

Texas A&M University

Detailed Assessment Report 2015-2016 Ag Communication & Journalism, BS As of: 1/20/2017 05:02 PM EST

Mission / Purpose

To prepare graduates who can integrate into society as responsible citizens, and perform as professionals using modern communication technologies in fields such as reporting and processing copy for newspapers, radio, television, and the World Wide Web, as feature writing, photography, advertising, and page design for magazines, and as writer, photographer, designer, and planner in public relations in business, industry, education, government, and related areas.

Goals

G 0: Technical skills

Prepare students with the technical skills necessary to be successful agricultural journalist and communicators.

G 1: Career paths and opportunities for graduates

Identify career paths and opportunities for graduates.

G 2: Opportunities for publications

Provide opportunities for development of original work for publications and/or distribution.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Through capstone (400 level) courses demonstrate the ability to - Synthesize knowledge across courses and other experiences.

Related Measures

M 1: Capstone Course Rubric

Students will develop a portfolio of material developed in capstone course that demonstrates the ability to connect previous knowledge to capstone activity, which will be scored using the attached rubric.

Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[AGCJ281_PortfolioRubric Final](#)

Target:

75 percent of students in the capstone course will earn an 'excellent' in the 'Area of Specialization' section of the rubric.

Finding (2015-2016) - Target: Not Met

73% (60/82) of students scored proficient or higher on the personal profile portion of their portfolio. 36.5% (30/82) of students score excellent, the highest score on this section of their portfolio.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

How AGCJ knowledge and skills synergize for success

Established in Cycle: 2015-2016

Findings analyzed from the rubrics for the AGCJ 281 (sophomore seminar) and AGCJ 481 (senior seminar classes), as well as high...

SLO 2: Demonstrate Critical Thinking

Through final projects in 400 level courses demonstrate the ability to: - Evaluate, analyze, and integrate information from a variety of sources

Related Measures

M 1: Capstone Course Rubric

Students will develop a portfolio of material developed in capstone course that demonstrates the ability to connect previous knowledge to capstone activity, which will be scored using the attached rubric.

Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[AGCJ281_PortfolioRubric Final](#)

Target:

75 percent of students in the senior-level capstone course earned an 'excellent' in the "Personal Profile" section of the rubric.

Finding (2015-2016) - Target: Not Met

89% (73/82) of students scored proficient or higher on the personal profile portion of their portfolio. 74% (61/82) of students score excellent, the highest score on this section of their portfolio.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

How AGCJ knowledge and skills synergize for success

Established in Cycle: 2015-2016

Findings analyzed from the rubrics for the AGCJ 281 (sophomore seminar) and AGCJ 481 (senior seminar classes), as well as high...

SLO 3: Communicate Effectively

Through final projects in 400 level coursework demonstrate the ability to: - Effectively communicate original and creative ideas

Related Measures

M 1: Capstone Course Rubric

Students will develop a portfolio of material developed in capstone course that demonstrates the ability to connect previous knowledge to capstone activity, which will be scored using the attached rubric.

Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[AGCJ281_PortfolioRubric Final](#)

Target:

75 percent will earn 'excellent' on the 'Presentation' section of the rubric.

Finding (2015-2016) - Target: Not Met

95% scored proficient or higher on the personal profile portion of their portfolio. 59% of students score excellent, the highest score on this section of their portfolio.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

How AGCJ knowledge and skills synergize for success

Established in Cycle: 2015-2016

Findings analyzed from the rubrics for the AGCJ 281 (sophomore seminar) and AGCJ 481 (senior seminar classes), as well as high...

SLO 4: Personal and Social Responsibility

Through internships, student teaching, and High Impact Experiences reflection papers demonstrate the ability to: - Choose ethical courses of action in research and practice.

Related Measures

M 3: Exit Survey

Advisors annually distribute a culminating experience exit survey in the senior seminar.

Source of Evidence: Exit interviews with grads/program completers

Connected Document

[AGCJ Graduating Senior Survey Questions](#)

Target:

Two questions on the survey are about ethical choices in professional scenarios. Surveyed students will select the ethical course of action 90 percent of the time.

Finding (2015-2016) - Target: Not Met

Surveyed students selected the ethical course of action 79.5% of time between the two questions.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

200-level Journalism Concepts Course

Established in Cycle: 2014-2015

Based on curriculum reviews and current findings that students do not consistently choose the most ethical course of action, a 2...

How AGCJ knowledge and skills synergize for success

Established in Cycle: 2015-2016

Findings analyzed from the rubrics for the AGCJ 281 (sophomore seminar) and AGCJ 481 (senior seminar classes), as well as high...

SLO 5: Social, Cultural, and Global Competence

Through interaction with "client" documented on final internship/High Impact Experience (HIE) demonstrate ability to: - Live and work effectively in a diverse and global society

Related Measures

M 4: High Impact Practice and Internship Participation

The total percentage of student participation in internship/high-impact experiences (credit and non-credit).

Source of Evidence: Academic indirect indicator of learning - other

Target:

75% of AGCJ students will participate in internship and high-impact experiences.

Finding (2015-2016) - Target: Met

By triangulating data from credit-bearing experiences and student interviews, at least 75% participated in a high-impact experience.

SLO 6: Engage in Lifelong Learning

Through senior seminar, reflection, and internships demonstrate ability to: - Formulate a plan of personal goals for continued professional growth

Related Measures

M 3: Exit Survey

Advisors annually distribute a culminating experience exit survey in the senior seminar.

Source of Evidence: Exit interviews with grads/program completers

Connected Document

[AGCJ Graduating Senior Survey Questions](#)

Target:

50% of surveyed students are able to articulate a plan to engage in lifelong learning.

Finding (2015-2016) - Target: Met

72.9% of surveyed students articulated a plan for engaging in lifelong learning.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

200-level Journalism Concepts Course

Established in Cycle: 2014-2015

Based on curriculum reviews and current findings that students do not consistently choose the most ethical course of action, a 2...

SLO 7: Work Collaboratively

- Participate effectively in teams

Related Measures

M 2: Peer Evaluation

Students will complete an evaluation of their peers as a part of the client-based group project in the senior-level capstone course.

Source of Evidence: Academic indirect indicator of learning - other

Target:

75% of students will report positive group interactions.

