

**Assurance of Student Learning  
2018-2019**

Ogden College of Science and Engineering

Department of Agriculture and Food Science

B.S. in Agriculture – 508

**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.**

Instrument 1	Direct: Oral presentation of selected research topic.
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2: Students will demonstrate the ability to effectively communicate their understanding of issues pertinent to the agriculture discipline.**

Instrument 1	Direct: Analysis of essay-format exams.
Instrument 2	Indirect: Group-based discussions of pertinent topics.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Student Learning Outcome 3: Increase student understanding of diverse agricultural production systems.**

Instrument 1	Direct: Increase opportunities for international study.
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	Not Met
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

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**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	<b>Students will demonstrate the ability to assimilate, analyze, and effectively communicate agricultural research.</b>		
<b>Measurement Instrument 1</b>	Direct: Oral presentation of selected research topic. Students in the AGRI 398 course (required for all students pursuing a B.S. in Agriculture) were given a topic to research. Students utilized various sources (databases, websites, books, etc.) to research the topic and prepared a 12 to 15 minute oral presentation summarizing their results. Students were evaluated based upon four presentation criteria: Mechanics and Delivery, Content Knowledge, Quality of Visuals, and Organization and Clarity. A rubric was utilized to assess these criteria.		
<b>Criteria for Student Success</b>	Students should score an average of 3.5 to 4.0 on the rubric (scale of 0 – 5).		
<b>Program Success Target for this Measurement</b>	90% of students should score 3.5 – 4.0 on the rubric.	<b>Percent of Program Achieving Target</b>	> 90%
<b>Methods</b>	55 students were assessed in Fall 2018 and 53 were assessed in Spring 2019 for a total of 108.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			<b>Met</b>
<b>Actions</b>			<b>Not Met</b>
Faculty will assess data and collectively determine methods by which to improve student learning. Topics for discussion may include ways to improve the rubric assessment tool and whether to limit class sizes in order to allow students to present twice (rather than once) in the allotted time. These discussions will take place during Spring 2020 semester and changes will be incorporated into the 2019 – 2020 report.			
<b>Follow-Up</b>			
Data collected during the Spring 2020 semester will represent the follow-up assessment.			

## Student Learning Outcome 2

<b>Student Learning Outcome</b>	<b>Students will demonstrate the ability to effectively communicate their understanding of issues pertinent to the agriculture discipline.</b>		
<b>Measurement Instrument 1</b>	Direct: Analysis of essay-format exams. Students in the AGRI 494 (Contemporary Agricultural Issues) course were 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, industrial hemp, and water usage and rights. Students are assessed via three essay-format exams.		
<b>Criteria for Student Success</b>	Students should score between a 75% and 100% on the exams.		
<b>Program Success Target for this Measurement</b>	80% of students should score at least 75% on the exams.	<b>Percent of Program Achieving Target</b>	87%
<b>Methods</b>	Three essay-based exams are administered to each student which equated to 246 total assessments for the 2018 – 2019 timeframe. 87% of the exams (214/246) received a score of 75% or greater.		
<b>Measurement Instrument 2</b>	Indirect: Group-based discussions of pertinent topics. Course topics are introduced to students by placing them into groups of 4 to 5 and giving them a series of topic-related questions or terminology to discuss. Groups relate their answers and discussions to the entire class, thus providing a springboard for more extensive topical discussions among the entire group. This group-based process is repeated 12 to 15 times during the 15 week course time.		
<b>Criteria for Student Success</b>	Participation by and interaction among the assigned groups.		
<b>Program Success Target for this Measurement</b>	75% of enrolled students participate in all assigned group work.	<b>Percent of Program Achieving Target</b>	> 80%
<b>Methods</b>	Assigned group work is assessed by evidence of the completed worksheets and a small portion of the course grade is achieved with each group's submission.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Actions</b>			<b>Not Met</b>
Faculty will discuss current assessment means and determine if alterations and/or additional methods are warranted. These discussions will take place during Spring 2020 semester and changes will be incorporated into the 2019 – 2020 report.			
<b>Follow-Up</b>			
Data collected during the Spring 2020 semester will represent the follow-up assessment.			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	<b>Increase student understanding of diverse agricultural production systems.</b>				
<b>Measurement Instrument 1</b>	<b>Direct: Increase opportunities for international study.</b>				
<b>Criteria for Student Success</b>	Progressively increase the number of students participating in study abroad and study away courses.				
<b>Program Success Target for this Measurement</b>	Average at least 20 students in study abroad and study away courses per academic year.	<b>Percent of Program Achieving Target</b>	'> 20 students per year (total of 114) during the timeframe 2012 - 2018		
<b>Methods</b>	Students are assessed via (1) a required personal journal of their activities and (2) two individual presentations to the entire class related to their research into a particular aspect of the study abroad or study away country or region.				
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Met</b></td> <td style="text-align: center;"><b>Not Met</b></td> </tr> </table>	<b>Met</b>	<b>Not Met</b>
<b>Met</b>	<b>Not Met</b>				
<b>Actions</b>					
Faculty will discuss methods to increase the frequency and/or enrollment of study abroad/study away opportunities as well as strategies for enhancing the assessment methods. These discussions will take place during Spring 2020 semester and changes will be incorporated into the 2019 – 2020 report.					
<b>Follow-Up</b>					
Data collected during the Spring 2020 semester study abroad trip to Ecuador will represent the follow-up assessment.					