Definition of Unit
Definition of Unit

Reporting Year:
2018-2019

Providing Department:
School of Agriculture

Department/Unit Contact:
School of Agriculture/Dennis W. Duncan

Mission/Vision/Goal Statement:

School of Agriculture's Mission Statement:

Our mission is to prepare students for leadership roles in the food, fiber, and natural resource professions by providing state of the art experiential learning through agriculture. The School of Agriculture (SOA) mission statement flows from the TTU Mission Statement "to provide leadership and outstanding programs in . . . agriculture and human ecology, nursing, music, art and interdisciplinary studies." The SOA mission statement additionally supports the TTU Flight Plan to improve the undergraduate experience.

The SOA offers a Bachelor of Science degree in Agriculture focusing on one of 10 concentrations. Those concentrations span across the broad discipline of Agriculture including: Agribusiness Management, Agricultural Communications, Agricultural Education, Agricultural Engineering Technology, Agronomy and Soils, Environmental Agriscience, Animal Science/Pre-Veterinary Science, Horticulture, Nursery & Landscape Management, and Turfgrass Management.

We prepare our students to, upon graduation, enter a multitude of fields in the agricultural industry or to continue their education through graduate school. Previous graduates can be found across Tennessee and the United States in such roles as park rangers, veterinarians, golf course superintendents, government officials, business owners, county agents, conservationists, university professors, military officers, high school teachers, consultants, agricultural product/equipment sales, bankers, farm managers, landscape developers and the list continues to grow.

The School of Agriculture is blessed with two unique farms. In 1965 the Shipley Farm (300 acres) was acquired and houses the Hyder-Burks Pavilion, horticultural greenhouses, the organic farming operation, sheep, hogs, beef cattle, poultry, varied forage and row crops. Finally, in 2009, the Oakley Farm (1800+ acres) expanded the possibilities for research and teaching with access to 700 plus cows and calves with additional cropland and potential locations for greenhouses and other agricultural enterprises. These facilities are not supported by direct line

funding by the state and therefore must pay their own way, however, all facilities are dedicated to the overall educational experience of our students.

Our vision states, "We are the hallmark program of experiential education in agriculture."

Goal/Objective/Outcome

Student Learning Outcome 1.1

Define Goal:

Through internships, experiential learning opportunities, part-time employment and undergraduate research SOA students will recognize their career potential, practice and reflect on their skills and attributes as they relate to professional life, and improve identified need areas.

Intended Outcomes / Objectives:

SOA students are high encouraged and in some concentrations required to complete a 10-12 week internship and/or early field experience. Additionally, students are provided a cadre of opportunities beyond the traditional classroom setting to explore interest areas, practice a craft/skill(s), and reflect on their experiences. The School uses a national assessment tool (ACAT) to determine how prepared the students are for industry and graduate school. The main objective of all SOA curriculum is to prepare students for the global workforce and provide the tools necessary to grow as an individual. Therefore, faculty and staff desire to see an increase in ACAT scores each year and to always be above the national average.

Student Learning Outcome 1.2

Define Goal:

Through involvement in a cadre of club events, service learning opportunities and research projects SOA students recognize specific leadership and communication attributes necessary to be successful at TTU and industry; examine how they can strengthen their personal attributes, and generate projects and research opportunities with SOA faculty that better prepare them for life after TTU.

Intended Outcomes / Objectives:

The main objective is to provide extra-curricular and inter-curricular opportunities for all SOA students through faculty guided research, mentoring, club and organization events and service-learning projects both locally and globally.

Student Learning Outcome 1.3

Define Goal:

Students will participate in activities and programs that enhance their leadership and social development and be challenged to discover and synthesize new means to growing professionally and personally.

Intended Outcomes / Objectives:

The SOA will continue to offer study aboard tours, opportunities for service with Agriculture in the Classroom, service-learning courses, competitive teams, and other such events that will enhance the overall student experience and challenge them to perform and reflect on a regular basis. Additionally, a new leadership and service certificate program has been launched in the School, and will be open to all students in CAHE. Lastly, a new service-learning study abroad program in Scotland was launched spring of 2019 and 10 students participated in two projects that addressed food insecurity - locally and globally.

Student Learning Outcome 1.4

Define Goal:

Students will identify their critical thinking skill levels and problem solving abilities through a variety of assessments structured to meet the demands of the individual concentrations and develop new strategies to increase their ability to think critically and problem solve.

Intended Outcomes / Objectives:

SOA students will score at or above TTU's student body average on the **California Critical Thinking Skills Test (CCTST).** Additionally, incoming freshmen (fall of 2018) completed the UF-EMI critical thinking assessment and will be required to complete the same assessment annually. This longitudinal study will be used to better determine if and how SOA curriculum and experiential learning activities directly impact their critical thinking abilities and problem solving skills. 2019 CCTST scores are presented in a later section of this report.

Assessment Tools

Assessment for Student Learning Outcome 1.1

Goal/ Outcome/ Objective:

Student Learning Outcome 1.1

Type of Tool:

Exit Exam, Focus Group, Survey

Frequency of Assessment:
Annually, Biennial

Rationale:

1. Area Concentration Achievement Test (**ACAT**) results
2. Conversations and focus groups with stakeholders (Tennessee Farm Bureau, TN Farmers Coop, TriGreen Implement, Perdue Foods, National Resources Conservation Services, and United States Department of Agriculture).
3. Alumni Survey **(Fall 2019)**
4. Industry Survey - **see attachment for results**

Assessment for Student Learning Outcome 1.2

Goal/ Outcome/ Objective:
Student Learning Outcome 1.2

Type of Tool:
Survey, Other

Frequency of Assessment:
Annually

Rationale:

1. Review of faculty **Annual Reports** for involvement with student organizations, service projects and competitions.

Assessment for Student Learning Outcome 1.3

Goal/ Outcome/ Objective:
Student Learning Outcome 1.3

Type of Tool:
Annual Unit Report, Tracking Spreadsheet, Other

Frequency of Assessment:
Annually

Rationale:

1. Number of students taking advantage of study aboard opportunities

2. Participation in annual Ag-in-the-Classroom Days co-sponsored by Tennessee Farm Bureau and other similar activities.

3. Number of students involved in student organizations, attending state or national meetings for the organizations or their field of study.

4. Number of students participating in recruitment events

5. Number of students attending other outside events such as factory tours, field days, judging clinics, and competitive events.

6. Alumni Survey (Biennial)

7. Senior Exit Interviews

Assessment for Student Learning Outcome 1.4

Goal/ Outcome/ Objective:
Student Learning Outcome 1.4

Type of Tool:
Exit Exam, Survey

Frequency of Assessment:
Annually

Rationale:

Assessment of this Outcome utilized:

CCTST (California Critical Thinking Skills Test) results

UF-EMI results

Senior Exit Interviews

Assessment: Program Goal 1.1 - Enrollment Data

Goal/ Outcome/ Objective:
Program Goal 1.1

Type of Tool:
FTE Enrollment, Graduation Rate, National Accrediting Agency Requirements and Standards

Frequency of Assessment:
Annually/Biennially

Rationale:

Assessment for Goal 1.1:

1. **Enrollment data** by semester

2. **Monitor recruitment work**

3. **Alumni Survey** to rate the effectiveness of the academic, extra-curricular opportunity, and career placement program (will launch fall of 2019).

Assessment: Program Goal 1.2 - Annual Faculty Reports, Grants applied, Interaction through student organizations, Poster presentation at Creative Inquiry Day

Goal/ Outcome/ Objective:
Program Goal 1.2

Type of Tool:
Annual Unit Report, National Accrediting Agency Requirements and Standards, Other

Frequency of Assessment:
Annually

Rationale:

Assessment for Goal 1.2:

1. Review of **Annual Faculty Reports** in the research completed and research pending areas.

2. Monitor number of grants applied for.
3. Monitor number of students participating in the SOA student organizations
4. Monitor the number of students presenting at the Creative Inquiry Day

Assessment: Program Goal 1.3 - Annual Faculty Reports

Goal/ Outcome/ Objective:
Program Goal 1.3

Type of Tool:
Annual Unit Report

Frequency of Assessment:
Annually

Rationale:

Assessment for Goal 1.3:

1. **Annual Faculty Reports** in participation in research conferences and trainings.

