

# Program Plans: Outcomes and Assessment Methods



## Program (AG) - AECL - Agricultural Education (PhD) - 009

**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:** 12

**Total Number of Students Graduated:** 4

**Number of Student Graduates from Stillwater Campus:** 4

**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:** Assessment funds were used to fund a graduate assistant to assist the program assessment.

### Annual Executive Summaries

*2019 - 2020*

**Program Assessment Coordinator:** Jon W. Ramsey

#### Plan Review and Approval

**Date Current Plan Was Reviewed and Approved:** 09/12/2020

**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 indicated that students overall performed at an above-average level or higher on all aspects of the assessment. This indicates the students 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 MS 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 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?:** The department may need to consider other ways to encourage faculty to complete the assessment rubrics so more data can be reported in the future, especially from faculty members who are not members of graduates' committees but attend their dissertation defense presentations. The department's coordinator of graduate studies has consulted with the unit's head on ways 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 Method

Graduates will demonstrate the ability to think critically and apply the scientific method and knowledge of the agricultural education, communications, and/or leadership fields and related disciplines in conducting research and solving the needs of their professions.

**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** - Five students were evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 4, 5, 6, 8, 9, and 10) during the students' dissertation defense presentations. (Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on when students perceive, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Review of Thesis/Dissertation/Creative Component** - Five students were evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 4, 5, 6, 8, 9, and 10) during the students' dissertation defense presentations. (Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on when students perceive, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Review of Student Research** - Five students were evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 4, 5, 6, 8, 9, and 10) during the students' dissertation defense presentations. (Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on when students perceive, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters)

# Program (AG) - AECL - Agricultural Education (PhD) - 009

have been achieved.

**Other Assessment Type:**

## Outcome: 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:**

### Assessment Methods

**Analysis of Written Artifacts** - Five students' dissertation documents were evaluated by their graduate committee members using the "Thesis/Dissertation Defense Assessment Rubric." The graduate committee members read and critique the students' written dissertation documents before their oral defense presentations; scale, 1 = low to 4 = high. (Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on when students perceive, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Review of Thesis/Dissertation/Creative Component** - Five students' dissertation documents were evaluated by their graduate committee members using the "Thesis/Dissertation Defense Assessment Rubric." The graduate committee members read and critique the students' written dissertation documents before their oral defense presentations; scale, 1 = low to 4 = high. (Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on when students perceive, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Review of Student Research** - Five students' dissertation documents were evaluated by their graduate committee members using the "Thesis/Dissertation Defense Assessment Rubric." The graduate committee members read and critique the students' written dissertation documents before their oral defense presentations; scale, 1 = low to 4 = high. (Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on when students perceive, with the agreement of their graduate committee chair and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

## Outcome: Disciplinary and Specialization Area Knowledge

A. Students demonstrate an in-depth understanding of disciplinary and specialization area knowledge, i.e., Section 1: History and Philosophy of Agricultural Education (AGED 6103) or Agricultural Communications (AGCM 5103), Section 2: Specialization (courses vary among AGED, AGCM, and AGLE graduate course offerings), Section 3: Research Methods and Statistics (AGED 5983 and/or AGED 5993, and AGED 6983 or an equivalent graduate level course), and Section 4: Change Theory (AGED 5863), Program Evaluation (AGED 6223 or an equivalent graduate level course), and Leadership (AGLE 5303 and/or AGLE 5353).

# Program (AG) - AECL - Agricultural Education (PhD) - 009

This assessment is done through a written and oral examination procedure over several days. The students' graduate committee members evaluate their written answers. Thereafter, students meet with their committee to answer additional related questions and/or offer further explanation of and rationale for their answers.

B. Each student is also evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 1,2, 3, 6, 7, 14, 15 and 16) during their respective dissertation defense presentations. Their dissertation research studies and corresponding defenses are a summative outcome of AGED 6000, Research in Agricultural Education (15 credit hours), as well as learning derived from 45 credit hours of other course work.

**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 - A.** The students' committee members provide most of the questions for their written comprehensive examinations. In some cases, however, the committee chair may ask another faculty member, who is not a member of the student's committee but had the student in a particular course, to provide a question for the examination. The written examination is divided into four 3-hour sessions during which the student answers three questions for a total of 12 responses. It is an "on-demand" writing exercise. Two sessions may occur during one day or the sessions can extend over four days. The students are provided a departmental computer to use; their answers are saved on a USB provided by a staff member who oversees the process. A staff member prints the students' answers for review by members of their respective graduate committees.