Finding (2015-2016) - Target: Met

97% of students received positive feedback from peers on the group project.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

200-level Journalism Concepts Course

Based on curriculum reviews and current findings that students do not consistently choose the most ethical course of action, a 200-level journalism concepts course was implemented in FY15, that included a baseline portfolio project to understand students' growth from their entrance into the program to their completion of the program. The course and portfolio included ethical decision making. The portfolio includes student reflection on how they plan to meet each Student Learning Outcome. Growth will be assessed by using the learning outcomes rubric from the senior level capstone class in the 200-level journalism concepts class. We will work to incorporate assessment pieces for each outcome into the portfolio project in the 200-level journalism concepts course and the senior-level capstone course.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Survey | **Outcome/Objective:** Engage in Lifelong Learning
| Personal and Social Responsibility

How AGCJ knowledge and skills synergize for success

Findings analyzed from the rubrics for the AGCJ 281 (sophomore seminar) and AGCJ 481 (senior seminar classes), as well as high-impact participation data, highlighted areas that needed additional focus to meet the program's identified goals: synthesize knowledge across courses; evaluate, analyze and integrate information; effectively communicate; and personal and social responsibility. Based on these findings, the AGCJ faculty reviewed the curriculum taught in the program's introductory course and added an oral presentation, greater emphasis on synthesizing knowledge through critical thinking, and assignments designed to help students clearly express their professional plans and goals. The revised course was taught in spring of 2016 and the increased emphasis on these areas should show results in the 2016-2017 assessment cycle.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone Course Rubric | **Outcome/Objective:** Communicate Effectively
| Demonstrate Critical Thinking | Depth of Knowledge
Measure: Exit Survey | **Outcome/Objective:** Personal and Social Responsibility

Implementation Description: Introduction to Agricultural Communications and Journalism curriculum was significantly revised.

Projected Completion Date: 05/2017

Responsible Person/Group: AGCJ Program Coordinator

Additional Resources: Continued teaching support in the form of graduate assistants.

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

The specific findings analyzed were the results from the rubrics (attached with the related outcomes above) for the AGCJ

281 (sophomore seminar) and AGCJ 481 (senior seminar classes). Also analyzed was the number of students participating in high-impact learning experiences. The data from the two rubrics highlighted areas that needed additional focus to meet the program's identified goals. Using those areas (synthesize knowledge across courses; evaluate, analyze and integrate information; effectively communicate; and personal and social responsibility), the faculty revised the program's overview, introductory course so that students will identify their skills in these key areas earlier in our program and have more opportunities to participate in activities that hone skills in these areas.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Student participation in high-impact learning experiences increased significantly, as did the students' plans for life-long learning. The emphasis in these areas will continue to be a priority for the program so these advances will be maintained. The addition of rubrics in the 400-level capstone course will allow for more accurate measurement of student outcomes in key areas and those results are expected for the 2016-2017 assessment. The revision of the program's overview introductory course was also implemented in spring 2016. This significant change should show results for the 2016-2017 assessment year.

Detailed Assessment Report 2015-2016 Ag Leadership & Development, BS

As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The mission of Agricultural Leadership and Development is to discover, teach and disseminate leadership theory, principles, and practices to develop leadership for organizations, businesses, governmental agencies, and communities.

Goals

G 1: Knowledge of leadership theory

Integrate knowledge of leadership theory to be able to practice lifelong leadership.

G 2: Work effectively in teams and changing organization

Develop the ability to work effectively in teams, diverse, and changing organizations

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Students will demonstrate the ability to synthesize knowledge across courses and other experiences.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Master the depth of knowledge required for a degree" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 2: Demonstrate Critical Thinking

Students will demonstrate the ability to evaluate, analyze, and integrate information from a variety of sources.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

40 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Demonstrate Critical Thinking" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Critical Thinking

Established in Cycle: 2014-2015

Despite the fact that the target of 40% of student will perform at a 2 or better on the "Demonstrate Critical Thinking" section ...

SLO 3: Communicate Effectively

Students will demonstrate the ability to effectively communicate original and creative ideas.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Communicate Effectively" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 4: Personal and Social Responsibility

Students will demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

65 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Practice personal and social responsibility" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 5: Social, Cultural, and Global Competence

Students will demonstrate the ability to live and work effectively in a diverse and global society.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Demonstrate social, cultural, and global competence" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 6: Engage in Lifelong Learning

Students will demonstrate the ability to formulate a plan of personal goals for continued professional growth.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Prepare to engage in lifelong learning" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 7: Work Collaboratively

Students will demonstrate the ability to participate effectively in teams.

Related Measures**M 1: Capstone Course Rubric**

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

70 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Work collaboratively" section of the team leadership summit rubric. This has been created as a baseline target.

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Working Collaboratively

Established in Cycle: 2014-2015

Working collaboratively is becoming an increasingly desired skill in new employees. Although almost all students met this target...

Details of Action Plans for This Cycle (by Established cycle, then alpha)**Innovative teaching**

We will continue to explore innovative methods to help students assimilate knowledge gained through the major.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Critical Thinking

Despite the fact that the target of 40% of student will perform at a 2 or better on the "Demonstrate Critical Thinking" section of the rubric, we plan to incorporate additional lecture instruction and assessment of critical thinking (i.e. standards of critical thinking) into additional courses, specifically sections of ALED 424: Applied Ethics and Leadership. This additional feedback will provide students with guidance and mentoring when demonstrating critical thinking. We will also review and revise the target for this outcome.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone Course Rubric | **Outcome/Objective:** Demonstrate Critical Thinking

Projected Completion Date: 05/2016

Working Collaboratively

Working collaboratively is becoming an increasingly desired skill in new employees. Although almost all students met this target, we recognize the importance of this skill and plan to seek opportunities to incorporate additional reflection/discussion of process as opposed to product. This additional feedback will provide students with guidance and mentoring when working in groups and teams. We will also review and revise the target for this outcome.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone Course Rubric | **Outcome/Objective:** Work Collaboratively

Projected Completion Date: 05/2016

Reassessment of the benchmark standard, exploration of instructor grading standards, and modification of assignment in online se

After having met the programmatic goals established for 2015-2016, it was decided to spend time reassessing the benchmark standard of the goal to make sure our students are striving for excellence. Possible outcomes could include raising the minimum score on the rubric to count as acceptable. There will also be discussions with each instructor who grades the culminating assignment to make sure there is a standard of rigor. Lastly, there is a modification of the culminating assignment for students who choose to take the course in an on-line format. This new assignment will be tested to evaluate it's ability to measure the ALED and USAL goals.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Implementation Description: The ALED workgroup leader will work with the instructors for ALED 481 (senior capstone course) to complete the action plan. The workgroup members will also discuss raising the benchmark standard.

Projected Completion Date: 05/2017

Responsible Person/Group: ALED/USAL workgroup

Additional Resources: N/A

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

After having met the programmatic goals established for 2014-2016, it was decided to spend time reassessing the benchmark standard of the goal to make sure our students are striving for excellence. Possible outcomes include raising the minimum score on the rubric to count as acceptable. There will also be discussions with each instructor who grades the culminating assignment to make sure there is a standard of rigor. Lastly, there is a modification of the culminating assignment for students who choose to take the course in an on-line format. This new assignment will be tested to evaluate its ability to measure the ALED and USAL goals.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

As a workgroup, we looked at the scoring rubric for the final project in our senior capstone course and made improvements for rigor.

Detailed Assessment Report 2015-2016 Agricultural Development, MAg As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Graduates will demonstrate a coherent understanding of discipline-specific knowledge.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for understanding of discipline-specific knowledge (Item 1).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

56% of students were rated above average in Understanding of Discipline Knowledge by their Graduate Committee (Item 1).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental TED Talks

Established in Cycle: 2014-2015

In this 2014-15 cycle, the numbers of students developing an presenting either Poster Presentations or Oral Presentation was bel...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated that students in ...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

More than 50% of our graduates will develop creative works, either domestically or internationally, prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of our graduates developed creative works; 56% domestically, and 6% internationally, prior to graduation.