2. Monitor budget increases in available funding to support research related and other professional training opportunities

Assessment: Program Goal 1.4 - California Critical Thinking Skills Test

Goal/ Outcome/ Objective:
Program Goal 1.4

Type of Tool:
Exit Exam, National Accrediting Agency Requirements and Standards, Survey

Frequency of Assessment:
Annually, Biennial

Rationale:

CCTST results (California Critical Thinking Skills Test—General Exit Exam). As mentioned in section 1.4, SOA seniors complete this national assessment in their final semester. It is the goal of SOA administration to first identify critical thinking levels of incoming freshmen, collect additional data throughout the students' tenure in the School and compare longitudinal data with CCTST scores, and determine what tool(s) can be implemented across the curriculum to increase CCTST scores. This is important for two reasons: 1) Helping our students be better critical thinkers and problem solvers will enable them to be better citizens; and 2) industry seeks new hires that demonstrate strong critical thinking and problem solving skills. The following is spring of 2019 data collected from University Assessment.

SOA Seniors -- Mean score of 15.7, n=47

TTU Seniors -- Mean score of 17.6, N=1295

Results

ACAT Scores for Each Concentration/Field of Study

Goal/Objective/Outcome Number:

Assessment for Student Learning Outcome 1.1

Results:

The attached document highlights spring of 2019 ACAT scores for all SOA seniors.

Attachments:

2019 ACAT-scores (1).pdf

Core Course Alignment with Student Learning Objectives

Goal/Objective/Outcome Number:

Results:

Course No.	Title	Career Readiness	Critical Thinking & Problem Solving	Service Learning	Leadership
AGRN 1100	Plant Sci	x	x		
AGRN 1110	Plant Sci Lab	x	x		
ANS 1200	Intro Animal Sci	x	x		
ANS 1210	Intro Animal Sci Lab	x	x		
AGBE 2100	Economics of Ag	x	x		
AGET 2110	Ag Engineering Tech	x	x		
AGET 2115	Ag Engineering Tech Lab	x	x		
AGHE 1020	Connections in AGHE	x	x	x	x
AGHE 2022	Professionalism	x	x		x
AGHE 3000	Leadership & Service	x	x	x	x
AGHE 3200	Study Abroad	x	x	x	x
AGHE 3275	Research Processes	x	x		
AGHE 4500	Senior Seminar	x	x	x	x

Attachments:

Results: Enrollment, Retention, Graduation Program Goal 1.1

Goal/Objective/Outcome Number:

Program Goal 1.1

Results:

SOA Core Course Map
2019

Course No.	Title	Career Readiness	Critical Thinking & Problem Solving	Service Learning	Leadership
AGRN 1100	Plant Sci	x	x		
AGRN 1110	Plant Sci Lab	x	x		
ANS 1200	Intro Animal Sci	x	x		
ANS 1210	Intro Animal Sci Lab	x	x		
AGBE 2100	Economics of Ag	x	x		
AGET 2110	Ag Engineering Tech	x	x		
AGET 2115	Ag Engineering Tech Lab	x	x		
AGHE 1020	Connections in AGHE	x	x	x	x
AGHE 2022	Professionalism	x	x		x
AGHE 3000	Leadership & Service	x	x	x	x
AGHE 3200	Study Abroad	x	x	x	x
AGHE 3275	Research Processes	x	x		
AGHE 4500	Senior Seminar	x	x	x	x

2017-2018 School of Agriculture (SOA) retention rates (most recent data)

	Fall-to-Spring Retention	Fall-to-Fall Retention
2017 Cohort	91.94%	77.42

Overall and Freshmen Enrollments

	Fall Overall	% Change from prev. year	Fall Freshmen
2018	306	-3.5%	84

School of Agriculture Graduation Results

	Total number of Graduates
2018-2019	71
2017-2018	78

Attachments:

Results: Faculty and Staff Development Activity Program Goal 1.3

Goal/Objective/Outcome Number:

Program Goal 1.3

Results:

Faculty and staff development activity for 2018-19.

Calendar Year	Faculty with Presentations	Number of Presentations	Faculty with Publications	Number of Publications
2018/19	5	37	7	12

Attachments:

Results: Grant Proposals Written, Campus Research Day Program Goal 1.2

Goal/Objective/Outcome Number:

Program Goal 1.2

Results:

SOA students (12) presented posters at the TTU Creative Inquiry Research Day at the Hoop. Three SOA students won awards for their collaborative research. Full abstracts are available at https://publish.tntech.edu/index.php/PSRCI/

As previously mentioned, numerous SOA faculty have been successful at securing TTU sponsored grants (CISE, QEP and EDGE). Additionally, SOA faculty have been successful at securing private, local, state and federally funded grants. The following table is a full listing of awards.

2018	
Liz Mullens-TN Dept of Ag	$85,000
Dennis Duncan--TN Dept of Ag	$14,400
Brian Leckie--US Dept of Ag	$300,000
Brian Leckie--America Rivers / Tallassee Fund	$17,150
Brian Leckie--TN Dept of Ag	$20,000
O.P. McCubbins--TN Dept of Ed	$222,416
Pat Bagley – Y-Tek	$5,000

Attachments:

Results: Study Abroad, Ag in the Classroom, Competition Events, Recruit SLO 1.3

Goal/Objective/Outcome Number:
Student Learning Outcome 1.3

Results:

There were three study abroad trips offered - Scotland, Netherlands and Mexico - which included 4 School of Agriculture faculty member and 47 students total.

The annual Farm Days/Agriculture in the Classroom in collaboration with TN Farm Bureau involved over 25 TTU students, 9 faculty and included over 1,800 elementary students and their teachers from across Putnam County.

SOA hosted a number of FFA events throughout the year - this involved over 20 TTU students and faculty (**see attachment for total numbers**).

SOA participated in both the state and national FFA conventions with the aid of TTU students (12-14). The TN FFA convention draws over 300 FFA members from across TN and the National FFA convention draws over 50,000 FFA members from across the US.

CAHE Recruiter and Dr. Dennis Fennewald participated in the Georgia FFA state convention. This convention draws over 5,000 FFA members from across GA. The Eagle Reach program was presented at the convention.

Attachments:
SOA Fall and Spring Clinics.docx

SOA Core Course Mapping

Goal/Objective/Outcome Number:
Align Core Courses with Specific Personal and Professional Attributes/Skills

Results:

The attached course map highlights core courses and specific attributes/skills identified as important for current and future success and career readiness.

Attachments:
SOA Core Course Map.docx

Modifications and Continuing Improvement to Goals/Objectives/Outcomes
SOA Strategic Plan

Goal/Objective/Outcome Number:

Align SOA Curriculum, Research and Outreach Efforts with the Tech Tomorrow Strategic Plan

Program Changes and Actions due to Results:

See Attachment for Most Recent SOA Strategic Plan.

Link to Assessment:

Link to 'Tech Tomorrow' Strategic Plan:

ACAT

Departmental Score Report

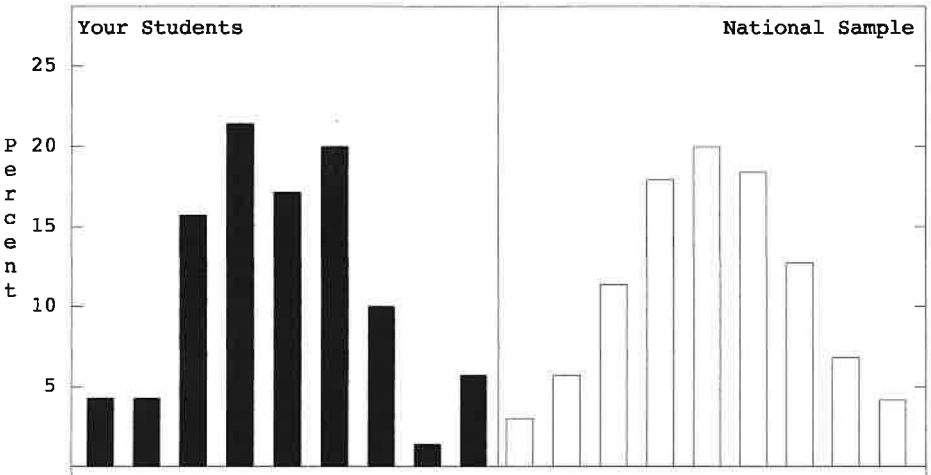
Institution: **Tennessee Technological University**
Discipline: **Agriculture**

Testing Year: **2018-19 (Final)**
Date Prepared: **6/10/2019**
Report Type: **FINAL - Senior - Profile 2**

Area	Standard Score	%'ile	Reference Group Size
Animal Science	524	59	1968
Plant Science	511	54	1968
Soil Science	529	61	1968
Agricultural Mechanization	505	52	1294
Agri-Business and Economics	512	55	1880
OVERALL PERFORMANCE	494	48	441

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Based on a reference group of 441 graduating students taking an ACAT in Agriculture with 5 areas, 48% would be expected to achieve at or below your overall performance score of 494, 52% would be expected to achieve a higher score.



