

Agricultural Sciences [AGSC]

Cycles included in this report:

Jun 1, 2017 to May 31, 2018

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Program Name: Agricultural Sciences [AGSC]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2016-2017:

Met with Director of Institutional Research & Effectiveness to evaluate master plan assessments and SLOs.

2017-2018:

Based on input from faculty and industry, we have incorporated learning activities that help develop communication skills both written and oral. We continue to see improvement in students completing assignments in the capstone course AGRI 441. We will continue to assess these skills and look for additional competencies that need to be addressed.

4 Program Highlights from the Reporting Year

2016-2017:

Students continue to meet established benchmarks on assessments.

2017-2018:

The number of students that have applied and received industry internships have increased. This is due to increased efforts by faculty to make students aware of opportunities in their field of study. Additionally, we have brought in more industry representatives to speak with students about opportunities. We have worked to prepared students for job interviews and resume building.

5 Program Mission

The Bachelor of Science in Agricultural Sciences program will provide education and training in all aspects of agricultural education while focusing specifically on the following criteria: a) preparing students for careers in agriculture, b) preparing students for graduate or professional school, c) introducing students to the role of research and biotechnology through agriculture, d) contribute to the intellectual development of students, and d) enable students to effectively participate in and make significant contributions to contemporary society.

6 Institutional Mission Reference

The B.S. in Agricultural Sciences supports McNeese State University's fundamental mission to provide successful education of the undergraduate students and services to the employers and communities in its region. The Agricultural Science program is a McNeese special feature program with opportunities for experiential learning at three working farms and the Center for Advancement of Meat Processing and Production (CAMPP).

7 Assessment and Benchmark AGRI 101 & ANSC 101 Final Exams

Assessment: AGRI 101 & ANSC 101 Final Exams.

Benchmark: Appropriate benchmarks will be set after three years of data collection. This is a new assessment for a new student learning outcome.

Course Links

AGRI101 [Introduction to Plant Science (Lec. 3, Lab. 3, Cr. 4)]

ANSC101 [General Animal Science (Lec. 3, Lab. 3, Cr. 4)]

7.1 Data [Approved]

2017-2018:

Record and analyze data from first-time freshmen completing the courses versus upper class students.

Course Links**AGRI101 [Introduction to Plant Science (Lec. 3, Lab. 3, Cr. 4)]****ANSC101 [General Animal Science (Lec. 3, Lab. 3, Cr. 4)]****7.1.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

N/A.

Course Links**AGRI101 [Introduction to Plant Science (Lec. 3, Lab. 3, Cr. 4)]****ANSC101 [General Animal Science (Lec. 3, Lab. 3, Cr. 4)]****8 Assessment and Benchmark AGEC 201 Term Paper**

Assessment: AGEC 201 Term Paper.

Benchmark: 70% of students will earn a C or higher on the AGEC 201 - Introduction to Agricultural Economics term paper.

Prior to 2017-2018, the benchmark was 90% of the students completing the course will be at the C level or higher (term paper is 30% of final grade).

Course Links**AGEC201 [Introduction to Agricultural Economics (Lec. 3, Cr. 3)]****8.1 Data**

Academic Year	# of students that completed the course	Students that received a C or better	
		#	%
2013-2014	108	93	86%
2014-2015	106	98	92%
2015-2016	105	93	89%
2016-2017	92	83	90%
2017-2018	111	102	92%

Course Links**AGEC201 [Introduction to Agricultural Economics (Lec. 3, Cr. 3)]****8.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

After review of this assessment, a new benchmark was created to state: 70% of students will earn a C or higher on the AGEC 201 - Introduction to Agricultural Economics term paper.

2017-2018:

Still collecting data.

Course Links**AGEC201 [Introduction to Agricultural Economics (Lec. 3, Cr. 3)]**

9 Assessment and Benchmark AGRI 401 Research Project

Assessment: Students are required to design and conduct an experiment and apply acceptable statistical methods to evaluate this research project. This project is worth 25% of the final grade. Time allocation for this project (teaching, research, application, writing and presenting) requires ~40% of the students' time.

