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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *Ogden College of Science and Engineering* | | *Department of Agriculture and Food Science* |
| *Agriculture – Ref # 508* | | |
| *Dr. Paul Woosley – Department Chair; Dr. Todd Willian, Program Coordinator* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **Program 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.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program 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.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program 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.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All outcomes were assessed this cycle. There are no changes to the assessment cycle and outcomes will be assessed again next year. Outcome results for all outcomes were similar to last cycle’s assessment. Some individual outcome results increased while others decreased, but all remained within a couple of percentage points from previous cycle. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program 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) are assigned a topic to research. Students 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** | **86% (61/72)** | |
| **Methods** | **Students are evaluated with a standardized rubric in the following categories: Mechanics and Delivery, Content Knowledge, Quality of Visuals, and Organization and Clarity.** | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| |  | | --- | | **Students performed well on oral presentations, based upon the rubric assessment, with 86% of students scoring over 75%. This represented a slight redution compared to academic year ’22-’23. We will continue to utilize this assessment method as is (no anticipated changes for the upcoming cycle).** | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program 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 are introduced to various agricultural topics that generate debate among the industry, consumers, and advocacy groups. Issues discussed include but are not limited to: genetic engineering, animal rights and welfare, food safety and security, population growth and sustainability, *Cannabis* issues, and water rights and usage. Students are assessed via 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** | **86% (179/209)** | |
| **Methods** | **Three essay-format exams are administered each semester – a standardized rubric is utilized to assess each exam. Each exam accounts for 20% of the course grade.** | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| |  | | --- | | **Students performed well on exams with 86% of students scoring at least 75%, based upon the rubric assessment. This was a slight improvement compared to academic year ’22-’23; results are still well above our goal. Therefore, we will continue to utilize this assessment method without any changes.** | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | **Students will demonstrate proficiency in agriculture career preparation.** | | | | |
| **Measurement Instrument 1** | **Direct: Mock interview with departmental faculty. Students identify a job announcement aligned with their particular agricultural emphasis or career goal – they provide the announcement, their resume and a cover letter 24 hours prior to their mock interview. Students are assessed on their performance on the 20 to 30 minute mock interview via a 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** | **96% (73/76)** | |
| **Methods** | **Students are assessed based upon a number of criteria including professional dress, punctuality, body language and mannerisms, answering of questions, and resume and cover letter preparation.** | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Students performed well on the mock interviews with 96% of students scoring at least 85%. Based upon student performance, the mock interview process will remain as is.** | | | | | |

Curriculum Map

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| **Program name:** | B.S. in Agriculture & Food Science (508) | | |  |  |
| **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 | Intro to Agribusiness and Entrepreneurship |  | 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 | Agriculture Career Planning |  |  | M/A |
| AGRI | 398 | Seminar | M/A |  |  |
| AGRI | 494 | Contemporary Agricultural Issues |  | M/A |  |

Top of Form

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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) = | | |  |