Stanine	%'ile Range	Score Range	Your Students	% Your Students	% Students Nationally 2011 - 2017
1	0 - 4	200 - 325	3	4.3	3.0
2	4 - 11	326 - 375	3	4.3	5.7
3	11 - 23	376 - 425	11	15.7	11.4
4	23 - 40	426 - 475	15	21.4	17.9
5	40 - 60	476 - 525	12	17.1	20.0
6	60 - 77	526 - 575	14	20.0	18.4
7	77 - 89	576 - 625	7	10.0	12.7
8	89 - 96	626 - 675	1	1.4	6.8
9	96 -100	676 - 800	4	5.7	4.1

The graph and table to the left compare your students' performance (solid bars) to that of the national reference group (open bars). The scores are grouped by percentile ranges corresponding to stanines. For your convenience, the data are summarized in the table appearing under the graph. The standard score range is shown next to each stanine along with the number and percent of your students in each group and the percent of the national reference sample falling into the same group.

The score distribution from your program should resemble the national sample. If it doesn't, the discrepancy could be a result of the size of your group. Smaller groups are prone to underestimating the range of scores obtained from a larger group. The best estimate of performance would be obtained by comparing the score distributions contained in your final reports across a period of several years.

Unlike a classroom examination, the ACAT content areas are calibrated so the average student will receive an un-weighted score of approximately 49% correct. ACAT standard scores include a graduated weight for item difficulty and deductions for incorrect responses. Neither of these corrections have been applied to the un-weighted averages shown here. Items which fail to meet PACAT's psychometric standards are excluded from scoring. The values in the table to the right should be interpreted with caution. Note: Standard deviations are not calculated for samples smaller than 5.

Area	Un-weighted Average	Standard Deviation
Animal Science	65	16
Plant Science	47	12
Soil Science	59	16
Agricultural Mechanization	44	17
Agri-Business and Economics	55	14
OVERALL PERFORMANCE	54	10

GPA	Overall	Major	Examinees	
1.5 - 2.0	1	1	Female Examinees	32
2.1 - 2.5	10	4	Male Examinees	35
2.6 - 3.0	18	14	Transfer Students	35
3.1 - 3.5	27	25	Planning Graduate Studies	18
3.6 - 4.0	11	24	**Students Tested**	70

At the time of the examination, your students were asked to report their gender, whether or not they transferred to your institution from another, whether or not they plan to attend graduate school, and their grade point average in their major and overall. Not all examinees choose to provide the information and it is possible the information provided is not accurate.

Correlations were calculated between your students' self-reported grade point averages and their scores in each content area as well as their overall score. Positive values mean higher grade point averages are associated with higher ACAT scores. Negative values mean higher grade point averages are associated with lower scores. Relationships appearing in the table are likely to occur due to chance fewer than 5 times in 100. Missing values are either unreliable or cannot be calculated due to your group size. Correlations represent a mathematical relationship and should not be interpreted to mean one measure directly affects the other. Group size and self-reporting errors can adversely impact the analyses.

Area	Correlation with GPA Overall	Major
Animal Science	+0.272	
Plant Science	+0.447	+0.362
Soil Science	+0.390	+0.385
Agricultural Mechanization		
Agri-Business and Economics		
OVERALL PERFORMANCE	+0.405	+0.310

Several significant positive correlations are shown in the table. Better performance on these individual areas of the ACAT was associated with higher GPAs. The column heading indicates whether these GPAs were overall or in the major. Significant positive correlations were also found between overall ACAT performance and GPA in both the major and overall. Positive values indicate higher GPAs predicted higher overall scores on the ACAT. The students' self-reported overall GPA accounted for approximately 16% of the variability in overall ACAT scores while major GPA accounted for approximately 10%.

Your students indicated the areas included in courses they had taken in your department. Where these areas are included on your version of the ACAT, correlations were calculated between taking a course in the area and performance on the ACAT. Correlation coefficients in this table can be either positive or negative. Positive relationships indicate taking a course focusing on the area is associated with higher ACAT scores in that area. Negative values indicate the opposite. Relationships appearing in the table are likely to occur due to chance fewer than 5 times in 100. Missing values are either unreliable or cannot be calculated. Correlations represent a mathematical relationship and should not be interpreted to mean one measure directly affects the other. Group size and self-reporting errors can adversely impact the analyses. The likelihood of a significant correlation is diminished when a very small or very large proportion of your students have taken a course.

Area	Frequency	%	Correlation
Agricultural Business	47	67	
Agricultural Economics	49	70	
Agricultural Education	14	20	
Agricultural Extension	6	9	
Agricultural Mechanization	19	27	+0.333
Agricultural Role and Scope	2	3	
Animal Science	55	79	
Food Handling and Processing	13	19	
Forestry	2	3	
Genetics	17	24	
History of Agriculture	4	6	
Plant Science	52	74	
Soil and Water Conservation	26	37	
Soil Science	49	70	
Wildlife Management	1	1	

The change indicators to the right are calculated by comparing the students you tested this year to a cumulative group consisting of the 139 students you have tested over the past 16 years. The indicators are similar to what would be the case if the ACAT was a locally developed test used only at your institution and interpreted by comparison to the performance of your previous graduates. The indicators are reported in increments of .25 standard deviations. Positive values indicate improvements in performance while negative values indicate declines. When interpreting the indicators for your department, values of less than .50 may be a result of random variation rather than a reflection of changes in performance. PACAT recommends you base your interpretation on two or more years of consecutive change indicators. Because different reference groups are used, these change indicators are not directly comparable to the standard scores provided elsewhere in this report.

Area	Change
Animal Science	+0.25
Plant Science	-0.25
Soil Science	0.00
Agricultural Mechanization	-0.50
Agri-Business and Economics	0.00
OVERALL PERFORMANCE	0.00

Individual Examinee Standard Scores
Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account.