Benchmark: 80% of students will pass this assignment with a minimum score of 75% or higher.

The SLO was changed for 2014-2015; this was first year of data collection.

Course Links

AGRI401 [Agricultural Statistics (Lec. 3, Lab. 3, Cr. 4)]

9.1 Data [Approved]

Academic Year	# of students that completed the course	% of students that completed the course with a score 75%
2014-2015	59	83%
2015-2016	56	89%
2016-2017	59	73%
2017-2018	55	73%

Course Links

AGRI401 [Agricultural Statistics (Lec. 3, Lab. 3, Cr. 4)]

9.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2016-2017:

All students have met the benchmark for two years. Continue to track and determine if the benchmark should be raised if this trend continues.

2017-2018:

73% of students enrolled in the course completed the experiment with report with a score of 75% or greater. This is close to what we expect and acceptable for our students. This exercise incorporates analytical, technical and communication skills and serves as a comprehensive evaluation of the students content knowledge.

Course Links

AGRI401 [Agricultural Statistics (Lec. 3, Lab. 3, Cr. 4)]

10 Assessment and Benchmark AGRI 441 Final Presentation [Approved]

Assessment: Students are required to research a relevant topic, write an abstract, and present the abstract at the conclusion of the course.

Benchmark: 70% of students will earn a C or higher on the AGRI 441 - Seminar final presentation.

Prior to 2017-2018, the benchmark was that there will be a 70% increase in students completing their final presentation with a C or better.

Course Links

AGRI441 [Seminar (Lec. 1, Cr. 1)]

10.1 Data [Approved]

Academic Year	# of students that completed	Students that improved their grade from initial presentation	Students that completed AGRI 441 with a C or better
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	AGRI 441	#	%	#	%
2013-2014	54	N/A	N/A	52	96%
2014-2015	61	56	92%	61	100%
2015-2016	69	60	87%	65	94%
2016-2017	63	60	95%	63	100%
2017-2018	52	50	96%	52	100%

Course Links

AGRI441 [Seminar (Lec. 1, Cr. 1)]

10.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2016-2017:

After review of this assessment a new benchmark was created to state: 70% of students will earn a C or higher on the AGRI 441 - Seminar final presentation.

2017-2018:

Benchmark was met, will continue to monitor.

Course Links

AGRI441 [Seminar (Lec. 1, Cr. 1)]

11 Assessment and Benchmark AGRI 441 Case Studies

Assessment: Students will be evaluated on their knowledge of the scientific method during the senior year in AGRI 441 through case studies.

Benchmark: 80% of students will demonstrate a command of the scientific method by scoring an average of 75% or higher on these case studies.

Course Links

AGRI441 [Seminar (Lec. 1, Cr. 1)]

11.1 Data

2017-2018:

No data was collected; a new method for assessing competency will be decided and piloted in the fall and spring of 2018-2019.

Course Links

AGRI441 [Seminar (Lec. 1, Cr. 1)]

11.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2016-2017:

This is a new assessment and benchmark, and data collection will begin in 2017-2018.

2017-2018:

An alternative method of evaluating competency of scientific method is being discussed. The case study approach was not successful. The new instrument will be discussed prior to the fall 2018 semester and piloted in fall and spring semesters.

Course Links

AGRI441 [Seminar (Lec. 1, Cr. 1)]

12 Assessment and Benchmark Senior Exit Exam

Assessment: Senior Exit Exam administered in AGRI 441.

Benchmark: 80% of graduating students will be able to identify the scientific method as an appropriate mechanism of problem solving.

This assessment was implemented in 2014-2015.

12.1 Data

Academic Year	Students that identified the scientific method as appropriate	
	#	%
2014-2015	44/52	85%
2015-2016	59/74	80%
2016-2017	54/63	85%
2017-2018	42/50	85%

12.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2016-2017:

All students have met the benchmark for two years. Continue to track and determine if the benchmark should be raised if this trend continues.

