

# Program Plans: Outcomes and Assessment Methods



## Program (AG) - AECL - Agricultural Education (MS) - 008

**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 graduate 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:** 22

**Total Number of Students Graduated:** 6

**Number of Student Graduates from Stillwater Campus:** 6

**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:** 09/11/2021

#### Summary of Assessment Findings

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** The assessment results indicate that overall the graduates performed at either above average or high levels for the criteria assessed. This indicates 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:** Report are shared with faculty work groups for review, reflection and revision if needed.

#### 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 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 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 Lo 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?:** The department may need to consider new ways to encourage faculty members to complete the assessment rubrics 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.

**Describe the process for implementing these changes/planned program improvements:**

**Program Improvements Made in the Last Year:** Increased Rigor

**"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

## Outcome: Scientific Communication

Graduates will demonstrate the ability to find, evaluate, and communicate scientific findings and issues in writing and through oral/visual presentation.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

**Start Date:**

**Archived Date:**

**Outcome Type:** Skills

**Reason for Archival:**

### Assessment Methods

**Analysis of Written Artifacts** - Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education. 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 AGED 5000, Research in Agricultural Education (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases). (Active)

**\* 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](#)

**Review of Thesis/Dissertation/Creative Component** - Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education. 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 AGED 5000, Research in Agricultural Education (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases). (Active)

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**Review of Student Research** - Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education. 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 AGED 5000, Research in Agricultural Education (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases). (Active)

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## Outcome: Critical Thinking

Graduates will demonstrate correct usage of research methods through their research presentation.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

**Start Date:**

**Archived Date:**

**Outcome Type:** Knowledge

**Reason for Archival:**

## Assessment Methods

**Oral Presentation** - Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education. 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 AGED 5000, Research in Agricultural Education (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases). (Active)

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**Other Assessment Type:**

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# Program (AG) - AECL - Agricultural Education (MS) - 008

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**Other Assessment Type:**

**Related Documents:**

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## Outcome: Disciplinary and Specialization Knowledge

Students will demonstrate their ability to communicate scientific information in their thesis defense.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

**Start Date:**

**Archived Date:**

**Outcome Type:** Knowledge

**Reason for Archival:**

### Assessment Methods

**Analysis of Written Artifacts** - Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education. 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 studies and corresponding presentations were summative outcomes of AGED 5000, Research in Agricultural Education (thesis = 6 credit hours, in most cases), as well as learning derived from their other course work (24 additional credit hours, in most cases.) (Active)

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