SLO 2: Demonstrate critical thinking

Graduates will demonstrate the ability to apply the strategies and methods of the discipline to analyze and integrate information, evaluate multiple points of view in a global context, and develop reasoned arguments.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 75% of the students as meeting or exceeding expectations for applying discipline-specific knowledge and analyzing and integrating information (Items 2 & 3).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

95% of the students met (41%) or exceeded (56%) faculty expectations for applying discipline-specific knowledge (Items 2 & 3).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

More than 50% of our graduates will develop creative works, either domestically or internationally, prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of our graduates developed creative works; 56% domestically, and 6% internationally, prior to graduation.

SLO 3: Communicates effectively

Graduates will communicate effectively, express thoughts clearly and forcefully, in both oral and written languages, and use appropriate technology to communicate, collaborate, and solve discipline-specific problems.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

More than 60% of all students will be evaluated as above average in communicating effectively in both oral and written languages, and using appropriate technology (Item 4 & 6).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

71% of graduates were rated as above average in communicating effectively in both oral and written languages, and using appropriate technology (Item 4 & 6).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

More than 75% of our graduates will develop and deliver an oral or poster presentation prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Partially Met

42% of our graduates developed and delivered an oral presentation, and 52% presented a poster prior to graduation. Because these may be the same students, we are not pleased with this result.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental TED Talks

Established in Cycle: 2014-2015

In this 2014-15 cycle, the numbers of students developing an presenting either Poster Presentations or Oral Presentation was bel...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated that students in ...

SLO 4: Teach/Explain subject matter

Graduates will be able to effectively teach or explain the subject matter in their discipline to a broad range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 65% of the students as meeting or exceeding expectations in their ability to teach and explain discipline-specific subject matter (Item 5).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of students met (46%) or exceeded (54%) faculty expectations in their ability to teach and explain discipline-specific subject matter (item 5).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

10% of the students will have the opportunity to teach or lead a lab section of a course. This may seem low, but we have many part-time students in this degree program.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

12% of the students reported leading a lab section of a course.

SLO 5: Personal and Social Responsibility

Graduates will be able to demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of graduates were rated as meeting, and 73% exceeded the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

50% of graduates will complete ethics Training. The percentage of ALEC graduates completing Ethics Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of graduates completed ethics training, the College Average was 48%.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement Curriculum Innovations

Implement curriculum innovations discovered through the Curriculum Review

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2015

Revise Graduate Program Assessment

We plan to completely revise the assessment plan for all five of our graduate degree programs using as indicators of success the recently approved COALS Final Exam rubric (that we have been using for three years), selected variables implementing the "18 Characteristics of Doctoral Program" report, and selected programmatic outcome variables we already track (Graduate Student publications, presentations, involvement in High Impact Educational Experiences -- Study Abroad, Study Away, etc.).

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Complete revision of Assessment in new implementation -- Weaveonline template.

Projected Completion Date: 08/2014

Responsible Person/Group: Dean Kim Dooley. Tim Murphy. ALEC Graduate Faculty

Additional Resources: ALEC IT web-based forms and reports.

Budget Amount Requested: \$20,000.00 (recurring)

Graduate Research Course Sequence Reexamination

Dr. Billy McKim is leading a committee of Graduate Faculty in a reexamining the Graduate Research Sequence for each of our graduate degree programs.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Identify the Competencies appropriate for each graduate degree program.

Responsible Person/Group: Billy McKim, Graduate Faculty

Departmental TED Talks

In this 2014-15 cycle, the numbers of students developing an presenting either Poster Presentations or Oral Presentation was below the target. In addition, we found that students did not master discipline knowledge at the rate that we expected. Students need additional opportunities to both practice their presentations and have exposure to discipline knowledge. The Department will offer a monthly "ALEC TED Talks" for the presentation of Posters or Oral Presentations of papers. We believe these opportunities will give students the experience to practice and receive feedback on their communication skills. and to help solidify learning in their discipline.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Depth of Knowledge

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively

Implementation Description: The Department will offer a monthly "ALEC TED Talks" for the presentation of Posters or Oral Presentations of papers.

Projected Completion Date: 09/2016

Research and Publication Emphasis

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated that students in this degree program met nearly all of the targets set. The two exceptions were Outcome 1 Finding Item 1, students understanding of discipline knowledge, and developing and delivering oral or poster presentations prior to graduation. The changes being made to improve the understanding of discipline knowledge include regular discussions of research in the discipline including the research processes, IRB compliance and publication writing. By participating in these discussions with their individual committee members, students in the program will gain a better understanding of the knowledge in the discipline through seeing its application and research projects and studies. The lack of oral or poster presentations will be improved by the department's continued offering of monthly TED talks where graduate students will have the chance to present their work to a peer and faculty audience where they received feedback and reinforcement. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Depth of Knowledge

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated that students in this degree program met nearly all of the targets set. The two exceptions were Outcome 1 Finding Item 1, students understanding of discipline knowledge, and developing and delivering oral or poster presentations prior to graduation. The changes being made to improve the understanding of discipline knowledge include regular discussions of research in the discipline including the research processes, IRB compliance and publication writing. By participating in these discussions with their individual committee members, students in the program will gain a better understanding of the knowledge in the discipline through seeing its application and research projects and studies. The lack of oral or poster presentations will be improved by the department's continued offering of monthly TED talks where graduate students will have the chance to present their work to a peer and faculty audience where they received feedback and reinforcement. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Our departmental TED talks have begun, but it's too early to see the impact of those presentations on our students. We will continue to try and build a culture of research and dissemination of research, and will hopefully see the benefits of our efforts at the end of the next assessment cycle. By focusing time and resources on the graduate students' research skills, the program successes, as noted in the targets and findings, as well as the short comings noted in our action plan outlined above, will allow our program to continue to build on our successes while improving on our shortcomings. The

Detailed Assessment Report 2015-2016 Agricultural Education, EdD

As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

All EdD students in the Agricultural Education curriculum follow a rigid cohort course schedule and experience the same level of distance education and traditional classroom-based instruction.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Graduates will demonstrate a coherent understanding of discipline-specific knowledge.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for understanding of discipline-specific knowledge (Item 1).

Connected Document

[COALS Graduate Student Evaluation Form Faculty Version](#)

Finding (2015-2016) - Target: Met

96% of students were rated as meeting and exceeding expectations for understanding of discipline-specific knowledge (Item 1).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

We believe students who have presented research in their field have demonstrated a coherent understanding of discipline-specific knowledge. At least 25% of our graduates will present research at regional and national conferences prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form Student Version](#)

Finding (2015-2016) - Target: Met

32% of our graduates submitted articles for peer review prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing an...

SLO 2: Demonstrate critical thinking

Graduates will demonstrate the ability to apply the strategies and methods of the discipline to analyze and integrate information, evaluate multiple points of view in a global context, and develop reasoned arguments.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 75% of the students as meeting or exceeding expectations for applying discipline-specific knowledge and analyzing and integrating information (Items 2 & 3).