2017-2018:

Students have met the benchmark. Will continue to reinforce the scientific method throughout the academic program.

13 Assessment and Benchmark Enrollment and Completers

Assessment: Enrollment numbers are based on candidates currently enrolled in the program who have submitted an EDUC 200 packet.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Course Links

EDUC200 [Entrance into Teacher Education (Cr. 0)]

13.1 Data

BS Agriculture Education, Grades 6-12 - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers in fall semester	# of completers in spring semester	Total # of completers
2013-2014	6	-	-	4
2014-2015	3	-	-	1
2015-2016	3	-	-	1
2016-2017	-	-	-	0
2017-2018	5	1	0	1

Course Links

EDUC200 [Entrance into Teacher Education (Cr. 0)]

Outcome Links

2013 CAEP Standards [External]

3.1

The provider presents plans and goals to recruit and support completion of high-quality candidates from a

#5701 breakdown:	Number	0	1	0	0	1	0
Agribusiness Systems	Mean		7			4	
	Range		7			4	
	% correct (13)		54%			31%	
Animal Systems	Mean		13			10	
	Range		13			10	
	% correct (18)		72%			56%	
Food Science and Biotechnology Systems	Mean		8			4	
	Range		8			4	
	% correct (13)		62%			31%	
Environmental and National Resource Systems	Mean		12			12	
	Range		12			12	
	% correct (15)		80%			80%	
Plant Systems	Mean		14			9	
	Range		14			9	
	% correct (17)		82%			53%	
Power; Structural; Technical Systems	Mean		6			10	
	Range		6			10	
	% correct (15)		40%			67%	
Leadership and Career Development	Mean		11			13	
	Range		11			13	
	% correct (17)		65%			76%	

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met. There was one candidate who completed the program in 2017-2018. The first time percentage pass rate was 100%.

Plan for Continuous Improvement:

The goal for 2018-2019 will be to achieve an 100% first attempt pass rate on the Praxis Agriculture Content Knowledge Exam.

In order to achieve the goal, as the agriculture professors redesign the agriculture education program to meet state residency requirements, they will also revisit the topics covered on the content Praxis exam to ensure the appropriate courses are a part of the program. Professors will also evaluate and include in the course sequence the time in the sequence where students would be most prepared to complete the Praxis content exam successfully. Agriculture faculty will look at Agribusiness Systems area which was a consistently low score for the last two completers.

15 Assessment and Benchmark FEE Content

Assessment: The Field Experience Evaluation Domain 5 measures the Content Specific Components related to teaching observations.

The FEE Scoring Scale is as follows: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective

Benchmark: 90% of the candidates will score a 3.00 or higher on each element of Domain 5 (Content Specific Components) on the Field Experience Evaluation (FEE) Rubric.

15.1 Data

Agriculture Education Content specific components on FEE III:

Component	Fall 2015			Spring 2016			Fall 2016			Spring 2017		
	#	Mean	Range	#	Mean	Range	#	Mean	Range	#	Mean	Range
5.1	0			1	3.50	3.50	0			0		
5.2				1	3.33	3.33						
5.3				0								
5.4				1	4.00	4.00						
5.5				0								
5.6				0								
5.7				1	4.00	4.00						
5.8				1	3.63	3.63						
5.9				1	3.63	3.63						

Component	Fall 2017			Spring 2018		
	#	Mean	Range	#	Mean	Range
5.1	1	3.25	3.25	0		
5.2	0					
5.3	0					
5.4	0					
5.5	1	3.50	3.50			
5.6	1	3.50	3.50			
5.7	0					
5.8	1	3.67	3.67			
5.9	1	3.83	3.83			

15.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This benchmark was met or exceeded.

2017-2018:

The benchmark was met. 100% of the candidates scored 3.50 or above in the areas scored in Domain 5 of the FEE rubric.

Plan for Continuous Improvement:

Several of the Domain 5 elements were not scored. The EPP will encourage mentor teachers and university supervisors to look for opportunities to assess all components in the rubric.

