

## **I. Program Description**

The Bachelor of Science (BS) program in Agricultural Education prepares students to become school based agricultural education teachers and FFA advisors in high schools and technical education centers. The Agricultural Education program is designed to teach and develop the needed background in agricultural concepts and technologies for teaching school-based agricultural education as well as careers in Agricultural literacy programs; industry training; extension; commodity and special interest group educational consultants; post-secondary teaching. Students receive high-quality training at USU and job placement for agriculture teachers is extremely high across the state and the nation. Teachers in agricultural education are in high demand across the state and the nation due to a nationwide agriculture teacher shortage. Students in this major are qualified to teach many different subject areas, including agricultural economics, agricultural mechanization, animal science, plant science, natural resources and others. USU's agricultural education students complete self reflections in their teaching methods courses, receive clinical evaluations, complete a seminar course and exit interviews. The majors earn a more than 90% pass rate on the Praxis exam (required of all teachers) and 100% job placement for all students seeking employment after they graduate.

The program works closely with the College of Agriculture and Applied Sciences and the School of Teacher Education and Leadership to ensure students receive a broad, well-rounded education and meet the state teacher licensure requirements.

Students in the agricultural education program may select a minor in other programs across the college, but this is not required as the agricultural education degree program is considered a composite degree program.

## **II. Degrees and Emphasis Options**

Students who successfully complete the 120 credit hours required for the Agricultural Education degree are awarded a Bachelor of Science in Agricultural Education.

## **III. Program Mission**

Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business and technology of plant and animal production and/or about the environmental and natural resources systems (The Council, 2013). The mission of the Agricultural Education Program at Utah State University is to prepare graduates to educate youth grades 6-12 about agricultural careers and assist them in making a lifetime of informed choices in the global agriculture, food, fiber and natural resource system. Education is delivered through an integrated educational delivery model of classroom/laboratory instruction, supervised agricultural education programs (work-based learning) and student leadership development (National FFA Organization). This mission coincides with the national mission for agricultural education as cited by the National FFA Organization. This mission is consistent with the framework for national, state, and local programs that prepare students for leadership development, personal growth and career success. Agricultural education envisions a world

where all people value and understand the vital role of agriculture, food, fiber and natural resource systems in advance personal and global well being (The Council, 2013).

#### **IV. Alignment of Program Mission with Department Mission**

The agricultural education program reinforces the mission statement for the School of Applied Sciences, Technology, and Education by using a multidisciplinary systems science approach for the application of agriculture concepts through science, math, communications, leadership, management and technology and scientific inquiry. Specifically, the agricultural education program provides students learning experiences in a variety of content areas (agricultural economics; agricultural mechanization; animal, dairy and veterinary sciences; plant and soil science and natural resources). Graduates of the program are prepared to be secondary educators in agricultural education.

#### **V. Program Goals**

The goal of the Agricultural Education Program is to graduate students who are prepared to teach junior high, and senior high students the knowledge and content associated with the field of agriculture, food, fiber and natural resource systems. Students are also prepared to pursue careers in Agricultural literacy programs; industry training; extension; commodity and special interest group educational consultants; post-secondary teaching.

#### **VI. Program Learning Objectives**

The Agricultural Education (AGED) Program is designed to facilitate learning experiences that require students to meet the program objectives outlined by the School of Applied Sciences, Technology and Education, Secondary Teacher Education Program (STEP), and the national expectations of teachers of agricultural education (both professional practice standards and content-related standards). Students who complete the agricultural education program at Utah State University should be able to:

1. Implement a contemporary agricultural education program based on the National Agriculture, Food and Natural Resources Career Cluster Content Standards and the Utah Standards and Objectives for Agricultural Education.
2. Demonstrate an understanding of the complete program of agricultural education including classroom and laboratory instruction, FFA, and SAE.
3. Summarize the foundations, philosophy, and history of school-based agricultural education programs.
4. Demonstrate competence in technical agriculture areas including animal systems, plant systems, natural resource systems, agricultural business systems, agricultural leadership and communications and agriculture mechanical systems.
5. Employ and teach inquiry-based lessons and laboratory experiences to solve technical agriculture problems.
6. Create a safe learning environment in the classroom and laboratory.
7. Display professional habits including involvement in professional associations related to agricultural education, lifelong learning and collegiality.

