knowledge of our students. The Experiential Learning Plan, developed and assessed by Dr. Brandie Disberger, allows students to demonstrate their FFA and SAE knowledge. The faculty approved both rubrics and deemed them appropriate to capture the data needed for the corresponding student learning objectives.

Faculty also reviewed the student teaching portfolio entries prior to their final submission for students who wanted us to provide them with feedback. After they were submitted, we were allowed to assess the student’s final student teaching portfolio and worked with students who were given the opportunity to correct any errors and resubmit for a re-grade. It was through this work that we identified key areas to emphasize and assist our future students to perform at a higher level.

In addition to the items included in the official assessment report, we continually assess our program with qualitative feedback, advisory committee meetings, and feedback from recent graduates currently teaching at the high school level.

#### **Program Improvements**

In the last four years (2016-2017; 2017-2018; 2018-2019, 2019-2020) the faculty have worked hard to review and revise the existing degree program. Due to our efforts, we successfully reduced the degree program from 130 to 120 credit hours, added more flexibility to the required agriculture courses, and added content-specific courses to needed areas (i.e. agricultural mechanics). Each year we reflect on the total degree program and make any necessary changes to benefit the students. Through all our work, we refer back to student assessments and ways we can work to improve them.

In preparation for the CAEP review, we met with Dr. Burden in College of Education in Fall 2018 to review our assessments and align the rubrics to existing criteria. We also met with Dr. Goodson in Summer 2019 and early Fall 2020 to make sure our assessments are acceptable and connected to the accreditation process.

New KSDE State Standards for Agricultural Education were written in 2014 and went into effect in 2016. We worked hard to review our curriculum and assessments to guarantee we are meeting and assessing

those standards. We continue to look for opportunities to meet these standards through degree program modifications, course revisions, and experiential learning opportunities. Each year our advisory committee reviews the work we have done and makes key recommendations for further improvement.

Due to accreditation, most of our assessment tools are tied to the Student Teaching Portfolio. Brandie Disberger serves on the Portfolio Committee in the College of Education. Her work on the committee helps to bridge the expectations put on us from the state department with those that we believe are needed for our particular group of students to be successful.

COVID-19 disrupted our Spring student teaching semester. We had to quickly pivot to support our students complete the semester and the required portfolio. We learned valuable lessons in providing virtual support to help them through the crisis.

### **Future Plans**

Our outcomes are based on the KSDE program review standards. We will continue to seek out opportunities to meet the learning needs of our students while meeting the standards for accreditation.

We are still working to connect our learning outcomes to the assignments on Canvas in order to ease the assessment report process. We continue to work with COE in order to more easily access our students' assessment scores on the student teaching portfolio entries.

The pandemic has allowed us the opportunity to try out new assignments and learning activities. We will evaluate how they helped students achieve during the next academic school year.

The agricultural education faculty continually seek out grant funding to provide an innovative and highly impactful educational experience for the undergraduate students. We will continue to identify program needs and funding agencies that we can solicit to support program growth.

Finally, we are working on a multi-year effort to obtain/create/build facilities that will meet the learning needs of our students, with a high priority in the agricultural mechanics area.

### **Summary of this Report**

Our students are performing at an adequate level on each measure, but there are areas of improvement and enhancement. The assessment process has allowed us to modify our lessons, assignments, and feedback in an effort to help them achieve at a higher level on the assessments used for this report. The Agricultural Education faculty meet on a regular basis to discuss students, coursework, and areas for refinement and change.