16 Assessment and Benchmark InTASC Standards - Lesson Planning

Assessment: InTASC standards are aligned to the components of the lesson plan rubric.

Lesson Plan Rubric scoring scale: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective

Benchmark: 100% of the candidates will score a 3.00 or higher on each element of the Lesson Plan Rubric.

16.1 Data

Agriculture Education - Lesson Plan Data from EDUC 333:

Rubric Element	Standard	InTASC Standard		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Essential Questions			Number	0	1	0	0	1	0
			Mean		2.00				
			Range		2.00				
			% Proficient or Higher		0%				
Content Standards			Number						
			Mean		3.00				
			Range		3.00				
			% Proficient or Higher		100%				
Student Outcomes		4n	Number						
			Mean		3.00			4.00	
			Range		3.00			4.00	
			% Proficient or Higher		100%			100%	
Technology		5l	Number						
			Mean		3.00			4.00	
			Range		3.00			4.00	
			% Proficient or Higher		100%			100%	
Educational Materials			Number						
			Mean		2.00				
			Range		2.00				
			% Proficient or Higher		0%				
Procedures		3k	Number						
			Mean		3.00			4.00	
			Range		3.00			4.00	
			% Proficient or Higher		100%			100%	
Lesson "Hook"		8j	Number						
			Mean		2.00			3.00	
			Range		2.00			3.00	
			% Proficient or Higher		50%			100%	
Pre-Planned			Number						
			Mean		3.00			3.00	
			Range		3.00			3.00	

(Seed) Questions		8i	% Proficient or Higher		100%			100%	
Modeled, Guided, Collab, & Ind. Practice		7k	Number						
			Mean		3.00			4.00	
			Range		3.00			4.00	
			% Proficient or Higher		100%			100%	
Closure			Number						
			Mean		2.00				
			Range		2.00				
			% Proficient or Higher		0%				
Formative/Summative Assessment		6j	Number						
			Mean		2.00			4.00	
			Range		2.00			4.00	
			% Proficient or Higher		50%			100%	
Relevance & Rationale		2j	Number						
			Mean		3.00			4.00	
			Range		3.00			4.00	
			% Proficient or Higher		100%			100%	
Exploration, Extension, Supplemental		1e	Number						
			Mean		2.00			4.00	
			Range		2.00			4.00	
			% Proficient or Higher		0%			100%	
Differentiation		7j	Number						
			Mean		2.00			4.00	
			Range		2.00			4.00	
			% Proficient or Higher		0%			100%	

16.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Assessment is a weakness. We are revamping the lesson plan template and rubric, and we are rewriting the education assessment course.

2017-2018:

Analysis of Data: The benchmark was met. The completer in 2017-2018 scored at or above the benchmark in all areas of the lesson plan assessment.

Plan for Continuous Improvement:

The candidate scored a 4.00 on 8/10 categories scored on the lesson plan. The candidate scored at benchmark (3.00) in only two categories (Lesson "Hook" and Pre-Planned SEED Questions). These two categories typically yield lower scores for candidates across program. Education faculty is working to strengthen instruction and opportunities for practice in these areas.

17 Assessment and Benchmark FEE - Specific inTASC Standards

Assessment: The Field Experience Evaluation (FEE) measures the following elements: Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction, and Domain 4: Professionalism.

The following scoring scale is used: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective.

Benchmark: 90% of candidates will score a 3.00 or higher on each element in the Field Experience Evaluation (FEE) Rubric for Domains 1-4.