Connected Document

[COALS Graduate Student Evaluation Form Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

54% were rated as meeting or exceeding expectations for applying discipline-specific knowledge (Item 2) and 54% were rated as meeting or exceeding expectations for analyzing and integrating information (Item 3).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Fi...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

To evaluate multiple points of view in a global context, 25% of ALEC graduates will participate in Study Abroad experiences.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

ALEC graduates completed Study Abroad opportunities and Internship Experiences (International Experience 12%; Domestic Experience 27%).

SLO 3: Communicates effectively

Graduates will communicate effectively, express thoughts clearly and forcefully, in both oral and written languages, and use appropriate technology to communicate, collaborate, and solve discipline-specific problems.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for communicating effectively (Item 4) and, effectively using appropriate technology (Item 6).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of the students met or exceeded expectations for communicating effectively (Item 4) and, effectively using appropriate technology (Item 6).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

We believe students who have presented research in their field have demonstrated the ability to communicate effectively using appropriate technology. At least 25% of our graduates will present research at regional and national conferences prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

42% of our graduates presented research at regional and national conferences prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing an...

SLO 4: Teach/Explain subject matter

Graduates will be able to effectively teach or explain the subject matter in their discipline to a broad range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 65% of the students as meeting or exceeding expectations in their ability to teach and explain discipline-specific subject matter (Item 5).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

61% of students were rated as above average in their ability to teach and explain discipline-specific subject matter (Item 5).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing an...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Fi...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

25% of the students will have the opportunity to teach or lead a lecture section of a course.

Connected Document

[COALS Graduate Student Evaluation Form Student Version](#)

Finding (2015-2016) - Target: Not Met

12% of the students led one or more sections of a lecture course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing an...

SLO 5: Personal and Social Responsibility

Graduates will be able to demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for choosing ethical courses of action (Item 7). The percentage of ALEC graduates completing Ethics and IRB Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of graduates were rated as meeting, and 79% exceeded the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

50% of graduates will completed ethics and IRB Human Subjects Training. The percentage of ALEC graduates completing Ethics and IRB Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form Student Version](#)

Finding (2015-2016) - Target: Met

62% of graduates completed ethics training and 65% of graduates completed IRB Human Subjects Training. The percentage of ALEC graduates completing IRB Training exceeded the College Average of 27%.

SLO 6: Quality of Research

Graduates will demonstrate the ability to develop clear research plans, conduct valid (data-supported), theoretically consistent, and institutionally appropriate research and effectively disseminate the results to a range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for Developing Research Plans (Item 8), Conducting Valid Research (Item 9), and Disseminating Research (Item 10).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

96% of graduates met the expectations of their Graduate Committee for Developing Research Plans (58% exceeded expectations, Item 8), Conducting Valid Research (54% exceeded expectations, Item 9), and Disseminating Research (50% exceeded expectations, Item 10).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Fi...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

More than 25% of our graduates will publish Refereed Scientific Publications prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Partially Met

21% of graduates published Refereed Scientific Publications prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing an...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Joint Program Review - Revision

Drs. Murphrey, Ripley, (TAMU), Ulmer and Baker were selected to review the Joint Ed.D. program and report back to the complete faculty.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Implementation Description: The committee has met several times. Draft reports have emerged. The full faculty will meet during the induction ceremony at Texas Tech University in August.

Projected Completion Date: 09/2015

Responsible Person/Group: Drs. Murphrey, Ripley, (TAMU), Ulmer and Baker

Budget Amount Requested: \$0.00 (no request)

Revise Graduate Program Assessment

We plan to completely revise the assessment plan for all five of our graduate degree programs using as indicators of success the recently approved COALS Final Exam rubric (that we have been using for three years), selected variables implementing the "18 Characteristics of Doctoral Program" report, and selected programmatic outcome variables we already track (Graduate Student publications, presentations, involvement in High Impact Educational Experiences -- Study Abroad, Study Away, etc.).

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Complete revision of assessment in nre implementation. Ned Weaveonline template.

Projected Completion Date: 08/2014

Responsible Person/Group: Dean Kim Dooley, Tim Murphy, ALEC Graduate Faculty

Additional Resources: ALEC IT Web Based forms and reports

Budget Amount Requested: \$20,000.00 (recurring)

Graduate Research Course Sequence Reexamination

Dr. Billy McKim is leading a committee of Graduate Faculty in a reexamining the Graduate Research Sequence for each of our graduate degree programs.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Identify the Competencies appropriate for each graduate degree program.

Responsible Person/Group: Billy McKim, Graduate Faculty, Joint Faculty (TTU).

Departmental Research Brown-Bags

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing and integrating information and teaching and explaining their research findings. Though students were close to meeting our targets, we believe that students need additional work on several areas of research. In addition, the numbers of students submitting an article for peer review, or publishing Refereed Scientific articles were below the targets. Students need assistance in research processes. The Department will offer monthly brown-bag meetings to more broadly address such topics as the research processes, IRB Compliance, and writing for publication. This experience will benefit students as they work on their own research as well as their skills needed to teach in the classroom.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Teach/Explain subject matter

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively
| Depth of Knowledge | Quality of Research | Teach/Explain subject matter

Implementation Description: The Department will offer monthly brown-bag meetings to more broadly address such topics as the research processes, IRB Compliance, and writing for publication.

Projected Completion Date: 09/2016

Research and Publication Emphasis

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Findings items 2 and 3) showed that students were below targets on applying discipline-specific knowledge and analyzing and integrating information. A College evaluation completed by the students showed that fewer students than desired completed international study abroad experiences, although the number completing domestic experiences did meet the threshold set (Outcome 2, Measure 2). The College's survey revealed slightly lower percentages than desired for the percent of graduates meeting the expectations of their graduate committees for developing research plans, although 58 percent exceeded those same expectations (Outcome 6, Measure 1, Findings Items 8 and 9). Finally, the evaluation survey showed a lower than expected percentage of graduating publishing in refereed scientific publications. The changes the department is making to improve the program in these key areas focus on research processes. The department is instituting regular research meetings with a student's chair highlighting IRB compliance, writing for publications and the research processes. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. Graduate student opportunities for study abroad opportunities will be provided to graduate students that will include explanations of funding the degree-program enhancing opportunities. This should help increase student participation in those programs.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Demonstrate critical thinking
| Quality of Research | Teach/Explain subject matter

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Findings items 2 and 3) showed that students were below targets on applying discipline-specific knowledge and analyzing and integrating information. A College evaluation completed by the students showed that fewer students than desired completed international study abroad experiences, although the number completing domestic experiences did meet the threshold set (Outcome 2, Measure 2). The College's survey revealed slightly lower percentages than desired for the percent of graduates meeting the expectations of their graduate committees for developing research plans, although 58 percent exceeded those same expectations (Outcome 6, Measure 1, Findings Items 8 and 9). Finally, the evaluation survey showed a lower than expected percentage of graduating publishing in refereed scientific publications. The changes the department is making to improve the program in these key areas focus on research processes. The department is instituting regular research meetings with a student's chair highlighting IRB compliance, writing for publications and the research processes. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. Graduate student opportunities for study abroad opportunities will be provided to graduate students that will include explanations of funding the degree-program enhancing opportunities. This should help increase student participation in those programs.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Last year we implemented departmental research brown bags, and yet, we still found students to be underperforming in their ability to engage in research and disseminate those findings. By focusing time and resources on the graduate students' research skills, the program successes, as noted in the targets and findings, as well as the short comings noted in our action plan outlined above, will allow our program to continue to build on our successes while improving on our shortcomings. The plan above will begin in 2016-17 and should be completed by the end of 2017-18