B. Each student was evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 1, 2, 3, 6, 7, 14, 15 and 16) during their respective dissertation defense presentations.  
(Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on a) when he or she has completed at least 40 credit hours of non- AGED 6000 course work and the consent of their graduate committee chair (usually at the end of year two or near the beginning of year three of their program); and b) when students perceive, with the agreement of their graduate committee chairs and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Related Documents:**

[CASNR\\_AECL\\_grad\\_rubric.pdf](#)

**Oral Presentation - A.** The students' committee members provide most of the questions for their written comprehensive examinations. In some cases, however, the committee chair may ask another faculty member, who is not a member of the student's committee but had the student in a particular course, to provide a question for the examination. The written examination is divided into four 3-hour sessions during which the student answers three questions for a total of 12 responses. It is an "on-demand" writing exercise. Two sessions may occur during one day or the sessions can extend over four days. The students are provided a departmental computer to use; their answers are saved on a USB provided by a staff member who oversees the process. A staff member prints the students' answers for review by members of their respective graduate committees.

B. Each student was evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 1, 2, 3, 6, 7, 14, 15 and 16) during their respective dissertation defense presentations.  
(Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on a) when he or she has completed at least 40 credit hours of non- AGED 6000 course work and the consent of their graduate committee chair (usually at the end of year two or near the beginning of year three of their program); and b) when students perceive, with the agreement of their graduate committee

# Program (AG) - AECL - Agricultural Education (PhD) - 009

chairs and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Related Documents:**

[CASNR\\_AECL\\_grad\\_rubric.pdf](#)

**Review of Thesis/Dissertation/Creative Component - A.** The students' committee members provide most of the questions for their written comprehensive examinations. In some cases, however, the committee chair may ask another faculty member, who is not a member of the student's committee but had the student in a particular course, to provide a question for the examination. The written examination is divided into four 3-hour sessions during which the student answers three questions for a total of 12 responses. It is an "on-demand" writing exercise. Two sessions may occur during one day or the sessions can extend over four days. The students are provided a departmental computer to use; their answers are saved on a USB provided by a staff member who oversees the process. A staff member prints the students' answers for review by members of their respective graduate committees.

B. Each student was evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 1, 2, 3, 6, 7, 14, 15 and 16) during their respective dissertation defense presentations.

(Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on a) when he or she has completed at least 40 credit hours of non- AGED 6000 course work and the consent of their graduate committee chair (usually at the end of year two or near the beginning of year three of their program); and b) when students perceive, with the agreement of their graduate committee chairs and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Related Documents:**

[CASNR\\_AECL\\_grad\\_rubric.pdf](#)

**Review of Student Research - A.** Students demonstrate an in-depth understanding of disciplinary and specialization area knowledge, i.e., Section 1: History and Philosophy of Agricultural Education (AGED 6103) or Agricultural Communications (AGCM 5103), Section 2: Specialization (courses vary among AGED, AGCM, and AGLE graduate course offerings), Section 3: Research Methods and Statistics (AGED 5983 and/or AGED 5993, and AGED 6983 or an equivalent graduate-level course), and Section 4: Change Theory (AGED 5863), Program Evaluation (AGED 6223 or an equivalent graduate-level course), and Leadership (AGLE 5303 and/or AGLE 5353). This assessment is done through a written and oral examination procedure over several days. The students' graduate committee members evaluate their written answers. Thereafter, students meet with their committee to answer additional related questions and/or offer further explanation of and rationale for their answers.

B. Each student is also evaluated by faculty members using the "Thesis/Dissertation Defense Assessment Rubric" (Items 1,2, 3, 6, 7, 14, 15 and 16) during their respective dissertation defense presentations. Their dissertation research studies and corresponding defenses are a summative outcome of AGED 6000, Research in Agricultural Education (15 credit hours), as well as learning derived from 45 credit hours of other course work.

(Active)

**\* Learning Outcome Goal/Benchmark:** No goal defined.

**Timeline for Assessment:** The assessment varies by student depending on a) when he or she has completed at least 40 credit hours of non- AGED 6000 course work and the consent of their graduate committee chair (usually at the end of year two or near the beginning of year three of their program); and b) when students perceive, with the agreement of their graduate committee chairs and other committee members, that acceptable drafts of their dissertation documents (all 5 chapters) have been achieved.

**Other Assessment Type:**

**Related Documents:**

[CASNR\\_AECL\\_grad\\_rubric.pdf](#)