17.1 Data

Agriculture Education - FEE with InTASC Standards

FEE pulled from Student Teaching Semester:

Element	InTASC Standard	Fall 2015 N=0		Spring 2016 N=1		Fall 2016 N=0		Spring 2017 N=0	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Domain 1: Planning and Preparation				3.46	3.35-3.65				
Component 1.1				3.46	3.35-3.65				
1.1.1	4n			3.35	3.35				
1.1.2	6r			3.35	3.35				
1.1.3	2g			3.50	3.50				
1.1.4	1b			3.65	3.65				
Domain 2: The Classroom Environment				3.50	3.30-3.70				
Component 2.1				3.54	3.30-3.70				
2.1.1	3j			3.70	3.70				
2.1.2	3d			3.50	3.50				
2.1.3	3d			3.65	3.65				
2.1.4	3d			3.30	3.30				
Component 2.2				3.45	3.30-3.60				
2.2.1	3c			3.30	3.30				
2.2.2	3f			3.45	3.45				
2.2.3	3f			3.60	3.60				
Domain 3: Instruction				3.52	3.30-3.70				
Component 3.1				3.45	3.35-3.50				
3.1.1	8f			3.35	3.35				
3.1.2	4c			3.50	3.50				
3.1.3	5e			3.50	3.50				
Component 3.2				3.56	3.40-3.70				
3.2.1	7a			3.40	3.40				

3.2.2	3j			3.50	3.50				
3.2.3	4f			3.65	3.65				
3.2.4	3d			3.70	3.70				
Component 3.3				3.53	3.30-3.65				
3.3.1	6d			3.30	3.30				
3.3.2	6a			3.50	3.50				
3.3.3	6d			3.65	3.65				
3.3.4	8b			3.65	3.65				
Domain 4: Professionalism				3.72	3.65-3.75				
Component 4.1				3.72	3.65-3.75				
4.1.1	9o			3.75	3.75				
4.1.2	9l			3.65	3.65				
4.1.3	9o			3.75	3.75				

Element	InTASC Standard	Fall 2017 N=1			Spring 2018 N=0		
		Mean	Range	%*	Mean	Range	%
Domain 1: Planning and Preparation		3.66	3.50-3.75	100%			
Component 1.1		3.66	3.50-3.75	100%			
1.1.1	4n	3.63	3.63	100%			
1.1.2	6r	3.50	3.50	100%			
1.1.3	2g	3.75	3.75	100%			
1.1.4	1b	3.75	3.75	100%			
Domain 2: The Classroom Environment		3.59	3.25-3.75	100%			
Component 2.1		3.57	3.25-3.75	100%			
2.1.1	3j	3.25	3.25	100%			
2.1.2	3d	3.63	3.63	100%			
2.1.3	3d	3.63	3.63	100%			
2.1.4	3d	3.75	3.75	100%			
Component 2.2		3.63	3.38-3.75	100%			
2.2.1	3c	3.75	3.75	100%			
2.2.2	3f	3.38	3.38	100%			
2.2.3	3f	3.75	3.75	100%			
Domain 3: Instruction		3.51	3.38-3.63	100%			
Component 3.1		3.50	3.38-3.63	100%			
3.1.1	8f	3.50	3.50	100%			
3.1.2	4c	3.63	3.63	100%			
3.1.3	5e	3.38	3.38	100%			
Component 3.2		3.50	3.38-3.63	100%			
3.2.1	7a	3.38	3.38	100%			

3.2.2	3j	3.50	3.50	100%			
3.2.3	4f	3.50	3.50	100%			
3.2.4	3d	3.63	3.63	100%			
Component 3.3		3.54	3.38-3.63	100%			
3.3.1	6d	3.63	3.63	100%			
3.3.2	6a	3.50	3.50	100%			
3.3.3	6d	3.63	3.63	100%			
3.3.4	8b	3.38	3.38	100%			
Domain 4: Professionalism		3.96	3.88-4.00	100%			
Component 4.1		3.96	3.88-4.00	100%			
4.1.1	9o	3.88	3.88	100%			
4.1.2	9l	4.00	4.00	100%			
4.1.3	9o	4.00	4.00	100%			

*% Proficient or higher.

17.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2016-2017:

This benchmark was met or exceeded.

2017-2018:

Analysis of Data: The candidate scored at benchmark or above for each element on the FEE rubric in Domains 1-4.

Plan for Continuous Improvement:

All domain scores were above 3.50. The benchmark will be raised from 3.00 to 3.50 in 2018-2019.