Detailed Assessment Report

2015-2016 Agricultural Leadership, Education, and Communications, ME4

As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

Goals

G 1: Recruit COALS students for teacher certification

In order to meet the Agricultural Teacher Education demands, we will increase MEd students by 5 students.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Graduates will demonstrate a coherent understanding of discipline-specific knowledge.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for understanding of discipline-specific knowledge (Item 1).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

56% of students were rated above average in Understanding of Discipline Knowledge by their Graduate Committee (Item 1).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental ALEC TED Talks

Established in Cycle: 2014-2015

In this 2014-15 cycle, the numbers of students developing an presenting either Poster Presentations or Oral Presentation was b...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated lower than desire...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Project, either individual or group

Target:

More than 50% of our graduates will develop creative works, either domestically or internationally, prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of our graduates developed creative works; 56% domestically, and 6% internationally, prior to graduation.

SLO 2: Demonstrate critical thinking

Graduates will demonstrate the ability to apply the strategies and methods of the discipline to analyze and integrate information, evaluate multiple points of view in a global context, and develop reasoned arguments.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 75% of the students as meeting or exceeding expectations for applying discipline-specific knowledge and analyzing and integrating information (Items 2 & 3).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

95% of the students met (40%) or exceeded (56%) faculty expectations for applying discipline-specific knowledge (Items 2 & 3).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Project, either individual or group

Target:

More than 50% of our graduates will develop creative works, either domestically or internationally, prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of our graduates developed creative works; 56% domestically, and 6% internationally, prior to graduation.

SLO 3: Communicates effectively

Graduates will communicate effectively, express thoughts clearly and forcefully, in both oral and written languages, and use appropriate technology to communicate, collaborate, and solve discipline-specific problems.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

More than 60% of all students will be evaluated as above average in communicating effectively in both oral and written languages, and using appropriate technology (Item 4 & 6).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

71% of graduates were rated as above average in communicating effectively in both oral and written languages, and using appropriate technology (Item 4 & 6).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Project, either individual or group

Target:

More than 75% of our graduates will develop and deliver an oral or poster presentation prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Partially Met

42% of our graduates developed and delivered an oral presentation, and 52% presented a poster prior to graduation. Because these may be the same students, we are not pleased with this result.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental ALEC TED Talks

Established in Cycle: 2014-2015

In this 2014-15 cycle, the numbers of students developing an presenting either Poster Presentations or Oral Presentation was b...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated lower than desire...

SLO 4: Teach/explain subject matter

Graduates will be able to effectively teach or explain the subject matter in their discipline to a broad range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 65% of the students as meeting or exceeding expectations in their ability to teach and explain discipline-specific subject matter (Item 5).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of students met (46%) or exceeded (54%) faculty expectations in their ability to teach and explain discipline-specific subject matter (Item 5).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Project, either individual or group

Target:

10% of the students will have the opportunity to teach or lead a lab section of a course. This may seem low, but we have many part-time students in this degree program.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

12% of the students reported leading a lab section of a course.

SLO 5: Personal and Social Responsibility

Graduates will be able to demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of graduates were rated as meeting, and 73% exceeded the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Project, either individual or group

Target:

50% of graduates will complete ethics Training. The percentage of ALEC graduates completing Ethics Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of graduates completed ethics training, the College Average was 48%.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement Curriculum Innovations

Implement curriculum innovations discovered through the Curriculum Review process.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2015

Revise Graduate Program Assessment

We plan to completely revise the assessment plan for all five of our graduate degree programs using as indicators of success the recently approved COALS Final Exam rubric (that we have been using for three years), selected variables implementing the "18 Characteristics of Doctoral Program" report, and selected programmatic outcome variables we already track (Graduate Student publications, presentations, involvement in High Impact Educational Experiences -- Study Abroad, Study Away, etc.).

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Complete revision of Assessment in new implementation, new Weaveonline templates.

Projected Completion Date: 08/2014

Responsible Person/Group: Dean Kim Dooley, Tim Murphy, ALEC Graduate Faculty

Additional Resources: ALEC IT web-based forms and reports.

Budget Amount Requested: \$20,000.00 (recurring)

Graduate Research Course Sequence Reexamination

Dr. Billy McKim is leading a committee of Graduate Faculty in a reexamining the Graduate Research Sequence for each of our graduate degree programs.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Identify the Competencies appropriate for each graduate degree program.

Responsible Person/Group: Billy McKim, Graduate Faculty,

Departmental ALEC TED Talks

In this 2014-15 cycle, the numbers of students developing an presenting either Poster Presentations or Oral Presentation was below the target. In addition, we found that students did not master discipline knowledge at the rate that we expected. Students need additional opportunities to both practice their presentations and have exposure to discipline knowledge. The Department will offer a monthly "ALEC TED Talks" for the presentation of Posters or Oral Presentations of papers. We believe these opportunities will give students the experience to practice and receive feedback on their communication skills. and to help solidify learning in their discipline.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Depth of Knowledge

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively

Implementation Description: The Department will offer a monthly "ALEC TED Talks" for the presentation of Posters or Oral Presentations of papers.

Projected Completion Date: 09/2016

Research and Publication Emphasis

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated lower than desired results for the students understanding of discipline knowledge (Outcome 1, Measure 1 Finding Item 1). The changes being made to improve the understanding of discipline knowledge include regular discussions of research in the discipline including the research processes, IRB compliance and publication writing. By participating in these discussions with their chair, students in the ALEC MEd will gain a better understanding of the knowledge in the discipline through seeing its application and research projects and studies. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. The graduate committee members' surveys indicated that a lower-than-desired percentage of our students developed and presented oral or poster presentations (Outcome 3, Measure 2). The lack of oral or poster presentations will be improved by the department's continued offering of monthly TED talks where graduate students will have the chance to present their work to a peer and faculty audience where they received feedback and reinforcement.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Depth of Knowledge

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members indicated lower than desired results for the students understanding of discipline knowledge (Outcome 1, Measure 1 Finding Item 1). The changes being made to improve the understanding of discipline knowledge include regular discussions of research in the discipline including the research processes, IRB compliance and publication writing. By participating in these discussions with their chair, students in the ALEC MEd will gain a better understanding of the knowledge in the discipline through seeing its application and research projects and studies. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. The graduate committee members' surveys indicated that a lower-than-desired percentage of our students developed and presented oral or poster presentations (Outcome 3, Measure 2). The lack of oral or poster presentations will be improved by the department's continued offering of monthly TED talks where graduate students will have the chance to present their work to a peer and faculty audience where they received feedback and reinforcement.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Our departmental TED talks have begun, but it's too early to see the impact of those presentations on our students. We will continue to try and build a culture of research and dissemination of research, and will hopefully see the benefits of our efforts at the end of the next assessment cycle. By focusing time and resources on the graduate students' research skills, the program successes, as noted in the targets and findings, as well as the short comings noted in our action plan outlined above, will allow our program to continue to build on our successes while improving on our shortcomings. The plan above will begin in 2016-17 and should be completed by the end of 2017-18.