8. Demonstrate the ability to manage, schedule, maintain and operate laboratories for an agricultural education program.
9. Utilize a wide range of contemporary instructional strategies and teaching methods to meet a variety of student abilities, age levels and cultural differences.
10. Demonstrate the ability to plan curriculum with organized units, lessons and daily activities.
11. Demonstrate the ability to assess, monitor, and evaluate student achievement using summative and formative evaluation techniques.
12. Explore the diversity of career opportunities in agricultural education through early field experience, clinical experience and student teaching.
13. Demonstrate teaching competence in a student teaching placement under the direction of a mentor teacher and assessment by professors in agricultural education.
14. Demonstrate the ability to effectively manage the FFA and SAE components of agricultural education.

## **Assessment Plan for Measuring the Achievement of Degree and Program Objectives**

The Bachelor of Science (BS) program in Agricultural Education prepares students to become school-based agricultural education teachers and FFA advisors in high schools and technical education centers. The Agricultural Education program is designed to teach and develop the needed background in agricultural concepts and technologies for teaching school based agricultural education. Students receive high-quality preparation at USU and job placement for agriculture teachers is extremely high across the state and the nation. Teachers in agricultural education are in high demand across the state and the nation due to a nationwide agriculture teacher shortage. Students in this major are qualified to teach many different subject areas, including agricultural economics, agricultural mechanization, animal science, plant science, natural resources and others. Students majoring in AGED apply to be admitted to the Secondary Teacher Education Program (STEP) administered by the Emma Eccles Jones College of Education and Human Services.

The AGED degree prepares graduates to be licensed to teach secondary agricultural education (grades 6-12). Job opportunities are available for our graduates across the nation (including vacancies in Utah and the Intermountain West). Upon completion of the degree, students are eligible for initial licensure in Utah and other states across the nation.

### Student Self Reflections in Teaching Methods Courses

Students in the undergraduate methods courses (ASTE 3240, ASTE 4150) require complete micro-teaching lessons which are video recorded and evaluated by faculty. Students receive feedback from peers and faculty member. In addition, they complete self-reflections of their teaching.

### Clinical Evaluations

Students in the undergraduate clinical placement courses (ASTE 3300, ASTE 4300) complete a total of 60 hours of clinical experience in the high school classroom (30 hours per semester). Students complete a variety of requirements including, but not limited to, lesson planning, lesson delivery, agriculture teacher activities, special education needs assessment, and are evaluated by licensed high school agriculture teachers. Clinical experiences allow students to [4] Demonstrate competence in technical agriculture areas including animal systems, plant systems, natural resource systems, agricultural business systems, agricultural leadership and communications and agriculture mechanical systems and [5] employ and teach inquiry-based lessons and laboratory experiences to solve technical agriculture problems.

### Student Internships, Research, Workshops

Internship opportunities are offered by the Utah State Office of Education from 2010 – 2015 approximately 25 undergraduate students worked with high school agriculture teachers to conduct a summer agriculture program.

Students are also encouraged to apply for national or international internship, conference, or ambassador positions. A total of seven students have been accepted to participate in a variety of experiences offered through the National FFA, American Farm Bureau and Utah Young Farmers and Ranchers and the National Teach Ag Campaign.

Further, undergraduate researchers have assisted faculty in the research process and in the development of curriculum materials for national distribution.

Mentoring and encouragement of undergraduates to participate in these activities will continue as they add to the depth and experience of students entering agricultural education in addition they assist students in the [7] Display professional habits including involvement in professional associations related to agricultural education, lifelong learning and collegiality and [12] Explore the diversity of career opportunities in agricultural education through early field experience, clinical experience and student teaching.

### Praxis Scores

The Agriculture Praxis 700 is a 2-hour test that measures student knowledge in Agriculture: Social and Historical Perspectives, Plant and Soil Science, Animal Science, Agricultural Mechanization and Technology, Agricultural Business and Economics, Natural Resources and Environment, and Program Planning and Administration. Students must earn a score of 520 on the exam to be considered passing. USU agricultural education students from 2010 – 2014 have earned an average passing score of 595. Details of the Praxis results are attached in appendix C.