Name			Student ID	1	2	3	4	5	Overall Score	% 'ile
ADAMS	LOGAN	L	2164723	515	487	516	680	489	530	62
ATKINS	BENJAMIN	R	T00191044	599	603	522	591	611	596	83
BALL	JONATHON	L	T00191048	646	598	711	760	598	724	99
BARRY	AUSTIN	K	T00209445	492	565	581	536	659	564	74
BLACKWELL	RACHAEL	E	T00240306	616	520	607	546	272	498	49
BRAMBLETT	ETHAN	N	T00202190	622	626	536	556	611	603	85
BRAY	DANIEL	R	T00208450	485	503	646	501	659	556	71
BROOKS	COURTNEY	D	T00208458	415	361	342	466	394	312	3
BROWN	AUSTIN	J	T00208463	468	445	452	422	489	399	16
BUSH	JOSH		T00159696	552	654	626	581	611	622	89
CHASTAIN	SAVANNAH	J	T00215774	539	509	573	422	422	460	34
CHAWDA	PRATIK		T00202611	438	601	581	581	564	540	66
CHERRY	COURTNEY	M	T00208533	468	331	426	466	408	355	7
CHILTON	KENDELYN	T	T00113517	502	531	531	412	598	485	44
CLIFTON	CARLEE	W	T00218802	629	450	516	591	428	516	56
CRABTREE	HALEY	R	T00202890	616	414	452	456	381	425	23
CROUCH	JOHN	R	T00204321	338	417	508	287	300	267	1
DAVIS	KYLE	A	T00208565	485	475	562	446	673	508	53
DICKSON	WILLIAM	C	T00214114	432	526	587	625	611	550	69
DILLON	ASHLAND	L	T00205483	555	545	697	466	456	539	65
ELLIS	BROOKLYN	D	T00206792	646	487	502	491	381	481	42
FLOYD	HAYDEN	M	T00170993	522	459	421	546	503	456	33
GALLOWAY	TAYLOR	S	T00185950	616	729	686	367	489	578	78
GAW	MATTHEW	B	T00189598	475	425	381	536	564	432	25
GERRISH	PRESTON	T	T00193125	445	578	511	536	367	444	29
GIBSON	MARISSA	P	T00196048	592	425	480	342	550	440	27
GONZALEZ	ELIEZER		T00230723	462	590	454	586	530	497	49
GORDON	EMILY	C	T00214363	522	395	401	501	456	406	17
GORE	RICHARD	A	T00211755	445	487	395	367	496	367	9
GREGORY	JESSE	C	T00191125	485	450	460	456	442	407	18
HALL	DANIEL	S	T00191269	515	709	742	715	564	690	97
HARRIS	SARAH	K	T00213802	415	431	426	412	611	400	16
HASSLER	SAMUEL	C	T00139673	415	501	646	591	673	563	74
HEFFRON	MEGAN	K	T00219306	646	565	646	456	598	597	83
HOLT	DARRELL	R	T00512482	338	462	387	456	503	351	7
HUGHEY	RYAN	K	T00164135	385	475	511	536	489	433	25
JACKSON	ALEXANDER	C	T00199653	351	442	395	536	503	379	11
JERGENS	JOSHUA	S	T00177072	438	495	570	591	428	476	41
JOHNSON	SHELBY		T00216372	592	520	531	367	320	421	21
JOLIN	CODY	M	T00186138	492	615	736	466	517	563	74
JOLIN	JACQULYN	N	T00252826	545	489	469	591	442	484	44
JUH	MICHAEL	D	T00164329	415	459	593	491	442	438	27
KELLEY	CHANCE	A	T00206425	652	395	505	581	611	556	71
KLINGLER	SHILOH	M	T00214691	676	629	652	670	489	663	95
KOEHLER	ERIK	I	T00209219	522	754	697	412	686	625	89
LEDBETTER	RACHEL	E	T00212898	592	565	536	412	550	514	56
LLOYD	ALYSHA	L	T00188878	432	311	452	342	456	319	4
LOLLAR	MADISON	E	T00193188	592	481	401	456	517	455	33
MADSON	DANI	L	T00197786	639	584	466	491	550	538	65
MARTIN	SEAN	R	T00190572	385	417	491	511	537	418	21
MARTY	CHRISTOPHE	A	T00216907	586	514	570	581	503	551	69
MCNEES	KATHERINE	R	T00196385	562	495	387	322	503	396	15
MORRIS	KATIE	B	T00208826	555	545	460	591	517	520	58
MUIRHEAD	WILLIAM	R	T00206977	408	584	658	456	673	541	66
PHILLIPS	JOSEPH	E	T00190438	452	481	426	670	578	499	50
RAMSEY	SHELBY	L	T00217881	699	620	581	581	442	604	85
REESE	ANNA	L	T00207380	592	386	502	332	456	407	18
RICH	AMBER	M	T00178757	592	431	471	466	394	434	25
RITTENBERR	VICTORIA	K	T00197637	432	501	593	501	347	430	24
RYE	TYLER	O	T00197321	575	698	722	760	598	726	99
SALAZAR	MARCUS	J	T00241744	492	456	466	466	611	464	36
SANDERS	CHELSEA	J	T00228745	569	412	491	422	428	422	22
SIMMONS	MADISON	B	T00202321	515	495	446	491	442	435	26
STEPHENS	KATHRYN	C	T00195814	652	531	581	536	503	569	75
SWAIN	CASI	J	T00209763	592	520	607	412	673	561	73
TOWNS	GRANT	P	T00211911	669	734	717	725	611	759	100

Individual Examinee Standard Scores
Sorted Alphabetically by Last Name

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Name			Student ID	1	2	3	4	5	Overall Score	% 'ile
VANOSDALE	EMILY	M	T00186676	509	381	531	491	673	498	49
VICKERS	RAEGAN	M	T00188206	562	481	494	377	456	431	25
WALLS	AARON	B	T00189976	522	553	491	491	381	449	31
WILLIAMS	STEVEN	D	T00102356	515	501	356	466	550	430	24

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Student ID	1	2	3	4	5	Overall Score	% 'ile
2164723	515	487	516	680	489	530	62
T00102356	515	501	356	466	550	430	24
T00113517	502	531	531	412	598	485	44
T00139673	415	501	646	591	673	563	74
T00159696	552	654	626	581	611	622	89
T00164135	385	475	511	536	489	433	25
T00164329	415	459	593	491	442	438	27
T00170993	522	459	421	546	503	456	33
T00177072	438	495	570	591	428	476	41
T00178757	592	431	471	466	394	434	25
T00185950	616	729	686	367	489	578	78
T00186138	492	615	736	466	517	563	74
T00186676	509	381	531	491	673	498	49
T00188206	562	481	494	377	456	431	25
T00188878	432	311	452	342	456	319	4
T00189598	475	425	381	536	564	432	25
T00189976	522	553	491	491	381	449	31
T00190438	452	481	426	670	578	499	50
T00190572	385	417	491	511	537	418	21
T00191044	599	603	522	591	611	596	83
T00191048	646	598	711	760	598	724	99
T00191125	485	450	460	456	442	407	18
T00191269	515	709	742	715	564	690	97
T00193125	445	578	511	536	367	444	29
T00193188	592	481	401	456	517	455	33
T00195814	652	531	581	536	503	569	75
T00196048	592	425	480	342	550	440	27
T00196385	562	495	387	322	503	396	15
T00197321	575	698	722	760	598	726	99
T00197637	432	501	593	501	347	430	24
T00197786	639	584	466	491	550	538	65
T00199653	351	442	395	536	503	379	11
T00202190	622	626	536	556	611	603	85
T00202321	515	495	446	491	442	435	26
T00202611	438	601	581	581	564	540	66
T00202890	616	414	452	456	381	425	23
T00204321	338	417	508	287	300	267	1
T00205483	555	545	697	466	456	539	65
T00206425	652	395	505	581	611	556	71
T00206792	646	487	502	491	381	481	42
T00206977	408	584	658	456	673	541	66
T00207380	592	386	502	332	456	407	18
T00208450	485	503	646	501	659	556	71
T00208458	415	361	342	466	394	312	3
T00208463	468	445	452	422	489	399	16
T00208533	468	331	426	466	408	355	7
T00208565	485	475	562	446	673	508	53
T00208826	555	545	460	591	517	520	58
T00209219	522	754	697	412	686	625	89
T00209445	492	565	581	536	659	564	74
T00209763	592	520	607	412	673	561	73
T00211755	445	487	395	367	496	367	9
T00211911	669	734	717	725	611	759	100
T00212898	592	565	536	412	550	514	56
T00213802	415	431	426	412	611	400	16
T00214114	432	526	587	625	611	550	69
T00214363	522	395	401	501	456	406	17
T00214691	676	629	652	670	489	663	95
T00215774	539	509	573	422	422	460	34
T00216372	592	520	531	367	320	421	21
T00216907	586	514	570	581	503	551	69
T00217881	699	620	581	581	442	604	85
T00218802	629	450	516	591	428	516	56
T00219306	646	565	646	456	598	597	83
T00228745	569	412	491	422	428	422	22
T00230723	462	590	454	586	530	497	49

Individual Examinee Standard Scores
Sorted Numerically by Student ID

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Student ID	1	2	3	4	5	Overall Score	% 'ile
T00240306	616	520	607	546	272	498	49
T00241744	492	456	466	466	611	464	36
T00252826	545	489	469	591	442	484	44
T00512482	338	462	387	456	503	351	7

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Individual Examinee Stanine Scores
Sorted Alphabetically by Last Name

