

Program Plan and Findings: Four Column Layout



Program (AG) - AECL - Agricultural Communications (MS) - 440

Program Mission Statement: The Department of Agricultural Education, Communications, and Leadership faculty are committed to preparing agricultural leaders of national prominence in the areas of education, leadership, and communications.

Within each discipline area, departmental faculty will develop life-long learners who understand science, can think critically and creatively, treat others with honesty and respect, and are prepared to be leaders in the agricultural education, communications, and leadership professions.

The department will offer progressive and dynamic graduation programs that attract outstanding graduate students who will become outstanding educators, communicators, leaders, researchers, and society members.

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Jon Ramsey

Assessment Coordinator's E-mail Address: jon.ramsey@okstate.edu

Number of Students Enrolled in the Program: 19

Total Number of Students Graduated: 5

Number of Student Graduates from Stillwater Campus: 5

Number of Student Graduates from Tulsa Campus:

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: to be added

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Jon W. Ramsey

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/11/2020

Date of Future Plan Review and Approval: 09/15/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The assessment results indicated that overall the graduate performed at either above average or high levels for the criteria assessed. This indicated that graduates learned at an acceptable level based on current instructional practices required programs of study, and established graduate advising and mentoring approaches.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: The assessment report is reviewed by the department's unit administrator and coordinator of graduate studies and available to AECL faculty members.

Describe the process for sharing and discussing assessment findings with program faculty: See above

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written work into research conference papers (or presentations) and/or manuscript submission to peer-refereed journals. As most faculty who regularly realize, teaching students to write effectively for a scholarly audience is a "heavy lift". The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmond Low Library to assist in improving their ability to write.

Based on this year's findings, what (if any) changes are planned for the assessment process?: Collecting assessment data from faculty will be reviewed

Describe the process for implementing these changes/planned program improvements: The department may need to consider new ways to encourage faculty members to complete the assessment rubric so more data can be reported in the future, especially those faculty members who attend student's presentations but are not members of the respective graduate committees and in regard to students who complete formal reports and creative components. The department's coordinator of graduate studies has consulted with the unit's head on way to incentivize faculty to participate more fully in the assessment process.

Program Improvements Made in the Last Year: Curriculum Improvements

"Other" Improvements:

Goals for the Coming Year:

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Jon W. Ramsey; Chelsey Thompson

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Disciplinary and Specialization Knowledge - Graduates will demonstrate an in-depth understanding of disciplinary and specialization area knowledge (e.g., Communications, Leadership, Teaching and Learning, History and Philosophy of Agricultural Education or Agricultural Communications, Research Methods, Statistics, Change Theory, and Program Evaluation).</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p>	<p>Analysis of Written Artifacts - Assessment rubrics were completed by faculty members for one students who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed. The graduates were evaluated by faculty members using the designated assessment rubric (Items 1, 2, 3, 6, 7, 14, 15 and 16) during their thesis defense presentations. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>The average overall score for the items on this rubric was 3.56/5.00. The graduates' average scores ranged from 4.25 to 4.68 and reflect the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations</p>	<p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>CASNR_AECL_grad_rubric.pdf</p> <p>Review of Thesis/Dissertation/Creative Component - Assessment rubrics were completed by faculty members for one students who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed. The graduates were evaluated by faculty members using the designated assessment rubric (Items 1, 2, 3, 6, 7, 14, 15 and 16) during their thesis defense presentations. (No data are reported for students</p>	<p>of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the eight items assessed from their thesis defense presentations.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) The average overall score for the items on this rubric was 3.56/5.00. The graduates' average scores ranged from 3.5 to 5.0 and reflect the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p>	<p>presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p> <p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their</p>

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	<p>who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>CASNR_AECL_grad_rubric.pdf</p> <p>Review of Student Research -</p> <p>Assessment rubrics were completed by faculty members for one students who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed. The graduates were evaluated by faculty members using the designated assessment rubric (Items 1, 2, 3, 6, 7, 14, 15 and 16) during their thesis defense</p>	<p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the eight items assessed from their thesis defense presentations.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>The average overall score for the items on this rubric was 3.56/5.00 for the group. The graduates' average scores ranged from 3.0 to 5.00 and reflect the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from</p>	<p>written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p> <p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing</p>

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	<p>presentations. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>CASNR_AECL_grad_rubric.pdf</p> <p>Oral Presentation - Assessment rubrics were completed by faculty members for one students who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed. The graduates were evaluated by faculty members using the designated assessment rubric</p>	<p>assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the eight items assessed from their thesis defense presentations.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) The average overall score for the items on this rubric was 3.56/5.00 for the group. The graduates' average scores ranged from 3.00 to 5.00 and reflect the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p>	<p>projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p> <p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research</p>

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	<p>(Items 1, 2, 3, 6, 7, 14, 15 and 16) during their thesis defense presentations. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome Goal/Benchmark: No goal defined. Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester. Other Assessment Type: Related Documents: CASNR_AECL_grad_rubric.pdf</p>	<p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the eight items assessed from their thesis defense presentations.</p>	<p>studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p>

<p>Critical Thinking - Graduates will demonstrate correct usage of research methods through their research presentation. Outcome Status: Active Planned Assessment Year: 2016 -</p>	<p>Oral Presentation - Assessment rubrics were completed by faculty members for one student who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) The average overall score for the items on this rubric was 3.75/5.00 for the group. The graduates' average scores ranged from 3.5 to 4.00 and reflect the views of one to two faculty members with an average of 1.5 faculty assessments</p>	<p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the</p>
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<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>assessed. The graduates were evaluated by faculty members using the designated assessment rubric (Items 4, 5, 6, 8, 9, and 10) during their thesis defense presentations. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>CASNR_AECL_grad_rubric.pdf</p> <p>Review of Thesis/Dissertation/Creative Component - Assessment rubrics were completed by faculty members for one student who graduated with</p>	<p>completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2018-2019 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the six items assessed from their thesis defense presentations.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>The average overall score for the items on this rubric was 3.75/5.00 for the group. The graduates' average scores ranged from 3.5 to 4.00 and reflect the views of one to two</p>	<p>art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p> <p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to</p>