In July 2015, the Agriculture Praxis 700 was updated to the Agriculture Praxis 5701. Content categories have changed to include Agribusiness Systems, Animal Science, Food Science and Biotechnology Systems, Environmental and Natural Resource Systems, Plant Systems, Power, Structural, and Technical Systems and Leadership and Career Development. The Agricultural Education faculty will track new Praxis scores and make adjustments to current technical content coursework if necessary.

The success in the praxis scores supports [2] Demonstrate an understanding of the complete program of agricultural education including classroom and laboratory instruction, FFA, and SAE, and [3] Summarize the foundations, philosophy, and history of school-based agricultural education programs. [4] Demonstrate competence in technical agriculture areas including animal systems, plant systems, natural resource systems, agricultural business systems, agricultural leadership and communications and agriculture mechanical systems.

### Student Employment Placement

The Bachelor of Science (BS) program in Agricultural Education prepares students to become school-based agricultural education teachers and FFA advisors in high schools and technical education centers. From 2010 – 2014 85% percent of graduates entered the teaching profession, 15% sought employment in other agriculturally related careers, graduate school, or other areas.

Overall, the successful placement of students in agricultural education careers meets the following learning objectives:

1. Implement a contemporary agricultural education program based on the National Agriculture, Food and Natural Resources Career Cluster Content Standards and the Utah Standards and Objectives for Agricultural Education.
2. Demonstrate an understanding of the complete program of agricultural education including classroom and laboratory instruction, FFA, and SAE.
3. Summarize the foundations, philosophy, and history of school-based agricultural education programs.
4. Demonstrate competence in technical agriculture areas including animal systems, plant systems, natural resource systems, agricultural business systems, agricultural leadership and communications and agriculture mechanical systems.
5. Employ and teach inquiry-based lessons and laboratory experiences to solve technical agriculture problems.
6. Create a safe learning environment in the classroom and laboratory.
7. Display professional habits including involvement in professional associations related to agricultural education, lifelong learning and collegiality.
8. Demonstrate the ability to manage, schedule, maintain and operate laboratories for an agricultural education program.
9. Utilize a wide range of contemporary instructional strategies and teaching methods to meet a variety of student abilities, age levels and cultural differences.
10. Demonstrate the ability to plan curriculum with organized units, lessons and daily activities.
11. Demonstrate the ability to assess, monitor, and evaluate student achievement using summative and formative evaluation techniques.
12. Explore the diversity of career opportunities in agricultural education through early field experience, clinical experience and student teaching.
13. Demonstrate teaching competence in a student teaching placement under the direction of a mentor teacher and assessment by professors in agricultural education.
14. Demonstrate the ability to effectively manage the FFA and SAE components of agricultural education.

#### Exit Interviews

All graduates of the Agricultural Education program will complete an exit interview during the ASTE 5500 – Agricultural Education Student Teaching in Secondary Schools.

Agricultural Education faculty members meet before the seminar and prepare specific items of inquiry for all students as they have completed student teaching.

University-wide questions should be gathered from the appropriate USU assessment program(s).

Agricultural Education faculty members meet soon after the conclusion of the seminar to plan and update the Agricultural Education program accordingly.

#### Student Teaching Portfolio

All graduates of the Agricultural Education program will complete a student teaching portfolio during the ASTE 5630 – Student Teaching Experience.

Agricultural Education faculty members should identify appropriate data to collect from the student teaching portfolio.

## **Significant Undergraduate Student Achievements:**

### **Christina Nolasco, Agricultural Education Major**

National Teach Ag Campaign, Future Agriculture Teacher Symposium,  
September, 2015

### **Alyssa Chambliss Agricultural Education Major, Undergraduate Researcher**

Pate, M. L., Lawver, R. G., & Chambliss, A. (2015). Policy evaluation for work-based learning experiences. In D. Murphy (Chair), *Safety in agriculture for youth*. Plenary session conducted at the meeting of the International Society for Agricultural Safety and Health, Bloomington, IL.