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Name			Student ID	1	2	3	4	5	Overall Score
ADAMS	LOGAN	L	2164723	5	5	5	9	5	6
ATKINS	BENJAMIN	R	T00191044	7	7	5	7	7	7
BALL	JONATHON	L	T00191048	8	7	9	9	7	9
BARRY	AUSTIN	K	T00209445	5	6	7	6	8	6
BLACKWELL	RACHAEL	E	T00240306	7	5	7	6	1	5
BRAMBLETT	ETHAN	N	T00202190	7	8	6	6	7	7
BRAY	DANIEL	R	T00208450	5	5	8	5	8	6
BROOKS	COURTNEY	D	T00208458	3	2	2	4	3	1
BROWN	AUSTIN	J	T00208463	4	4	4	3	5	3
BUSH	JOSH		T00159696	6	8	8	7	7	7
CHASTAIN	SAVANNAH	J	T00215774	6	5	6	3	3	4
CHAWDA	PRATIK		T00202611	4	7	7	7	6	6
CHERRY	COURTNEY	M	T00208533	4	2	4	4	3	2
CHILTON	KENDELYN	T	T00113517	5	6	6	3	7	5
CLIFTON	CARLEE	W	T00218802	8	4	5	7	4	5
CRABTREE	HALEY	R	T00202890	7	3	4	4	3	3
CROUCH	JOHN	R	T00204321	2	3	5	1	1	1
DAVIS	KYLE	A	T00208565	5	4	6	4	8	5
DICKSON	WILLIAM	C	T00214114	4	6	7	7	7	6
DILLON	ASHLAND	L	T00205483	6	6	9	4	4	6
ELLIS	BROOKLYN	D	T00206792	8	5	5	5	3	5
FLOYD	HAYDEN	M	T00170993	5	4	3	6	5	4
GALLOWAY	TAYLOR	S	T00185950	7	9	9	2	5	7
GAW	MATTHEW	B	T00189598	4	3	3	6	6	4
GERRISH	PRESTON	T	T00193125	4	7	5	6	2	4
GIBSON	MARISSA	P	T00196048	7	3	5	2	6	4
GONZALEZ	ELIEZER		T00230723	4	7	4	7	6	5
GORDON	EMILY	C	T00214363	5	3	3	5	4	3
GORE	RICHARD	A	T00211755	4	5	3	2	5	2
GREGORY	JESSE	C	T00191125	5	4	4	4	4	3
HALL	DANIEL	S	T00191269	5	9	9	9	6	9
HARRIS	SARAH	K	T00213802	3	4	4	3	7	3
HASSLER	SAMUEL	C	T00139673	3	5	8	7	8	6
HEFFRON	MEGAN	K	T00219306	8	6	8	4	7	7
HOLT	DARRELL	R	T00512482	2	4	3	4	5	2
HUGHEY	RYAN	K	T00164135	3	4	5	6	5	4
JACKSON	ALEXANDER	C	T00199653	2	4	3	6	5	3
JERGENS	JOSHUA	S	T00177072	4	5	6	7	4	5
JOHNSON	SHELBY		T00216372	7	5	6	2	1	3
JOLIN	CODY	M	T00186138	5	7	9	4	5	6
JOLIN	JACQULYN	N	T00252826	6	5	4	7	4	5
JUH	MICHAEL	D	T00164329	3	4	7	5	4	4
KELLEY	CHANCE	A	T00206425	8	3	5	7	7	6
KLINGLER	SHILOH	M	T00214691	9	8	8	8	5	8
KOEHLER	ERIK	I	T00209219	5	9	9	3	9	7
LEDBETTER	RACHEL	E	T00212898	7	6	6	3	6	5
LLOYD	ALYSHA	L	T00188878	4	1	4	2	4	1
LOLLAR	MADISON	E	T00193188	7	5	3	4	5	4
MADSON	DANI	L	T00197786	8	7	4	5	6	6
MARTIN	SEAN	R	T00190572	3	3	5	5	6	3
MARTY	CHRISTOPHE	A	T00216907	7	5	6	7	5	6
MCNEES	KATHERINE	R	T00196385	6	5	3	1	5	3
MORRIS	KATIE	B	T00208826	6	6	4	7	5	5
MUIRHEAD	WILLIAM	R	T00206977	3	7	8	4	8	6
PHILLIPS	JOSEPH	E	T00190438	4	5	4	8	7	5
RAMSEY	SHELBY	L	T00217881	9	7	7	7	4	7
REESE	ANNA	L	T00207380	7	3	5	2	4	3
RICH	AMBER	M	T00178757	7	4	4	4	3	4
RITTENBERR	VICTORIA	K	T00197637	4	5	7	5	2	4
RYE	TYLER	O	T00197321	6	9	9	9	7	9
SALAZAR	MARCUS	J	T00241744	5	4	4	4	7	4
SANDERS	CHELSEA	J	T00228745	6	3	5	3	4	3
SIMMONS	MADISON	B	T00202321	5	5	4	5	4	4

Individual Examinee Stanine Scores
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Name			Student ID	1	2	3	4	5	Overall Score
STEPHENS	KATHRYN	C	T00195814	8	6	7	6	5	6
SWAIN	CASI	J	T00209763	7	5	7	3	8	6
TOWNS	GRANT	P	T00211911	8	9	9	9	7	9
VANOSDALE	EMILY	M	T00186676	5	3	6	5	8	5
VICKERS	RAEGAN	M	T00188206	6	5	5	3	4	4
WALLS	AARON	B	T00189976	5	6	5	5	3	4
WILLIAMS	STEVEN	D	T00102356	5	5	2	4	6	4

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Student ID	1	2	3	4	5	Overall Score
2164723	5	5	5	9	5	6
T00102356	5	5	2	4	6	4
T00113517	5	6	6	3	7	5
T00139673	3	5	8	7	8	6
T00159696	6	8	8	7	7	7
T00164135	3	4	5	6	5	4
T00164329	3	4	7	5	4	4
T00170993	5	4	3	6	5	4
T00177072	4	5	6	7	4	5
T00178757	7	4	4	4	3	4
T00185950	7	9	9	2	5	7
T00186138	5	7	9	4	5	6
T00186676	5	3	6	5	8	5
T00188206	6	5	5	3	4	4
T00188878	4	1	4	2	4	1
T00189598	4	3	3	6	6	4
T00189976	5	6	5	5	3	4
T00190438	4	5	4	8	7	5
T00190572	3	3	5	5	6	3
T00191044	7	7	5	7	7	7
T00191048	8	7	9	9	7	9
T00191125	5	4	4	4	4	3
T00191269	5	9	9	9	6	9
T00193125	4	7	5	6	2	4
T00193188	7	5	3	4	5	4
T00195814	8	6	7	6	5	6
T00196048	7	3	5	2	6	4
T00196385	6	5	3	1	5	3
T00197321	6	9	9	9	7	9
T00197637	4	5	7	5	2	4
T00197786	8	7	4	5	6	6
T00199653	2	4	3	6	5	3
T00202190	7	8	6	6	7	7
T00202321	5	5	4	5	4	4
T00202611	4	7	7	7	6	6
T00202890	7	3	4	4	3	3
T00204321	2	3	5	1	1	1
T00205483	6	6	9	4	4	6
T00206425	8	3	5	7	7	6
T00206792	8	5	5	5	3	5
T00206977	3	7	8	4	8	6
T00207380	7	3	5	2	4	3
T00208450	5	5	8	5	8	6
T00208458	3	2	2	4	3	1
T00208463	4	4	4	3	5	3
T00208533	4	2	4	4	3	2
T00208565	5	4	6	4	8	5
T00208826	6	6	4	7	5	5
T00209219	5	9	9	3	9	7
T00209445	5	6	7	6	8	6
T00209763	7	5	7	3	8	6
T00211755	4	5	3	2	5	2
T00211911	8	9	9	9	7	9
T00212898	7	6	6	3	6	5
T00213802	3	4	4	3	7	3
T00214114	4	6	7	7	7	6
T00214363	5	3	3	5	4	3
T00214691	9	8	8	8	5	8
T00215774	6	5	6	3	3	4
T00216372	7	5	6	2	1	3
T00216907	7	5	6	7	5	6
T00217881	9	7	7	7	4	7
T00218802	8	4	5	7	4	5

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Student ID	1	2	3	4	5	Overall Score
T00219306	8	6	8	4	7	7
T00228745	6	3	5	3	4	3
T00230723	4	7	4	7	6	5
T00240306	7	5	7	6	1	5
T00241744	5	4	4	4	7	4
T00252826	6	5	4	7	4	5
T00512482	2	4	3	4	5	2

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Item Analysis

1. Responses on each test item are divided into three categories: Correct response; skip (left blank); and incorrect. The total number of responses in each category are given separately for each item on the ACAT. These responses are cumulative from the time at which the item was first used.

2. The discrimination index (discr) is a measure of the relationship between answering a particular item correctly and overall performance in the content area. Positive values indicate students who performed well overall on the area also tended to answer the question correctly. Negative values indicate students who performed well were more likely to answer the item incorrectly.

3. The difficulty index (diff) is the proportion of examinees answering the item correctly. Multiplied by 100, these values indicate the percent of the examinees who have answered the item correctly.