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	<p>an M.S. degree in agricultural communications. Results are reported for the rubrics assessed. The graduates were evaluated by faculty members using the designated assessment rubric (Items 4, 5, 6, 8, 9, and 10) during their thesis defense presentations. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>CASNR_AECL_grad_rubric.pdf</p> <p>Review of Student Research - Assessment rubrics were completed</p>	<p>faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the six items assessed from their thesis defense presentations.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p>	<p>introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p> <p>Use of Findings (Actions): No significant changes are being</p>

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	<p>by faculty members for one student who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed. The graduates were evaluated by faculty members using the designated assessment rubric (Items 4, 5, 6, 8, 9, and 10) during their thesis defense presentations. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding presentations were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.)</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>CASNR_AECL_grad_rubric.pdf</p>	<p>The average overall score for the items on this rubric was 3.75/5.00 for the group. The graduates' average scores ranged from 3.5 to 4.00 and reflect the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Considering the real limitations of the scale, this finding indicated faculty members perceived the graduates, overall, performed above average regarding the six items assessed from their thesis defense presentations.</p>	<p>considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p>

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<p>Scientific Communication - Graduates will demonstrate the ability to find, evaluate, and communicate scientific findings and issues in writing and through oral/visual presentations Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Skills Reason for Archival:</p>	<p>Analysis of Written Artifacts - Assessment rubrics were completed by faculty members for one student who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed (see related documents). The graduates' theses were evaluated by faculty members using the designated rubrics for writing. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding written artifacts were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases). * Learning Outcome Goal/Benchmark: No goal defined. Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester. Other Assessment Type: Related Documents: CASNR_AECL_grad_rubric.pdf</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 2 - Meets Minimum Program Expectations (Developing) The graduate averaged 2.75/4.00 on the writing rubric. This graduates average scores ranged from 1.50 to 3.00 and reflected the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020) Number of Students Assessed: 1 Number of Successful Students: 1 How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements. What do the findings suggest about student achievement of this learning outcome?: Although these findings indicated faculty members perceived the students, as a group, performed above average regarding the writing portion of their theses, room for improvement existed regarding the graduates' scholarly writing.</p>	<p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>Review of Thesis/Dissertation/Creative Component - Assessment rubrics were completed by faculty members for one student who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed (see related documents). The graduates' theses were evaluated by faculty members using the designated rubrics for writing. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding written artifacts were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No goal defined.</p> <p>Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>The graduates completing theses averaged 2.75/4.00 on the writing rubric. This graduates average scores ranged from 1.50 to 3.00 and reflected the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate.</p> <p>As a group, the overall writing score was above average (i.e., 3.10/4.00) considering the real limits of the scale. However, none of the four students assessed had mean scores in the high range considering the real limits of the scale. (09/11/2020)</p> <p>Number of Students Assessed: 1</p> <p>Number of Successful Students: 1</p> <p>How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Although these findings indicated faculty members perceived the students, as a group, performed above average regarding the writing portion of their theses, room for improvement existed regarding the graduates' scholarly writing.</p>	<p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Related Documents: CASNR_AECL_grad_rubric.pdf</p> <p>Review of Student Research - Assessment rubrics were completed by faculty members for one student who graduated with an M.S. degree in agricultural communications. Results are reported for the rubrics assessed (see related documents). The graduates' theses were evaluated by faculty members using the designated rubrics for writing. (No data are reported for students who completed either formal reports or creative components during this assessment period.) The graduates' thesis studies and corresponding written artifacts were summative outcomes of AGCM 5000, Research in Agricultural Communications (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases).</p> <p>* Learning Outcome Goal/Benchmark: No goal defined. Timeline for Assessment: The assessment varies by student depending on when he or she perceives, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their thesis documents have been achieved. For most students, this is during their fourth semester, i.e., the second spring term, in most cases, or in the summer term after that spring semester.</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 2 - Meets Minimum Program Expectations (Developing) The graduates completing theses averaged 2.75/4.00 on the writing rubric. This graduates average score ranged from 1.5 to 3.00 and reflected the views of one to two faculty members with an average of 1.5 faculty assessments completed for each graduate. (09/11/2020) Number of Students Assessed: 1 Number of Successful Students: 1 How were students selected to participate in the assessment of this outcome?: The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended theses as part of their M.S. degree requirements. What do the findings suggest about student achievement of this learning outcome?: Although these findings indicated faculty members perceived the students, as a group, performed above average regarding the writing portion of their theses, room for improvement existed regarding the graduates' scholarly writing.</p>	<p>Use of Findings (Actions): No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to introducing M.S. students to the art and practice of communicating scholarship orally and in writing through their thesis research studies, formal reports, creative components, and related writing projects. In some cases, faculty members are working closely with graduates to transform their written works into research conference papers (or presentations) and/or manuscript submissions to peer-refereed journals. As most faculty members who regularly publish scholarship realize, teaching students to write effectively for a scholarly audience is a "heavy lift." The "lifting" continues in AECL. Finally, AECL faculty members will continue to advise students to use the services of OSU's Writing Center and the Edmon Low Library to assist in improving their ability to write. (09/11/2020)</p>

Outcomes

Assessment Methods

Findings

Use of Findings (Actions)

Related Documents:

[CASNR_AECL_grad_rubric.pdf](#)