

**Agricultural Education, communications, and Technology
Graduate Program Assessment Report 2016**

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2. Department Mission

AECT prepares people with the technical expertise in agricultural science and technology-related disciplines with the human science skills necessary to provide transformational leadership in the agricultural industry and within their local communities. Specifically, we prepare educators for both formal and non-formal teaching roles in agriculture, communications specialists for diverse agriculturally related disciplines, agricultural technology managers, and rural community leaders.

3. Program Goals

- Develop technology transfer specialists with strong communication skills and problem solving abilities who are prepared to serve diverse populations.
- Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values.
- Enhance the leadership skills of future professionals in agriculture, food and natural resource careers.
- Produce graduates with broad technical skills in agricultural science and technology.

Key Expected Outcomes for Graduate Students, 2016

1. Students will apply critical thinking skills related to technical agriculture and technology transfer delivery systems.
2. Students will demonstrate advanced problem solving skills in a supporting area of agriculture, education, technology or communications.
3. Students will demonstrate written and oral communications skills.
4. Students will explain discipline-specific foundational philosophies and principles that undergird formal and non-formal educational delivery systems in agriculture, and develop their own personal philosophy of education.

4. Student Learning Outcome 1. Students will apply critical thinking skills related to technical agriculture and technology transfer delivery systems.

A. Assessment measure 1.

- Master's student theses and oral exams will be evaluated for evidence of the application of critical thinking to develop an approach to solving a specific research problem.
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B. Acceptable and Ideal Targets (not required for indirect measures)

- Minimum score for passing is 60 out of 100 possible points

- Acceptable target: 70% of AEEDMS students pass thesis defense
- Ideal target: 100% of AEEDMS students score 70 or above on thesis defense
- Scoring rubrics for Master's thesis defenses are under development

C. Key Personnel (who is responsible for the assessment of this measure)

- Donna Graham, professor and graduate coordinator
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D. Summary of Findings.

100% of matriculating AEEDMS students (6 of 6) passed their thesis or special problem defenses. Thesis and non-thesis special problems projects required students to use critical thinking skills to identify and solve a specific research problem or professional issue.

E. Recommendations (not required for indirect measures)

A detailed rubric with a clearly defined evaluation and scoring system, which will include assessment of critical thinking skills, is under development and will be implemented in 2016-17.

Student Learning Outcome 2. Students will demonstrate advanced problem solving skills in a supporting area of agriculture, education, technology or communications.

A. Assessment measure 1.

- Master's student theses and oral exams will be evaluated for expertise in problem solving related to a specific research problem.

B. Acceptable and Ideal Targets (not required for indirect measures)

- Minimum score for passing is 60 out of 100 possible points
- Acceptable target: 70% of AEDMS students pass thesis defense
- Ideal target: 100% of AEEDMS students score 70 or above on thesis defense
- Scoring rubrics for Master's thesis defenses are under development

C. Key Personnel (who is responsible for the assessment of this measure)

- Donna Graham, professor and graduate coordinator

D. Summary of Findings

100% of matriculating AEEDMS students (6 of 6) passed their thesis or special problem defenses. Thesis and non-thesis special problems projects required students to apply problem-solving skills to solve a specific research problem or professional issue.

E. Recommendations (not required for indirect measures)

A detailed rubric with a clearly defined evaluation and scoring system, which will include assessment of critical thinking skills, is under development and will be implemented in 2016-17.

Student Learning Outcome 3. Students will demonstrate written and oral communications skills.

A. Assessment measure 1.

- Student blog assignments in the AEEDMS core course AGED 5053: History and Philosophy of Agricultural and Extension education will be evaluated for skill in writing.

B. Acceptable and Ideal Targets (not required for indirect measures)

- Minimum score for passing is 60 out of 100 possible points
- Acceptable target: 70% of AGED 5053 students pass
- Ideal target: 100% of AGED 5053 students score 70 or above on the blog assignment
- Scoring rubric for student blog assignment is attached in Appendix A

C. Key Personnel (who is responsible for the assessment of this measure)

- Donna Graham, professor and graduate coordinator

D. Summary of Findings

Findings for this outcome will be reported in 2016-17.

E. Recommendations (not required for indirect measures)

Though a worthy rubric for this outcome exists, it will continue to be refined for 2016-17. A system for compiling the data from the blog assignment assessments will be in place for the 2016-17 academic year.

Student Learning Outcome 4. Students will explain discipline-specific foundational philosophies and principles which undergird formal and non-formal educational delivery systems in agriculture, and develop their own personal philosophy of education.

A. Assessment measure 1

- History and Philosophy research paper assignments in the AEEDMS core course AGED 5053: History and Philosophy of Agricultural and Extension education will be evaluated for student's understanding of educational delivery systems and for student's ability to develop a personal educational philosophy.

B. Acceptable and Ideal Targets (not required for indirect measures)

- Minimum score for passing is 60 out of 100 possible points
- Acceptable target: 70% of AGED 5053 students pass
- Ideal target: 100% of AGED 5053 students score 70 or above on the history and philosophy research assignment
- Scoring rubric for history and philosophy research paper is attached in Appendix B

C. Key Personnel (who is responsible for the assessment of this measure)

- Donna Graham, professor and graduate coordinator

D. Summary of Findings

Findings for this outcome will be reported in 2016-17.

E. Recommendations (not required for indirect measures)

Though a worthy rubric for this outcome exists, it will continue to be refined for 2016-17. A system for compiling the data from the research paper assignment assessments will be in place for the 2016-17 academic year.

5. Overall Recommendations

As the AECT department refines its academic assessment plan, a concrete system to compile the necessary reporting data needs to be developed for use annually.

6. Action Plan

Action for Outcomes 1 and 2: A more detailed thesis/special problem defense assessment rubric that will include methods to assess students oral and written communications skills, critical thinking skills, and problem solving skills will be developed by Miller and Graham by December 1, 2016 for use in reporting 2016-17 assessment data.

Action for Outcome 3: A system for compiling and reporting the assessment of graduate student blog assessments will be developed by Miller and Graham by December 1, 2016.

Action for Outcome 4: A system for compiling and reporting the assessment of graduate student research papers will be developed by Miller and Graham by December 1, 2016. The rubric for this outcome will also be reviewed to ensure it contains the proper level of detail.

Action for Other Program Measures: A system for collecting and reporting data on 6-year completion rates and 6-month placement rates will be in place so that some of these data can be reported in the May 2017 assessment report. (Wardlow and staff will oversee.)

7. Supporting Attachments

- Appendix A: AGED 5053 Blog Assignment rubric
- Appendix B: AGED 5053 History and Philosophy research paper rubric

NOTES:

Other programmatic measures:

Outcome

Standards

6-year completion rates

maintain master's program completion rate higher than University average

Placement

100% job placement within 6 months