General (Role/Scope/Hist/Trends) (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	2997	353	1038	0.291	0.683
2.	2466	41	374	0.315	0.856
3.	1634	289	958	0.335	0.567
4.	745	261	1875	0.175	0.259
5.	678	355	1848	0.159	0.235
6.	948	92	1841	0.129	0.329
7.	982	100	1799	0.182	0.341
8.	1221	76	1584	0.271	0.424
9.	1906	604	2049	0.215	0.418
10.	2815	287	1457	0.187	0.617
11.	2068	469	2022	0.279	0.454
12.	4149	174	236	0.274	0.910
13.	2148	1057	1354	0.312	0.471
14.	3781	52	726	0.113	0.829
15.	2191	520	1848	0.235	0.481
16.	2319	666	1574	0.253	0.509
17.	2353	335	1700	0.229	0.536

Animal Science (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	5008	671	2841	0.326	0.588
2.	7093	494	933	0.486	0.833
3.	6047	347	2126	0.462	0.710
4.	6726	316	1478	0.454	0.789
5.	4482	875	3163	0.326	0.526
6.	6569	458	1493	0.384	0.771
7.	3663	479	4378	0.344	0.430
8.	4112	533	3875	0.344	0.483
9.	4174	969	3377	0.433	0.490
10.	1409	46	707	0.402	0.652
11.	964	20	1191	0.378	0.443
12.	1207	9	959	0.234	0.555
13.	1470	36	656	0.383	0.680
14.	1325	33	817	0.365	0.609
15.	1759	47	356	0.267	0.814
16.	938	22	1215	0.357	0.431
17.	1169	31	975	0.371	0.537
18.	1272	27	863	0.296	0.588
19.	1677	4	494	0.340	0.771
20.	1213	31	918	0.447	0.561
21.	1815	28	319	0.161	0.840
22.	1238	66	871	0.439	0.569

Genetics (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	2220	605	1487	0.147	0.515
2.	1216	708	2388	0.157	0.282
3.	3534	228	550	0.289	0.820
4.	1494	674	1973	0.228	0.361
5.	2707	467	1138	0.338	0.628
6.	1813	904	1595	0.368	0.420
7.	1841	320	2151	0.244	0.427
8.	1524	625	2163	0.236	0.353
9.	840	586	2715	0.211	0.203
10.	2150	361	1630	0.263	0.519
11.	1558	206	927	0.337	0.579
12.	849	261	1581	0.250	0.315
13.	947	233	1511	0.360	0.352
14.	1814	243	634	0.306	0.674

Plant Science (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	3398	889	4233	0.193	0.399
2.	5266	635	2619	0.359	0.618
3.	4372	854	3294	0.229	0.513
4.	6493	503	1524	0.359	0.762
5.	2086	1017	5417	0.207	0.245
6.	1117	1315	6088	0.162	0.131
7.	3303	1258	3959	0.219	0.388
8.	2370	1031	5119	0.236	0.278
9.	3038	1549	3933	0.279	0.357
10.	4441	750	3329	0.353	0.521
11.	3658	949	3913	0.294	0.429
12.	5391	767	2362	0.252	0.633
13.	6252	317	1951	0.327	0.734
14.	1971	1410	5139	0.251	0.231
15.	4236	646	3638	0.236	0.497
16.	2386	1532	4602	0.201	0.280
17.	2946	1264	4310	0.276	0.346
18.	4199	521	3800	0.282	0.493
19.	6241	473	1806	0.284	0.733
20.	4471	528	3521	0.215	0.525
21.	3233	954	4333	0.229	0.379
22.	5409	517	2594	0.283	0.635
23.	3341	1315	3864	0.246	0.392
24.	4136	749	3635	0.339	0.485
25.	2297	1040	5012	0.234	0.275
26.	3114	488	4747	0.257	0.373
27.	5483	549	2317	0.316	0.657
28.	6979	416	954	0.338	0.836
29.	3325	536	4488	0.161	0.398
30.	4957	911	2481	0.340	0.594
31.	2590	1220	4539	0.200	0.310
32.	1641	538	6170	0.057	0.197
33.	1134	641	6574	0.075	0.136
34.	5362	694	2293	0.295	0.642
35.	4004	1027	3318	0.370	0.480

Soil Science (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	7181	211	1128	0.292	0.843
2.	1131	20	1011	0.342	0.523
3.	1636	37	502	0.309	0.752
4.	5227	563	2730	0.362	0.613
5.	1044	48	1070	0.344	0.483
6.	647	50	1478	0.466	0.297
7.	5819	694	2007	0.272	0.683
8.	1540	19	603	0.430	0.712
9.	1961	9	205	0.318	0.902
10.	4555	543	3422	0.286	0.535
11.	6033	1143	1344	0.452	0.708
12.	1037	48	1077	0.353	0.480
13.	4432	483	3605	0.295	0.520
14.	619	46	1497	0.372	0.286
15.	4397	494	3629	0.247	0.516
16.	957	21	1184	0.355	0.443
17.	3846	1799	2875	0.306	0.451
18.	914	59	1189	0.358	0.423
19.	3213	1810	3497	0.297	0.377
20.	1395	19	761	0.302	0.641
21.	1103	53	1019	0.486	0.507
22.	4655	1014	2851	0.367	0.546
23.	1170	42	950	0.450	0.541
24.	1402	36	737	0.370	0.645
25.	5091	293	3136	0.332	0.598
26.	2959	1913	3648	0.339	0.347
27.	3291	1578	3651	0.395	0.386
28.	2347	451	5722	0.229	0.275

Agricultural Mechanization (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	2439	786	1980	0.189	0.469
2.	1769	817	2448	0.308	0.351
3.	1870	975	2360	0.302	0.359
4.	4386	183	636	0.281	0.843
5.	1895	684	2626	0.250	0.364
6.	2894	712	1599	0.386	0.556
7.	1364	986	2684	0.218	0.271
8.	2200	675	2159	0.367	0.437
9.	1932	935	2167	0.285	0.384
10.	2184	712	2138	0.327	0.434
11.	1243	1099	2692	0.286	0.247
12.	964	429	2191	0.204	0.269
13.	2259	274	1051	0.367	0.630
14.	1225	376	1983	0.224	0.342

Agri-Business and Economics (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	4823	569	2778	0.242	0.590
2.	4053	460	3657	0.190	0.496
3.	3091	1714	3365	0.268	0.378
4.	6960	255	955	0.270	0.852
5.	7454	298	418	0.306	0.912
6.	4635	851	2684	0.212	0.567
7.	1168	24	874	0.315	0.565
8.	1042	78	958	0.096	0.501
9.	1762	976	5432	0.165	0.216
10.	3434	666	4070	0.202	0.420
11.	2886	1133	4151	0.242	0.353
12.	2891	639	4640	0.212	0.354
13.	5007	721	2442	0.282	0.613

Ag. Educ - Ext - Rural Soc. (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	4953	224	488	0.205	0.874
2.	5114	102	449	0.202	0.903
3.	2477	934	2254	0.268	0.437
4.	2713	252	2700	0.057	0.479
5.	3386	443	1665	0.156	0.616
6.	3997	218	1279	0.221	0.728
7.	891	1416	3187	0.131	0.162
8.	3931	236	1327	0.235	0.716
9.	3524	82	329	0.234	0.896
10.	1212	204	2519	0.178	0.308
11.	3233	163	539	0.338	0.822
12.	2714	294	927	0.347	0.690
13.	3001	292	642	0.353	0.763
14.	1757	203	1975	0.218	0.447

Forestry and Wildlife (FORMS A AND B)

Item	Correct	Skip	Incorrect	Discr	Diff
1.	2842	677	877	0.223	0.646
2.	1220	839	2337	0.167	0.278
3.	1665	813	1747	0.296	0.394
4.	2404	662	1159	0.319	0.569
5.	1227	1004	1994	0.299	0.290
6.	3210	580	435	0.424	0.760
7.	1745	610	1870	0.271	0.413
8.	776	795	2654	0.199	0.184
9.	684	943	2598	0.213	0.162
10.	2917	659	649	0.439	0.690
11.	840	212	1723	0.169	0.303
12.	1994	219	562	0.358	0.719
13.	369	336	2070	0.148	0.133
14.	1364	276	1135	0.282	0.492
15.	580	225	1970	0.171	0.209
16.	1057	339	1379	0.385	0.381
17.	1078	384	1313	0.364	0.388
18.	1719	311	745	0.477	0.619

