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| **Jordan College of Agricultural Sciences and Technology**  **Department of Animal Sciences and Agricultural Education**  **2024-2025 SOAP for Agricultural Education: Teacher Preparation**  **and Communication Options** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement for Agricultural Education |
| The Agricultural Education program focuses on preparing students either to serve as teachers in high school agriculture programs or for careers in agricultural communications. The department envisions providing “professionally and technically competent agriculture teachers for every California high school agriculture department” and also training individuals to effectively communicate and distribute agricultural information using various media forms. The program prepares individuals for successful careers in agricultural education and communications by providing them with the appropriate leadership, communications, managerial, technical, and problem-solving skills for improving the quality of agricultural and life in a diverse society as an educator or communications specialist. |

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| Goals and Student Learning Outcomes |
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| Goals and Student Learning Outcomes (SLO’s) for Ag Ed Teacher Preparation and Communication Options:  **Goal 1:** Students will demonstrate their understanding of, and effectively communicate their knowledge of, significant events in the history of agricultural education and communications in writing and orally.  **SLO 1.1** Students will demonstrate advanced disciplinary knowledge.  **SLO 1.2** Students will clearly explain and discuss agricultural issues in written and oral forms.  **Goal 2:** Students will demonstrate critical thinking and decision-making skills.  **SLO 2.1** Students will demonstrate the ability to identify, analyze and develop positive solutions for agricultural education and communication problems.  **Goals and SLO’s for the Ag Ed Teacher Preparation Option**  **Goal 3:** Students will demonstrate an understanding of the basic philosophy, principles, policies, practices, and trends of career and technical education.  **SLO 3.1** Students will analyze current philosophies of career and technical education and formulate their own educational philosophy.  **SLO 3.2** Students will be able to identify, explain, and evaluate issues including the ethics, values, and scope of responsibilities, and current issues (such as legislation, regulations, policies) affecting the professional agricultural educator.  **Goal 4:** Students will develop and implement high quality programs of agricultural education that meet state certification standards and utilize appropriate technology.  **SLO 4.1** Students will develop plans for high quality agricultural education lessons and programs that prepare students for one or more career pathways.  **SLO 4.2** Students will identify and demonstrate their ability to use appropriate current and emerging technology such as Power Point, Canvas, and file and slide sharing programs such as Google Docs and SlideShare.  **Goal 5:** Students will demonstrate their understanding of the importance of incorporating leadership concepts, activities, and procedures as an integral part of the agricultural education program as well as their ability to ethically supervise the Future Farmers of America (FFA) and Student Agricultural Experience (SAE) programs and encourage students to take on active roles in these organizations.  **SLO 5.1** Students will understand and perform the duties of an FFA advisor.  **SLO 5.2** Students will be able to describe the different types of supervised agricultural experience programs and demonstrate their ability to plan, implement, and evaluate SAE programs.  **Goal 6:** Students will understand and demonstrate how to plan and manage agricultural education facilities that meet safety standards.  **SLO 6.1** Students will demonstrate their ability to plan and manage agricultural facilities including their ability to store and maintain agricultural equipment, materials, and tools, in properly equipped facilities.  **SLO 6.2** Students will demonstrate their understanding of laboratory safety principles.  **Goals and SLO’s for the Ag Ed Communications Option**  **Goal 7:** Students will demonstrate their understanding and will possess the skills necessary to perform key tasks in the agricultural communications field.  **SLO 7.1** Students will understand publication design principles, effective design of materials for specific audiences, and current practices used in the agricultural communications field.  **SLO 7.2** Students will conduct research, produce and edit either a pamphlet, photograph(s), or video(s) that convey specific information on a specific agricultural topic or issue. |