18 Assessment and Benchmark Outcomes - Teacher Candidate Work Sample

Assessment: Teacher Candidate Work Sample.

The scoring scale for the Teacher Candidate Work Sample is: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective

Benchmark: 80% of candidates will score a 3.00 or above on each of the elements on the Teacher Candidate Work Sample Rubric.

18.1 Data

Agriculture Education Teacher Candidate Work Sample (data from EDUC 412, EDUC 440):

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Choice of Assessment	Number	0	1	0	0	0	0
	Mean		2.00			4.00	
	Range		2.00			4.00	
	% Proficient or Higher		0%			100%	
Pre-assessment	Number						
	Mean		2.00			4.00	
	Range		2.00			4.00	
	% Proficient or Higher		0%			100%	
	Number						

Post-assessment	Mean		2.00			1.00	
	Range		2.00			1.00	
	% Proficient or Higher		0%			0%	
Alignment of Lesson Evidence	Number						
	Mean		2.00			4.00	
	Range		2.00			4.00	
	% Proficient or Higher		0%			100%	
Student Level of Mastery & Evaluation of Factors	Number						
	Mean		4.00			3.00	
	Range		4.00			3.00	
	% Proficient or Higher		100%			100%	
Data to Determine Patterns & Gaps	Number						
	Mean		4.00			3.00	
	Range		4.00			3.00	
	% Proficient or Higher		100%			100%	
Response to Interventions	Number						
	Mean		1.00			3.00	
	Range		1.00			3.00	
	% Proficient or Higher		0%			100%	

18.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Assessment is a weakness. We are revamping the lesson plan template and rubric, and we are rewriting the education assessment course.

2017-2018:

Analysis of Data: The benchmark was met. The candidate scored at benchmark or above in all areas assessed in the Teacher Candidate Work Sample.

Plan for Continuous Improvement:

As secondary programs are redesigned, faculty will ensure that the components evaluated in the Teacher Candidate Work Sample are scaffolded throughout the program to ensure continued success of candidates.

19 Assessment and Benchmark Agriculture Praxis PLT

Assessment: Agriculture Education candidates must pass the Praxis PLT#5624 before student teaching. The Louisiana qualifying score is 157.

Benchmark: 80% of candidates will pass the Principles of Learning and Teaching Praxis exam on the first attempt.

19.1 Data

Agriculture Education - Praxis PLT #5624:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	Number	0	1	0	0	1	0

#5624 overall	Mean		172			173	
	Range		172			173	
	% Pass 1st attempt		100%			100%	
#5624 breakdown:	Number	0	1	0	0	1	0
Students as Learners	Mean		16			14	
	Range		16			14	
	% correct (20)		80%			70%	
Instructional Process	Mean		15			18	
	Range		15			18	
	% correct (21)		71%			86%	
Assessment	Mean		10			10	
	Range		10			10	
	% correct (14)		71%			71%	
Professional Development Leadership and Community	Mean		10			9	
	Range		10			9	
	% correct (13)		77%			69%	
Analysis of Instructional Scenarios	Mean		9			8	
	Range		9			8	
	% correct (16)		56%			50%	

19.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

100% of students passed the test prior to student teaching. 100% also passed the test on the first attempt. This benchmark has been met.

2017-2018:

The benchmark was met. The candidate who completed the program in 2017-2018 passed the Principles of Learning and Teaching Praxis Exam on the first attempt. This resulted in a 100% first time pass rate percentage.

Plan for Continuous Improvement:

Although the benchmark was met, the area of "Analysis of Instructional Strategies" was the lowest percentage correct (56% and 50%) in the last two completers sitting for the exam. Secondary education faculty will need to analyze course progression and ensure that this is covered appropriately in the program.

Program outcomes

Content Knowledge

Students will demonstrate knowledge of the six essential nutrients, photosynthesis, and respiration.

Communication

Students will develop and master soft skills, including oral, written, and/or technological communication, in academic and professional environments.

Scientific Method

Students will understand and apply the scientific method.

End of report