California Critical Thinking Skills Test- General Exit Exam

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
MAJOR	Mean	N*	Mean	N*	Mean	N*	Mean	N*	Mean	N*
ACCT	18.7	69	16.7	78	20.0	56				
AGRI	17.2	59	18.7	46	15.7	47				
ART	16.3	15	16.7	22	13.0	9				
BBUS	17.9	8	14.5	2	**	**				
BIOL	17.9	27	16.7	82	18.0	48				
BMGT	17.4	77	18.9	133	19.5	101				
CE	16.2	26	15.0	38	19.0	51				
CEE	16.5	16	15.0	38	**	**				
CFS	16.3	20	**	**	**	**				
CHE	15.0	45	16.4	62	21.1	43				
CHEM	20.3	10	16.5	40	20.8	22				
CMPE	17.4	16	13.8	14	24.0	11				
COM	19.6	11	16.1	41	15.9	22				
CSC	15.6	33	15.8	49	23.2	49				
ECE/ECED	16.0	2	**	**	12.8	4.00				
ECON	19.7	6	16.7	11	20.5	13				
EE	16.5	30	15.5	57	17.7	19				
ENG	14.5	10	16.4	19	17.7	19				
ENGR	14.5	6	**	**	**	**				
ET	14.4	27	16.5	46	17.9	49				
EXPW	16.9	101	16.4	108	15.0	71				
FIN	18.4	28	20.1	33	19.5	36				
FL	17.2	5	16.0	3	17.4	5				
GEOS	13.5	4	15.1	16	20.2	13				
HEC	16.2	53	17.0	34	14.3	45				
HIBA	6.5	2	14.0	2	19.3	3				
HIBS	19.3	4	15.3	7	18.3	9				
IBAC	18.0	4	25.0	4	20.1	9				
LIST	15.2	59	17.0	60	15.1	44				
MATH	18.4	7	16.5	13	22.0	7				
MDS	16.7	19	16.8	79	10.0	3				
ME	16.3	105	16.4	114	21.0	101				
MKT	20.7	43	20.3	44	19.9	32				
MUS	16.1	20	18.1	31	14.8	10				
NURS	15.9	90	19.7	57	17.1	105				
PHYS	**	**	15.7	3	**	**				
PMED	**	**	21.0	1	**	**				
POLS	17.2	18	16.5	15	20.1	8				
PSY	19.9	16	16.4	45	14.8	34				
SEED	16.3	6	16.8	37	16.5	4				
SOC	19.7	26	16.2	62	15.4	44				
SPE	15.7	6	15.3	9	**	**				
WFS	15.8	42	15.5	52	15.0	28				
TTU Total	16.9	1485			17.6	1295				
CCTST	≈17.1		≈16.2		≈16.2					

*Total Cohort of Graduating Seniors for Academic Year

**No Data Available

** Business Majors testing with different version/scale; Converted scale presented

SOA Fall and Spring Clinics (2013-2018)

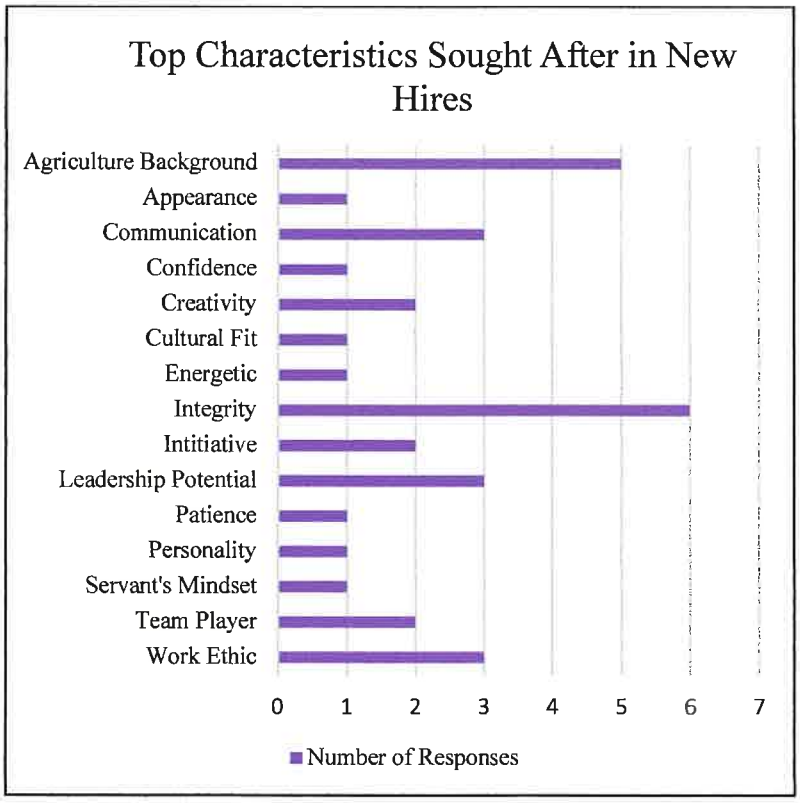
		2013	2014	2015	2016	2017	2018	Total
Spring	Poultry			70	22	87	86	265
	Livestock		57	60	158	185	203	663
	Extemp Speaking				11			11
	Parli Pro				70			70
	Nursery Landscape					40	36	76
	Hort				48			48
	Flori						67	67
	Employment					10		10
	Vet Science						109	109
	Total Spring		**57**	**130**	309	**322**	**501**	**1319**
Fall	Horse	131	110	197	203	210	138	989
	Poultry			84				84
	Bee				18	18		36
	Nursery Landscape						6	6
	Hort			10	48			58
	Flori					43	40	83
	Soils						99	99
	Parli Pro					63	49	112
	Officer Development					39		39
	Total Fall	**131**	**110**	**291**	**269**	**373**	**332**	**1506**
	Totals	131	167	421	578	695	833	2825

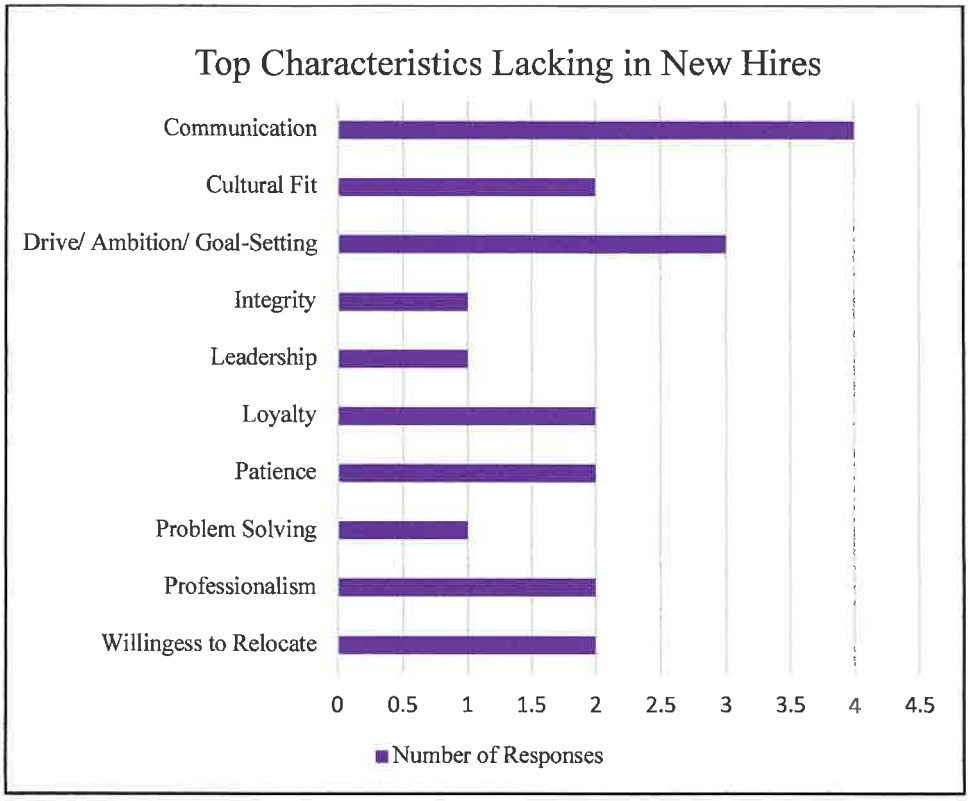
Important Employability Skills of University Graduates as Perceived by Industry Leaders