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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
| |  | SLO 1.1 | SLO 1.2 | | SLO 2.1 | SLO 3.1 | SLO 3.2 | SLO 4.1 | SLO 4.2 | SLO 5.1 | | SLO 5.2 | SLO 6.1 | SLO 6.2 | | SLO 7.1 | SLO 7.2 | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Ag Ed 50 | I | I | |  | I | I |  | I | I | | I | I |  | |  |  | | Ag Ed 135 | D | D | | I | D | D | I | D | D | | D | D | I | |  |  | | Ag Ed 150 | D | D | | D | D | D | D | D | D | | D |  |  | |  |  | | Ag Ed 187 | M | M | | M | M | M | D |  | M | | M | D | D | |  |  | | Ag Ed 189 | D |  | | D | D | D | D |  |  | | D | M | M | |  |  | | Ag Ed 66 Intro to Ag Comm |  |  | |  |  |  |  |  |  | |  |  |  | | I/D | M | | Ag Ed 166 Publication Production |  |  | |  |  |  |  |  |  | |  |  |  | | I/D | M | | **I = Introduced** | | | **D = Developed** | | | | | | | **M=Mastered** | | | | |
| Assessment Methods |
| * 1. **Direct Measures for both Options:** |
| * + 1. Essays, written assignments, exams: The department will use various writing assignments including position papers, brief essays on specific issues, and responses to exam questions to measure disciplinary knowledge, critical thinking skills, and proficiency in written communication. |
| * + 1. Oral Presentations: Various kinds of informal presentations such as class discussions and comments during judging of FFA as well as more formal oral presentations will be used to evaluate proficiency in oral communication as well as the ability of individuals pursuing the communications option to aim presentations at a specific audience. |
| Direct Measure for Teacher Preparation Option:  1. Professional Portfolio – During the final semester of the credential program each candidate prepares a professional portfolio that includes a letter of introduction, philosophy statement, resume, reference letters, sample lesson plan, power point handout, and photos documenting candidate accomplishments. Portfolios are evaluated and scored by the agricultural specialist program coordinator and if weaknesses are noted candidates are assisted in strengthening their portfolio. The university supervisor uses a portfolio-scoring rubric to evaluate the student’s work. Candidates must score a two or higher on a four point scale to demonstrate competency on the portfolio requirement.  2. Culminating Project – During the semester candidates are enrolled in the final field experience course they are required to identify and research and/or apply specific knowledge and skills to an agricultural problem or issue. This project is to be designed to benefit the school and/or community in which they are student teaching. Candidates submit a proposal to the university supervisor and cooperating master teacher for approval. Once approval is received, the candidate conducts the project and submits a written report that describes the project including outcomes, methods and procedures, project requirements and benefit to the school/community. Scores on the project are assigned by the university supervisor using a project-scoring rubric and the scores are documented in a database. |
| Direct Measures for Communications Option:  1. Student Video Project Assessment – this project is the culminating experience for students in Ag Ed 66. Students plan, write, shoot, edit, and present a video focused on a specific issue or topic. Students will be assessed using a rubric developed by the instructor to assess how the video meets the communication goals set by the student.  2. Student Article/Publication Assessment – Students in Ag Ed 166 plan, research, and write an article for the Animal Science and Agricultural Education newsletter. Each article must include a photograph taken and edited by the student. Student articles will be assessed using an instructor developed rubric to measure the student’s writing and publication production skills. |
| * 1. **Indirect Measures:** |
| * + 1. Senior Exit Survey – a survey with questions relevant for both options and a set of separate questions for each of the two options will be given to all graduating students. Almost all of these questions are directly related to the SLO’s, but a few focus on other aspects of these two programs. |
| * + 1. Alumni/Employer Survey – A survey focused on the current employment status of students as well as their ability to demonstrate skills directly related to the appropriate SLO’s, will be completed by either former graduates or their employers every five years. The sample size for these surveys will still be relatively small even though they are only be administered once every five years. |

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| Student Learning Outcomes X Assessment Methods Matrix |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| Year 22 to 23 |
| Method 1: Direct Method – Culminating Project |
| Year 23 to 24 |
| Method 1: Lab Practicum  Method 2: CDE Presentation |
| Year 24 to 25 |
| Method 1: Professional Portfolio |
| Year 25 to 26 |
| Method 1: Professional Portfolio  Method 2: Culminating Project |
| Year 25 to 27 |
| Method 1: Senior Exit Survey |

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| Process for Closing the Loop |
| In the Department of Animal Sciences and Agricultural Education, the faculty teaching both options are responsible for monitoring the undergraduate program, suggesting curriculum, and other catalog changes, and reviewing changes proposed by others including the program advisory committee.  The members of the agricultural education and communication faculty are responsible for designing and carrying out assessment activities. Agricultural education and communication faculty will both assess common outcomes and faculty from the separate options will assess the assignments specific to their option. The department meets at least once a year to review the past year’s accomplishments and to establish goals for program improvement for future years. Assessment results and adjustments to assessment activities, if needed, are discussed at this meeting. The Animal Sciences and Agricultural Education Department Chair uses the results of these meetings as the basis for the department’s annual report on program assessment activities. |
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