Detailed Assessment Report

2015-2016 Agricultural Leadership, Education, and Communications, MS

As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Graduates will demonstrate a coherent understanding of discipline-specific knowledge.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for understanding of discipline-specific knowledge (Item 1).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

99% of students were rated as meeting and exceeding expectations for understanding of discipline-specific knowledge (Item 1).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

We believe students who have presented research in their field have demonstrated a coherent understanding of discipline-specific knowledge. At least 25% of our graduates will present research at regional and national conferences prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

32% of our graduates submitted articles for peer review prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

SLO 2: Demonstrate critical thinking

Graduates will demonstrate the ability to apply the strategies and methods of the discipline to analyze and integrate information, evaluate multiple points of view in a global context, and develop reasoned arguments.

Related Measures**M 1: Faculty Evaluation of Student**

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 75% of the students as meeting or exceeding expectations for applying discipline-specific knowledge and analyzing and integrating information (Items 2 & 3).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

40% were rated as meeting or exceeding expectations for applying discipline-specific knowledge (Item 2) and 41% were rated as meeting or exceeding expectations for analyzing and integrating information (Item 3).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

To evaluate multiple points of view in a global context, 25% of ALEC graduates will participate in Study Abroad experiences.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

ALEC graduates completed Study Abroad opportunities and Internship Experiences (International Experience 12%; Domestic Experience 27%).

SLO 3: Communicates effectively

Graduates will communicate effectively, express thoughts clearly and forcefully, in both oral and written languages, and use appropriate technology to communicate, collaborate, and solve discipline-specific problems.

Related Measures**M 1: Faculty Evaluation of Student**

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for communicating effectively (Item 4) and, effectively using appropriate technology (Item 6).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

99% of the students met or exceeded expectations for communicating effectively (Item 4) and, 98% effectively using appropriate technology (Item 6).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

We believe students who have presented research in their field have demonstrated the ability to communicate effectively using appropriate technology. At least 25% of our graduates will present research at regional and national conferences prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

42% of our graduates presented research at regional and national conferences prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

SLO 4: Teach/Explain subject matter

Graduates will be able to effectively teach or explain the subject matter in their discipline to a broad range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 65% of the students as meeting or exceeding expectations in their ability to teach and explain discipline-specific subject matter (Item 5).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

54% of students were rated as above average in their ability to teach and explain discipline-specific subject matter (item 5).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

25% of the students will have the opportunity to teach or lead a lecture section of a course.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Not Met

12% of the students led one or more sections of a lecture course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

SLO 5: Personal and Social Responsibility

Graduates will be able to demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for choosing ethical courses of action (Item 7). The percentage of ALEC graduates completing Ethics and IRB Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of graduates were rated as meeting, and 73% exceeded the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

50% of graduates will completed ethics and IRB Human Subjects Training. The percentage of ALEC graduates completing Ethics and IRB Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of graduates completed ethics training and 65% of graduates completed IRB Human Subjects Training. The percentage of ALEC graduates completing IRB Training exceeded the College Average of 27%.

SLO 6: Quality of Research

Graduates will demonstrate the ability to develop clear research plans, conduct valid (data-supported), theoretically consistent, and institutionally appropriate research and effectively disseminate the results to a range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for Developing Research Plans (Item 8), Conducting Valid Research (Item 9), and Disseminating Research (Item 10).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

98% of graduates met the expectations of their Graduate Committee for Developing Research Plans (58% exceeded expectations, Item 8), Conducting Valid Research (55% exceeded expectations, Item 9), and Disseminating Research (51% exceeded expectations, Item 10).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

More than 25% of our graduates will publish Refereed Scientific Publications prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Partially Met

21% of graduates published Refereed Scientific Publications prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement Curriculum Innovations

Implement curriculum innovations discovered through the Curriculum Review

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2015

Revise Graduate Program Assessment

We plan to completely revise the assessment plan for all five of our graduate degree programs using as indicators of success the recently approved COALS Final Exam rubric (that we have been using for three years), selected variables implementing the "18 Characteristics of Doctoral Program" report, and selected programmatic outcome variables we already track (Graduate Student publications, presentations, involvement in High Impact Educational Experiences -- Study Abroad, Study Away, etc.).

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Complete revision of assessment in new implementation.

Projected Completion Date: 08/2014

Responsible Person/Group: Dean Kim Dooley, Tim Murphy, ALEC Graduate Faculty

Additional Resources: ALEC IT web-based forms and reports.

Budget Amount Requested: \$20,000.00 (recurring)

Graduate Research Course Sequence Reexamination

Dr. Billy McKim is leading a committee of Graduate Faculty in a reexamining the Graduate Research Sequence for each of our graduate degree programs.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Identify the Competencies appropriate for each graduate degree program.

Projected Completion Date: 09/2015

Responsible Person/Group: Billy McKim, Graduate Faculty,

Departmental Research Brown-Bags

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing and integrating information and teaching and explaining their research findings. Though students were close to meeting our targets, we believe that students need additional work on several areas of research. In addition, the numbers of students submitting an article for peer review, or publishing Refereed Scientific articles were below the targets. Students need assistance in research processes. The Department will offer monthly brown-bag meetings to more broadly address such topics as the research processes, IRB Compliance, and writing for publication. This experience will benefit students as they work on their own research as well as their skills needed to teach in the classroom.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Teach/Explain subject matter

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively

| Depth of Knowledge | Quality of Research | Teach/Explain subject matter

Implementation Description: The Department will offer monthly brown-bag meetings to more broadly address such topics as the research processes, IRB Compliance, and writing for publication.