Chambliss, A. Lawver, R. G., Pate, M. L., & Jensen, B. (2015). Vocational Agriculture work-based learning and safety policies. *Submitted to American Society of Agricultural and Biological Engineers conference*  
National FFA Career Development Intern, June – December, 2013  
National FFA Convention Assistant, October, 2011, 2012

### **Wilson, Laura, Agricultural Education Major**

2015 AFBF YF&R Leadership Conference, 2014

American Farm Bureau Federation and Utah Young Farmers and Ranchers,  
Collegiate Discussion Meet, October, 2014

### **Aly Gill, Agricultural Education Major**

National FFA Convention Assistant, October, 2013  
National Teach Ag Ambassador for the National Association of Agricultural Education, 2011-2012

### **Jimmy Lotspeich, Agricultural Education Major**

National FFA 360 Conference Presenter, 2011-2012

### **Tiffany Bushman, Agricultural Education Major**

National FFA Convention Assistant, October 2011, 2012

### **Jarvis Pace, Agricultural Education Major**

National FFA International Collegiate Agricultural Leadership (I-CAL) Program, Panama and Columbia, June 2011  
Summer Agriculture Intern Total 2010 – 2015 : 25 undergraduate Agricultural Education Majors



**Praxis Test Data Trends:**

Year	Total Praxis Passing Score	Agriculture: Social & Historical		Plant & Soil Science		Animal Science		Ag Mechanization & Technology		Ag Business & Economics		Natural Resources & Environment		Program Planning & Management	
		Score	%	Score	%	Score	%	Score	%	Score	%	Score	%	Score	%
2010	577.50	9.83	82%	14.17	74%	15.33	81%	11.42	57%	10.67	59%	6.92	63%	15.92	84%
2011	580	10.38	90%	13.13	66%	13.75	72%	12.50	63%	10.75	60%	6.88	63%	17.25	91%
2012	630	10.83	90%	15.33	77%	16.17	85%	13.33	67%	13.33	74%	8.17	74%	15.67	82%
2013	587	9.9	83%	13.4	67%	15.3	81%	13.6	68%	10.4	58%	8.1	74%	15.1	79%
2014	613.33	9.83	82%	15.17	76%	15.08	79%	13	65%	12.83	71%	8.33	76%	16.00	84%

2010-2015 Number of Students Completing Student Teaching: 66

2010-2015 Average Score on Clinical Evaluation: 4.8 out of 5

# CLINICAL-EVALUATION FORM

Revised 10/09

A#     
  Student Name     
  Semester/Year

School     
  Mentor Teacher     
 Agriculture Discipline

District     
 Becki Lawver Clinical Instructor

Ratings: NA - Not Applicable/No Observation     
 1 - Rarely     
 2 - Sometimes     
 3 - Often     
 4 - Consistently

**I. CONTENT PEDAGOGY** - Has a beginning knowledge of the central concepts, tools of inquiry, and structure of the discipline he or she will teach.

Mentor Teacher					Student Self-Evaluation				
NA	1	2	3	4	NA	1	2	3	4
			X					X	
			X					X	

1. Conducts lessons with relative ease.
2. Demonstrates appropriate skills and content knowledge.

**II. STUDENT DEVELOPMENT** - Has basic knowledge of how students learn & develop intellectually, culturally, socially.

X									
X								X	
X								X	
X								X	

1. Demonstrates the basic knowledge of how students develop:
  - a. Socially
  - b. Emotionally
  - c. Cognitively
  - d. Linguistically

**III. DIVERSE LEARNERS** - Has a beginning knowledge of how students differ in their approaches to learning and the importance of adapting learning experiences.

			X						X
			X						X
			X						X
			X						X

1. Values a learning community in which student differences are respected.
2. Has a beginning knowledge of student cultural and developmental differences.
3. Is accepting of and appropriate with all students.
4. Values cultural differences among students.

**IV. MULTIPLE INSTRUCTIONAL STRATEGIES** - Has a beginning knowledge of a variety of instructional strategies that encourage student development of critical thinking, problem solving, and performance.

			X					X	
		X						X	
X								X	

1. Has basic knowledge of instructional strategies that promote critical thinking, problem solving, inquiry, and performance capability.
2. Values a variety of instructional models and strategies including interactive activities and use of manipulatives.
3. Has basic knowledge of how to adjust instruction to meet students' needs.

**V. MOTIVATION AND MANAGEMENT** - Has beginning knowledge of individual and group motivation to create a learning environment that encourages positive social interactions and active engagement in learning.

				X					X
				X					X
				X					X
				X					X
				X					X

1. Values routines, rules, and consequences.
2. Gains and maintains students' attention.
3. Demonstrates awareness of multiple class activity going on at once.
4. Establishes rapport and interacts respectfully with all students.
5. Values a classroom climate of openness, mutual respect, support, and inquiry.

