

# Program Plan and Findings: Four Column Layout



## 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

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p><b>Scientific Communication -</b> Graduates will demonstrate the ability to find, evaluate, and communicate scientific findings and issues in writing and through oral/visual presentation. <b>Outcome Status:</b> Active <b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 <b>Start Date:</b> <b>Archived Date:</b> <b>Outcome Type:</b> Skills <b>Reason for Archival:</b></p>	<p><b>Analysis of Written Artifacts -</b> 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</p>	<p><b>Reporting Period:</b> 2019 - 2020 <b>Conclusion:</b> 2 - Meets Minimum Program Expectations (Developing) The average overall score for the items on this rubric was 2.97/5.00 for the group. The graduates' average scores ranged from 2.69 to 3.00 and reflected the view of one to three faculty members with an average of 2.1 faculty assessments completed for each graduate. (09/11/2020) <b>Number of Students Assessed:</b> 3 <b>Number of Successful Students:</b> 3 <b>How were students selected to participate in the assessment of this outcome?:</b> The data derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended thesis as part of their M.S degree requirements.</p>	<p><b>Use of Findings (Actions):</b> Because this finding of only an average overall score for students' writing is considered an "outlier" compared to data derived from several previous years, no significant changes are being considered at this time, except the need for faculty to be more diligent in completing the assessment rubrics for additional graduating M.S. students who complete theses. Most AECL faculty members remain strongly committed to introducing M.S.</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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).</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p> <p><b>Review of Thesis/Dissertation/Creative Component</b> - 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</p>	<p><b>What do the findings suggest about student achievement of this learning outcome?:</b> Considering the real limits of the scale, this finding indicated faculty members perceived the graduates, overall, performed high regarding the eight items assessed from their thesis defense presentations.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 2 - Meets Minimum Program Expectations (Developing)</p> <p>The graduates completing theses averaged 2.97/4.00 on the writing rubric. These graduates' average scores ranged from 2.69 to 3.00 and reflected the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate.</p> <p>The writing score overall mean was average (i.e., 2.97/4.00) considering the real limits of the scale. Although one student assessed scored in the high range considering the real limits of the scale, the other's score was considerably lower or below average. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p>	<p>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. (09/18/2020)</p> <p><b>Use of Findings (Actions):</b> Because this finding of only an average overall score for students' writing is considered an "outlier" compared to data derived from several previous years, no significant changes are being considered at this time, except the need for faculty to be more diligent in completing the assessment rubrics for additional graduating M.S. students who complete theses. Most AECL faculty members remain strongly committed to introducing M.S.</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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).</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p> <p><b>Review of Student Research -</b> 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</p>	<p><b>How were students selected to participate in the assessment of this outcome?:</b> 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><b>What do the findings suggest about student achievement of this learning outcome?:</b> The overall mean score for students' thesis writing was slightly higher for the 2019-2020 assessment year compared to the previous year, i.e., 2.97 versus 2.71. Room for improvement existed regarding the graduates' scholarly writing, i.e., in the case of one of the two students for which data were available.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 2 - Meets Minimum Program Expectations (Developing)</p> <p>The graduates completing theses averaged 2.97/4.00 on the writing rubric. These graduates' average scores ranged from 2.69 to 3.00 and reflected the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate.</p> <p>The writing score overall mean was average (i.e., 2.97/4.00) considering the real limits of the scale. Although one student assessed scored in the high range considering the real limits of the scale, the other's score was considerably lower or below average. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p>	<p>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><b>Use of Findings (Actions):</b> Because this finding of only an average overall score for students' writing is considered an "outlier" compared to data derived from several previous years, no significant changes are being considered at this time, except the need for faculty to be more diligent in completing the assessment rubrics for graduating M.S. students who complete theses. Most AECL faculty members remain strongly</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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).</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p>	<p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> 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><b>What do the findings suggest about student achievement of this learning outcome?:</b> The overall mean score for students' thesis writing was slightly higher for the 2019-2020 assessment year compared to the previous year, i.e., 2.97 versus 2.71. Room for improvement existed regarding the graduates' scholarly writing, i.e., in the case of one of the two students for which data were available.</p>	<p>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 Low Library to assist in improving their ability to write. (09/13/2019)</p>
<p><b>Critical Thinking</b> - Graduates will demonstrate correct usage of research methods through their research presentation.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p><b>Oral Presentation</b> - 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</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>The average overall score for the items on this rubric was 4.34/5.00 for the group. The graduates' average scores ranged from 4.00 to 4.67 and reflect the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended</p>	<p><b>Use of Findings (Actions):</b> 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</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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.)</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p> <p><b>Review of Thesis/Dissertation/Creative Component</b> - 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</p>	<p>theses as part of their M.S. degree requirements.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> 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><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) The average overall score for the items on this rubric was 4.34/5.00 for the group. The graduates' average scores ranged from 4.00 to 4.67 and reflect the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> The data were derived from assessments completed by faculty members during the 2019-2020 assessment year for students who defended</p>	<p>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><b>Use of Findings (Actions):</b> 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</p>



Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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.)</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p> <p><b>Review of Student Research -</b> 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.</p>	<p>theses as part of their M.S. degree requirements.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> 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><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) The average overall score for the items on this rubric was 4.34/5.00 for the group. The graduates' average scores ranged from 4.00 to 4.67 and reflect the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> The data were derived from</p>	<p>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><b>Use of Findings (Actions):</b> 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>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>(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.)</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></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><b>What do the findings suggest about student achievement of this learning outcome?:</b> 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>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><b>Disciplinary and Specialization Knowledge</b> - Students will demonstrate their ability to communicate scientific information in their thesis defense.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p><b>Analysis of Written Artifacts -</b></p> <p>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</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>The average overall score for the items on this rubric was 4.4.50/5.00 for the group. The graduates' average scores ranged from 3.69 to 4.75 and reflect the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p>	<p><b>Use of Findings (Actions):</b> 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>



Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p><b>Start Date:</b>  <b>Archived Date:</b>  <b>Outcome Type:</b> Knowledge  <b>Reason for Archival:</b></p>	<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 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.)</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> No goal defined.  <b>Timeline for Assessment:</b> 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.  <b>Other Assessment Type:</b>  <b>Related Documents:</b>  <a href="#">CASNR_AECL_grad_rubric.pdf</a>  <b>Oral Presentation</b> - 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</p>	<p><b>How were students selected to participate in the assessment of this outcome?:</b> 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><b>What do the findings suggest about student achievement of this learning outcome?:</b> 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><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)  The average overall score for the items on this rubric was 4.65/5.00 for the group. The graduates' average scores ranged from 4.40 to 4.90 and reflect the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)  <b>Number of Students Assessed:</b> 3</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><b>Use of Findings (Actions):</b> 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</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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.)</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> No goal defined.  <b>Timeline for Assessment:</b> 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.  <b>Other Assessment Type:</b>  <b>Related Documents:</b>  <a href="#">CASNR_AECL_grad_rubric.pdf</a>  <b>Review of Thesis/Dissertation/Creative Component</b> - Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education. Results are reported for</p>	<p><b>Number of Successful Students:</b> 3  <b>How were students selected to participate in the assessment of this outcome?:</b> 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.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> 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><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)  The average overall score for the items on this rubric was 4.50/5.00 for the group. The graduates' average scores ranged from 3.69 to 4.75 and reflect the views of one to three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)</p>	<p>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><b>Use of Findings (Actions):</b> 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</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>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.)</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p> <p><b>Review of Student Research -</b> Assessment rubrics were completed by faculty members for three students who graduated with M.S. degrees in agricultural education.</p>	<p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> 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><b>What do the findings suggest about student achievement of this learning outcome?:</b> 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><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) The average overall score for the items on this rubric was 4.66/5.00 for the group. The graduates' average scores ranged from 4.17 to 4.95 and reflect the views of one to</p>	<p>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><b>Use of Findings (Actions):</b> No significant changes are being considered at this time. Many AECL faculty members, however, remain strongly committed to</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>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.)</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> No goal defined.</p> <p><b>Timeline for Assessment:</b> 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><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">CASNR_AECL_grad_rubric.pdf</a></p>	<p>three faculty members with an average of 2.0 faculty assessments completed for each graduate. (09/11/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> 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><b>What do the findings suggest about student achievement of this learning outcome?:</b> 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>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>