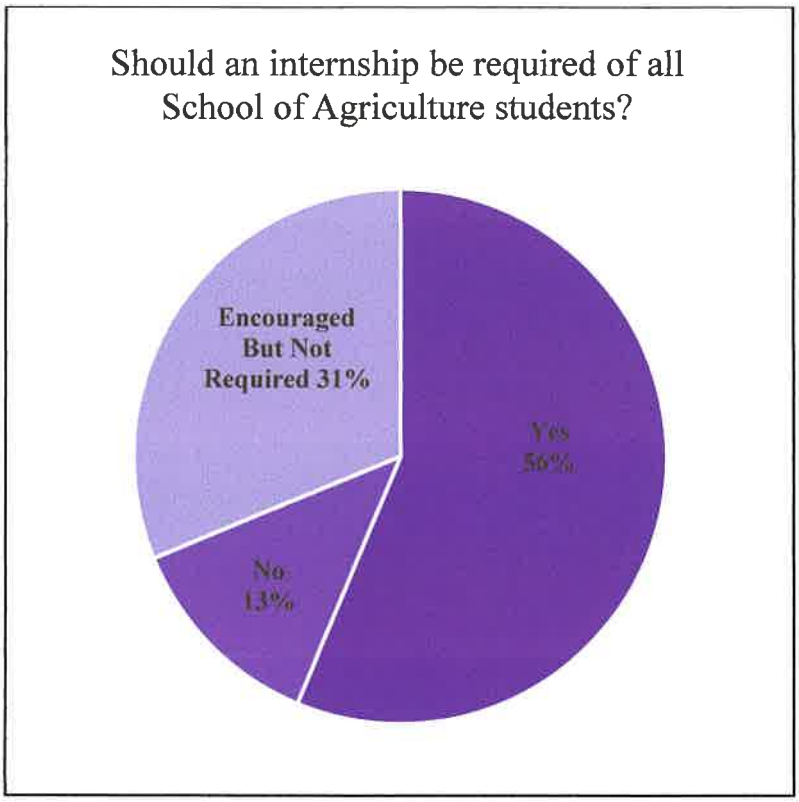
Marisa Phelps (undergraduate) and Dr. Dennis Duncan

This study was conducted amongst 17 prominent, global employers in the agriculture and food industries in order to magnify what qualities pique their interest as well as what strikes them as opportunities for improvement in recent college graduates.

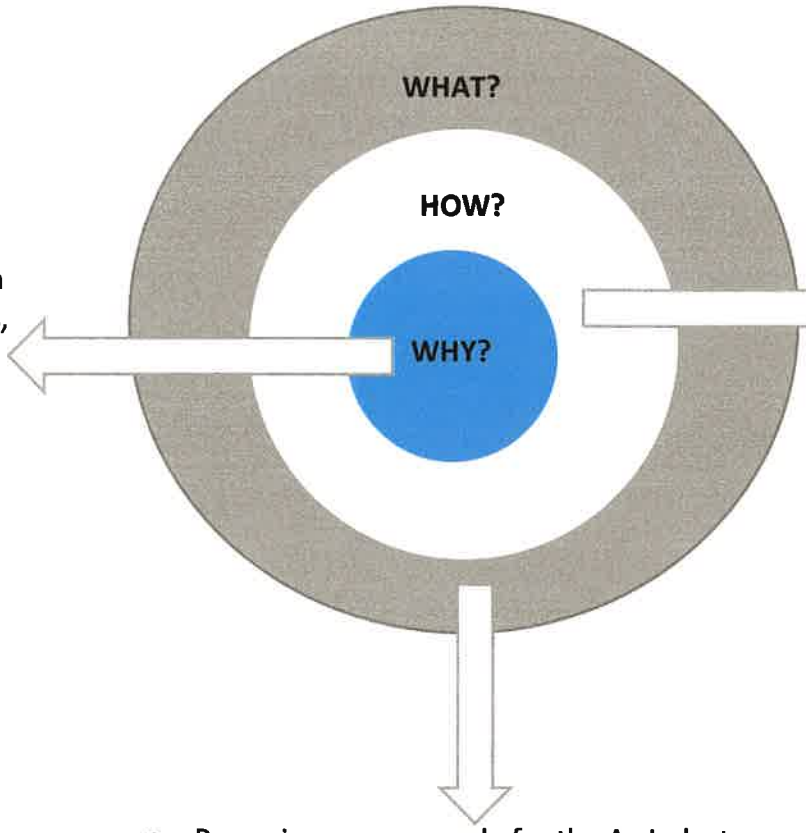
Respondents represented the following companies: TN Farm Bureau, TN Farmers Coop, TN Department of Agriculture, Farm Credit, Perdue Foods, Zaxby's, Chick-fil-A, TriGreen Equipment, H&R Agri-Power, Yanmar International, and TN Poultry Association.




Top Characteristics Lacking in New Hires
Communication
Cultural Fit
Drive/ Ambition/ Goal-Setting
Integrity
Leadership
Loyalty
Patience
Problem Solving
Professionalism
Willingess to Relocate
0
0.5
1
1.5
2
2.5
3
3.5
4
4.5
Number of Responses


Should an internship be required of all School of Agriculture students?
Encouraged But Not Required 31%
Yes 56%
No 13%

Strategic Planning – SOA
2019



- Connections with Faculty, Students, Parents.
- Experiential Learning
- Linking Courses.

- Courses
- Internships
- Global Travel

- Preparing young people for the Ag Industry.
- Think Critically.

Strategic Goal: Education for Life

1 A. Incorporate multiple Experiential Learning opportunities in all undergraduate programs.

Priority: Labs, Internships, global travel, clubs that are tied into concentrations.

B. Created SOA Core: Leadership professionalism, communication, critical thinking, career-value reputation, and online courses.

C. Develop and expand experiences that emphasize diversity, build global awareness, and increase international travel, study abroad, AGET, and Poultry.

List specific programs including countries X, Y, Z.

Drive 255 grant – Poultry Program

List H.I.P's Utilized in the SOA

D. Develop innovative, stackable credentials and associated pathways to be responsive to stakeholder needs and entrepreneur opportunities. Along with industry certification, AGET courses tied to industry standard certification program, leadership and service, developing credentials with Google and Apple certification, and education technology expert.

Master and PHD: curriculum offerings.

Could we get industry certification from John Deere, Case- IH, CO-OP, ect?

Agronomy society, SAE.

List certifications in each pathway.

Strategic Goal: Innovate in All We Do

2 A. Implement current Technology for each discipline and improve the technology available in our teaching facilities.

Tech-Infused programs: AGET, Poultry Science, 5G technology- Livestock locater technology, 21st Century teaching facilities, energy consumption, recycling and composting facility.

B. Increase research, scholarly activities, intellectual and creative work, and undergraduate research and graduate research with faculty, multi-disciplinary animal, crop, and poultry science.

*Promote undergraduate and graduate project assignment. (Maybe include a research project assignment in our courses) Dr. Branson did this**

*SOA specific student research day

*Faculty Frameworks on SOA website.

*Poster sessions in multiple courses.

C. Offering on-line courses, expanding on-line courses and offer courses on satellite campuses (Lawrenceburg). Offer adult learning opportunities though continuing credit, workshops, seminars, etc.

Serve Adult Learners

-Annual Bi-Annual Needs Assessment (PD workshops based on results)

-Develop continuing education certificates for Adult Learners?

D. Faculty collaboration across disciplines reward.

Recruit, hire, retain, and reward diverse faculty without demonstrated commitment to collaborate, external engagement, and life-long learning.

-Showcase collaboration efforts, external engagements, and faculty PD.

Strategic Goal: Exceptional Stewardship

3 A. Build stronger relationships with industry leaders, alumni endorsements. Look at first generation students earned and rewarded in scholarships. Increase alumni relation. (scholarship committee)

B. Rebuild current SOA recruitment plan, create more streamline process in Director's office- between faculty, staff, and directors.

(Build a survey for SOAR to id why applicants are up)

C. Create a budget model for SOA that incorporates annual TTU funding to SOA, student access fee's, Foundation Funds, lab fee's.

(** Ask faculty for ideas on building bridges with alumni)

Strategic Goal: Engagement for Impact

4 A. Develop new certificate programs; continuing education credits though workshops, seminars, etc. - in collaboration with industry, non-profit, Cooperative Extension.

B. Develop needs assessment tools to gauge community needs, wants, and interests.

C. Develop new "Centers" in SOA that serve as hubs for innovation, creativity, and employment opportunities.

D. Results of broad needs assessments and logic model tools used to create sustainable partnerships. (food industry, engineering, horticulture, etc.)

E. Develop new programming and opportunities to engage alumni and stakeholders.