**VI. COMMUNICATION AND TECHNOLOGY** - Has a beginning knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

			X						X
		X						X	
				X					X
				X				X	

1. Demonstrates awareness of various modes for information sharing. (using non-verbal cues, restating, monitoring responses)
2. Demonstrates understanding of different purposes for discussion (instruction, student participation, class problem-solving)
3. Has good rapport with students.
4. Communicates in ways that demonstrate sensitivity to cultural, linguistic, and gender differences.

**VII. PLANNING** - Has a beginning knowledge of instruction based on knowledge of subject matter, students, the community, and curriculum goals.

X									
									X
				X					X

1. Demonstrates basic knowledge of various configurations and their purposes for grouping students for instruction. (cooperative groups, homogeneous groups, whole group)
2. Prepares sufficiently to carry out lessons planned by self or by mentor.
3. Competently carries out lessons planned by self or by mentor.

**VIII. ASSESSMENT - Has a beginning knowledge of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

X				
X				
X				

1. Demonstrates basic knowledge of characteristics and purposes of multiple assessment measures.
2. Understands that a valid assessment requires multiple measures over time.
3. Demonstrates basic knowledge of how to interpret various assessment measures.

				X
				X
				X

**IX. REFLECTIVE PRACTICE: PROFESSIONAL GROWTH - Is a reflective practitioner who continually evaluates the effects of instructional and management decisions on others in the learning community, and seeks ways to grow professionally.**

				X
			X	
			X	
			X	
			X	
			X	
			X	
			X	

1. Identifies and attends to resources including colleagues, mentors, and professional literature to support own professional development.
2. Is confident, poised, and comfortable with authoritative role.
3. Is prompt, well-prepared, organized, enthusiastic, and happy.
4. Maintains positive tone with others.
5. Takes initiative in the classroom setting.
6. Reflects on own performance and sets personal goals.
7. Demonstrates self-confidence in the classroom setting.

				X
			X	
			X	
			X	
			X	
			X	
			X	
			X	

**X. SCHOOL AND COMMUNITY INVOLVEMENT - Has a basic knowledge of ways to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

				X
				X

1. Establishes positive and productive relationships in the school setting.
2. Advocates for students, listens to them and seeks assistance when needed.

				X
				X

**OVERALL SCORE**

Mentor Teacher

NA	1	2	3	4
				X

Signature: Jala M

Date: 12/16/10

Comments:

Wroteva has done an excellent job on her clinical Experience. She has had to travel and make some sacrifices to be here but has been enthusiastic and helpful to those in the clinics she attended. I look forward to working with her as she Student Teacher.

**OVERALL SCORE**

Student Self-Evaluation

NA	1	2	3	4

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

**Clinical Experience Honorarium Payment**

Mentor Teacher: [Redacted]  
 Home Address: [Redacted]

SS#: [Redacted]

Please check the completion of time for clinical experience under your supervision at the school site.

30 hours minimum (full-time placement) - \$50 payment

1/2 time placement if shared with another mentor teacher - \$25

## **USU Agricultural Education Program – Student Placement Data:**

**2010 – 2014**

**46 Graduates in Agricultural Education**

### Employment after Graduation:

- 39 School Based Agriculture Teachers (85%)
- 1 Dairy Herd Manager
- 1 School Transportation Director
- 2 Stay at home
- 1 Extension Assistant
- 1 Agricultural Irrigation Specialists
- 1 Motivational Speaker

### Current Employment Status:

- 34 School Based Agriculture Teachers (74%)
- 1 Dairy Herd Manager
- 1 School Transportation Director
- 2 Stay at home
- 2 Extension Assistant
- 1 Agricultural Irrigation Specialists
- 1 Motivational Speaker/Graduate Student
- 1 Ag Sales Ag Co-op manager
- 1 Farm manager
- 1 Welding Teacher
- 1 Ultrasound Technician Trainer

## **Data Based Decisions:**

The following are recent examples of data-based decisions for program improvement.