Projected Completion Date: 09/2016

Research and Publication Emphasis

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Findings Items 2 and 3) showed that students were below targets on applying discipline-specific knowledge and analyzing and integrating information. A College evaluation completed by the students showed that fewer students than desired completed international study abroad experiences, although the number completing domestic experiences did meet the threshold set (Outcome 2, Measure 2). The College's survey revealed slightly lower percentages than desired for the percent of graduates meeting the expectations of their graduate committees for developing research plans, although 58 percent exceeded those same expectations (Outcome 6, Measure 1, Findings Items 8, 9 and 10). Finally, the evaluation survey showed a lower than expected percentage of graduating publishing in refereed scientific publications (Outcome 6, Measure 2). The changes the department is making to improve the program in these key areas focus on research processes. The department is instituting regular research meetings with a student's chair highlighting IRB compliance, writing for publications and the research processes. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills, and gain valuable discipline knowledge in the process. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. Graduate student opportunities for study abroad opportunities will be provided to graduate students that will include

explanations of funding the degree-program enhancing opportunities. This should help increase student participation in those programs.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Demonstrate critical thinking
| Quality of Research | Teach/Explain subject matter

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Quality of Research

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Findings Items 2 and 3) showed that students were below targets on applying discipline-specific knowledge and analyzing and integrating information. A College evaluation completed by the students showed that fewer students than desired completed international study abroad experiences, although the number completing domestic experiences did meet the threshold set (Outcome 2, Measure 2). The College's survey revealed slightly lower percentages than desired for the percent of graduates meeting the expectations of their graduate committees for developing research plans, although 58 percent exceeded those same expectations (Outcome 6, Measure 1, Findings Items 8, 9 and 10). Finally, the evaluation survey showed a lower than expected percentage of graduating publishing in refereed scientific publications (Outcome 6, Measure 2). The changes the department is making to improve the program in these key areas focus on research processes. The department is instituting regular research meetings with a student's chair highlighting IRB compliance, writing for publications and the research processes. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills, and gain valuable discipline knowledge in the process. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. Graduate student opportunities for study abroad opportunities will be provided to graduate students that will include explanations of funding the degree-program enhancing opportunities. This should help increase student participation in those programs.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Last year we implemented departmental research brown bags, and yet, we still found students to be underperforming in their ability to engage in research and disseminate those findings. By focusing time and resources on the graduate students' research skills, the program successes, as noted in the targets and findings, as well as the short comings noted in our action plan outlined above, will allow our program to continue to build on our successes while improving on our shortcomings. The plan above will begin in 2016-17 and should be completed by the end of 2017-18.

Detailed Assessment Report

2015-2016 Agricultural Leadership, Education, and Communications, PhD

As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Graduates will demonstrate a coherent understanding of discipline-specific knowledge.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for understanding of discipline-specific knowledge (Item 1).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

96% of students were rated as meeting and exceeding expectations for understanding of discipline-specific knowledge (Item 1).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

We believe students who have presented research in their field have demonstrated a coherent understanding of discipline-specific knowledge. At least 25% of our graduates will present research at regional and national conferences prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

32% of our graduates submitted articles for peer review prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

SLO 2: Demonstrate critical thinking

Graduates will demonstrate the ability to apply the strategies and methods of the discipline to analyze and integrate information, evaluate multiple points of view in a global context, and develop reasoned arguments.

Related Measures**M 1: Faculty Evaluation of Student**

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 75% of the students as meeting or exceeding expectations for applying discipline-specific knowledge and analyzing and integrating information (Items 2 & 3).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

54% were rated as meeting or exceeding expectations for applying discipline-specific knowledge (Item 2) and 54% were rated as meeting or exceeding expectations for analyzing and integrating information (Item 3).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

To evaluate multiple points of view in a global context, 25% of ALEC graduates will participate in Study Abroad experiences.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

ALEC graduates completed Study Abroad opportunities and Internship Experiences (International Experience 12%; Domestic Experience 27%).

SLO 3: Communicates effectively

Graduates will communicate effectively, express thoughts clearly and forcefully, in both oral and written languages, and use appropriate technology to communicate, collaborate, and solve discipline-specific problems.

Related Measures**M 1: Faculty Evaluation of Student**

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 85% of the students as meeting or exceeding expectations for communicating effectively (Item 4) and, effectively using appropriate technology (Item 6).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of the students met or exceeded expectations for communicating effectively (Item 4) and, effectively using appropriate technology (Item 6).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following

the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

We believe students who have presented research in their field have demonstrated the ability to communicate effectively and use appropriate technology. At least 25% of our graduates will present research at regional and national conferences prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

42% of our graduates presented research at regional and national conferences prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

SLO 4: Teach/Explain subject matter

Graduates will be able to effectively teach or explain the subject matter in their discipline to a broad range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty will rate 65% of the students as meeting or exceeding expectations in their ability to teach and explain discipline-specific subject matter (Item 5).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

61% of students were rated as above average in their ability to teach and explain discipline-specific subject matter (Item 5).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

25% of the students will have the opportunity to teach or lead a lecture section of a course.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Not Met

12% of the students led one or more sections of a lecture course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

SLO 5: Personal and Social Responsibility

Graduates will be able to demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for choosing ethical courses of action (Item 7). The percentage of ALEC graduates completing Ethics and IRB Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Met

100% of graduates were rated as meeting, and 79% exceeded the expectations of their Graduate Committee for choosing ethical courses of action (Item 7).

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

50% of graduates will completed ethics and IRB Human Subjects Training. The percentage of ALEC graduates completing Ethics and IRB Training will exceed the College Average.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Met

62% of graduates completed ethics training and 65% of graduates completed IRB Human Subjects Training. The percentage of ALEC graduates completing IRB Training exceeded the College Average of 27%.

SLO 6: Quality of Research

Graduates will demonstrate the ability to develop clear research plans, conduct valid (data-supported), theoretically consistent, and institutionally appropriate research and effectively disseminate the results to a range of audiences.

Related Measures

M 1: Faculty Evaluation of Student

A College of Agriculture and Life Sciences evaluation form completed by graduate committee members following the final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of graduates will be rated as meeting, and 50% will exceed, the expectations of their Graduate Committee for Developing Research Plans (Item 8), Conducting Valid Research (Item 9), and Disseminating Research (Item 10).

Connected Document

[COALS Graduate Student Evaluation Form_Faculty Version](#)

Finding (2015-2016) - Target: Partially Met

96% of graduates met the expectations of their Graduate Committee for Developing Research Plans (58% exceeded expectations, Item 8), Conducting Valid Research (54% exceeded expectations, Item 9), and Disseminating Research (50% exceeded expectations, Item 10).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

M 2: Graduate Student Self Evaluation

A College of Agriculture and Life Sciences evaluation form of programmatic outcome completed by student following the final exam.

Source of Evidence: Senior thesis or culminating major project

Target:

More than 25% of our graduates will publish Refereed Scientific Publications prior to graduation.

Connected Document

[COALS Graduate Student Evaluation Form_Student Version](#)

Finding (2015-2016) - Target: Partially Met

21% of graduates published Refereed Scientific Publications prior to graduation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Departmental Research Brown-Bags

Established in Cycle: 2014-2015

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing ...

Research and Publication Emphasis

Established in Cycle: 2015-2016

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Find...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement Curriculum Innovations

Implement curriculum innovations discovered through the Curriculum Review

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2014

Responsible Person/Group: Associate Head Graduate Programs

Budget Amount Requested: \$0.00 (no request)

Graduate Research Course Sequence Reexamination

Dr. Billy McKim is leading a committee of Graduate Faculty in a reexamining the Graduate Research Sequence for each of our graduate degree programs.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Identify the Competencies appropriate for each graduate degree program.