- In 2010 the agricultural education program offered four specialization areas: production processing, horticulture, agricultural systems and natural resources. A majority of the students in the agricultural education program specialized in production processing. While the specialization areas gave students depth of knowledge in those areas it also left holes in other content areas that are in demand for high school agriculture teachers. The decision to eliminate the specialization areas were made due to an average 79% passing rate on the Praxis exam in 2010 & 2011. The areas of concern were documented in Agricultural Business and Economics, Agricultural Mechanization and Technology and Natural Resources and Environment.
- A comprehensive set of coursework was established that includes 41 credit hours in Technical Agriculture Courses, which include 8 credit hours in general science, 7 credits in animal science, 9 credits in agricultural systems, 8 credits in plant and soil science, 6 credits in agricultural business and economics and 3 credits in natural resources. This comprehensive coursework gives students technical agriculture content background in all areas of agriculture. Due to this change agricultural education majors from 2012-2014 have a 100% pass rate on the Praxis and have shown steady improvement in Agricultural Business and Economics, Agricultural Mechanization and Technology and Natural Resources and Environment.
- A comprehensive and high-quality advising program was established for students majoring in Agricultural Education. Students are provided frequent opportunities for advising, which has assisted in maintaining and increasing student enrollment in the program.

## **Strengths**

The Agricultural Education Program provides students comprehensive course offerings that develop students' knowledge, skills and abilities in the specific content areas associated with the global agriculture industry. Specifically, students complete a high quality, industry-based, hands-on education related to agriculture. The program offers multiple laboratory-based learning experiences that facilitate application of content to real world, professional experiences. Further, students are exposed to a variety of experiential learning opportunities through early field experiences, professional student organizations (Collegiate FFA and Alpha Tau Alpha), as well as multiple guest lectures from the Utah State FFA, Utah State Office of Education, and Utah Agriculture in the Classroom and Utah 4-H.

The program faculty members are committed to demonstrating excellence in teaching, which has been evidenced by multiple teaching awards received by program faculty.

A comprehensive and high-quality advising program is available for students majoring in Agricultural Education. The professional advisor for the program has been recognized for excellence in advising. Students are provided frequent opportunities for advising, which has assisted in maintaining and increasing student enrollment in the program.

## **Course Offerings and Specialization Area Changes**

In 2010 the agricultural education program offered four specialization areas: production processing, horticulture, agricultural systems and natural resources. A majority of the students in the agricultural education program specialized in production processing. While the specialization areas gave students depth of knowledge in those areas it also left holes in other content areas that are in demand for high school agriculture teachers.

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#### Weaknesses and Recommendations

- **Need for focused recruitment:** With an ongoing shortage of qualified agriculture teachers nationwide, a focused recruitment effort and budget are needed to grow the program and meet the demand for agriculture teachers. Specific recruitment efforts should focus on both male and female students. Over the last 5 years, USU has graduated less licensed teachers than necessary to fill the agriculture teacher openings in the state. This has led to an abundance of alternatively certified teachers.
- **Need for focused faculty advising:** Patterns have emerged that indicate undergraduate students struggle between their freshman and sophomore year. Leading major changes, drop out, extended time in college and/or issues meeting minimum requirements for STEP admission. A focused faculty career mentoring and advising program should be developed. 60% of the students applying for STEP admission for Spring of 2017 will need to complete a petition for either low GPA or ACT score. This could be addressed with students prior to this point in their college career.
- **Need for Student Learning Outcomes:** Many local high schools are requiring teachers to write SLO's for their courses. While there are Learning Objectives identified for the Ag Ed program, there is a need to re-evaluate the current learning objectives and develop corresponding assessments that come from the final student teaching portfolio, exit interviews, etc.
- **Need for national/global competence:** Students in agricultural education must be nationally and globally competent in current agriculture issues. Experiential opportunities for study away (national/intermountain west) or study abroad should be explored.
- **Need for an advisory committee** specific to the agricultural education program, representative of all stakeholder groups.

### Exit Interviews

All graduates of the Agricultural Education program will complete an exit interview during the ASTE 5500 – Agricultural Education Student Teaching in Secondary Schools.

Agricultural Education faculty members meet before the seminar and prepare specific items of inquiry for all students as they have completed student teaching.

University-wide questions should be gathered from the appropriate USU assessment program(s).

Agricultural Education faculty members meet soon after the conclusion of the seminar to plan and update the Agricultural Education program accordingly.

### Student Teaching Portfolio

All graduates of the Agricultural Education program will complete a student teaching portfolio during the ASTE 5630 – Student Teaching Experience.

Agricultural Education faculty members should identify appropriate data to collect from the student teaching portfolio.