Departmental Research Brown-Bags

In this 2014-15 cycle, we found that students did not meet our expectations applying discipline-specific knowledge, analyzing and integrating information and teaching and explaining their research findings. Though students were close to meeting our targets, we believe that students need additional work on several areas of research. In addition, the numbers of students submitting an article for peer review, or publishing Refereed Scientific articles were below the targets. Students need assistance in research processes. The Department will offer monthly brown-bag meetings to more broadly address such topics as the research processes, IRB Compliance, and writing for publication. This experience will benefit students as they work on their own research as well as their skills needed to teach in the classroom.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Teach/Explain subject matter

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Communicates effectively

| Depth of Knowledge | Quality of Research | Teach/Explain subject matter

Implementation Description: The Department will offer monthly brown-bag meetings to more broadly address such topics as the research processes, IRB Compliance, and writing for publication.

Projected Completion Date: 09/2016

Research and Publication Emphasis

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Findings Items 2 and 3) showed that students were below targets on applying discipline-specific knowledge and analyzing and integrating information. A College evaluation completed by the students showed that fewer students than desired completed international study abroad experiences, although the number completing domestic experiences did meet the threshold set (Outcome 2, Measure 2). The College survey of committee members showed a lower-than-desired finding for the students' ability to teach and explain discipline-specific subject matter and the students portion of the survey revealed that less than half of the expected number had had the opportunity to teach or lead a lecture section of a course (Outcome 4, Measures 1 and 2, Finding Item 5). The College's survey revealed slightly lower percentages than desired for the percent of graduates meeting the expectations of their graduate committees for developing research plans, although 58 percent exceeded those same expectations (Outcome 6, Measure 1, Items 8 and 9). Finally, the evaluation survey showed a lower than expected percentage of graduates publishing in refereed scientific publications. The changes the department is making to improve the program in these key areas focus on research processes. The department is instituting regular research meetings with a student's chair highlighting IRB compliance, writing for publications and the research processes. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills, and gain valuable discipline knowledge in the process. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. Graduate student opportunities for study abroad opportunities will be provided to graduate students that will include explanations of funding the degree-program enhancing opportunities. This should help increase student participation in those programs.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Evaluation of Student | **Outcome/Objective:** Demonstrate critical thinking

| Quality of Research | Teach/Explain subject matter

Measure: Graduate Student Self Evaluation | **Outcome/Objective:** Quality of Research

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

The College of Agriculture and Life Sciences evaluations completed by all graduate committee members (Outcome 2, Measure 1, Findings Items 2 and 3) showed that students were below targets on applying discipline-specific knowledge and analyzing and integrating information. A College evaluation completed by the students showed that fewer students than desired completed international study abroad experiences, although the number completing domestic experiences did meet the threshold set (Outcome 2, Measure 2). The College survey of committee members showed a lower-than-desired finding for the students' ability to teach and explain discipline-specific subject matter and the students portion of the survey revealed that less than half of the expected number had had the opportunity to teach or lead a lecture section

of a course (Outcome 4, Measures 1 and 2, Finding Item 5). The College's survey revealed slightly lower percentages than desired for the percent of graduates meeting the expectations of their graduate committees for developing research plans, although 58 percent exceeded those same expectations (Outcome 6, Measure 1, Items 8 and 9). Finally, the evaluation survey showed a lower than expected percentage of graduates publishing in refereed scientific publications. The changes the department is making to improve the program in these key areas focus on research processes. The department is instituting regular research meetings with a student's chair highlighting IRB compliance, writing for publications and the research processes. Our graduate student organization develops monthly sessions for graduate students, so we will also ask to host some of these professional development topics at those meetings. Additionally, we have begun to invite all students and faculty to attend the final defense of our students who are presenting research on their thesis or dissertation. We hope that creating a culture that values dissemination of research will help motivate our students to further develop their skills, and gain valuable discipline knowledge in the process. These programs will build the students skills and confidence in research, will push them to submit articles to peer-reviewed journals and will help enhance their teaching experience. Graduate student opportunities for study abroad opportunities will be provided to graduate students that will include explanations of funding the degree-program enhancing opportunities. This should help increase student participation in those programs.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Last year we implemented departmental research brown bags, and yet, we still found students to be underperforming in their ability to engage in research and disseminate those findings. By focusing time and resources on the graduate students' research skills, the program successes, as noted in the targets and findings, as well as the short comings noted in our action plan outlined above, will allow our program to continue to build on our successes while improving on our shortcomings. The plan above will begin in 2016-17 and should be completed by the end of 2017-18.

Detailed Assessment Report
2015-2016 Agricultural Science, BS
As of: 1/20/2017 05:02 PM EST

Mission / Purpose

As part of the Department of Agricultural Leadership, Education, and Communications, the purpose of the Agricultural Science undergraduate major is to develop professionals who are both competent and certified to teach secondary Agricultural Science and Technology in Texas public schools.

Goals

G 1: AGSC Certification

AGSC majors will complete certification requirements for Agricultural Science and Technology, grades 6-12, for the state of Texas.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Depth of Knowledge - Through the final capstone student teaching experience, demonstrate the ability to: Synthesize knowledge across courses and other experiences.

Related Measures

M 1: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On Subject Matter Knowledge item we expect the cooperating teachers will rate 75% of participating students as Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Met

85% of participating students were rated as Accomplished or better on the 4-point scale.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

2014-15 Assessment Action Plan

Established in Cycle: 2014-2015

Reviewing the results from this 2014-15 assessment data, we noted our students needed additional support in Subject Matter kno...

M 2: Faculty Assessment

Faculty assessment of student teacher performance using the CEHD online assessment form

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[CEHD University Supervisor Observation](#)

Target:

On Section 1.3 we expect 75% of student teachers will be rated as 3 or better.

Connected Document

[CEHD University Supervisor Observation](#)

Finding (2015-2016) - Target: Met

90% of student teachers were rated a 3 or better. This item was not applicable for 1 student teacher.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

2014-15 Assessment Action Plan

Established in Cycle: 2014-2015

Reviewing the results from this 2014-15 assessment data, we noted our students needed additional support in Subject Matter kno...

M 3: TEA Assessment

Report of successful completion of the PRAXIS test and TEA assessment from CEHD.

Source of Evidence: Standardized test of subject matter knowledge

Target:

90% of students seeking teacher certification take PRAXIS and TEA assessment and pass.

Finding (2015-2016) - Target: Met

93% of students seeking teacher certification attempt and pass the Pedagogy and Professional Responsibilities EC-12 TEA assessment.

SLO 2: Demonstrate Critical Thinking

Demonstrate Critical Thinking - Through the capstone student teaching experience courses, demonstrate the ability to: Evaluate, analyze, and integrate information from a variety of sources.

Related Measures

M 4: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On the Critical Thinking item we expect the cooperating teachers will rate 100% of participating students Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Not Met

70% of participating students rated as Accomplished or better on the 4-point scale.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

2014-15 Assessment Action Plan

Established in Cycle: 2014-2015

Reviewing the results from this 2014-15 assessment data, we noted our students needed additional support in Subject Matter kno...

Activities and exercises in AGSC courses have been added to enhance critical thinking, communication, ethics, and lifelong learn

Established in Cycle: 2015-2016

Based on our findings from the faculty assessments and the cooperating teaching assessments, faculty will be making assignment m...

M 5: Faculty Assessment

Faculty assessment of student teacher performance using CEHD online assessment form

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[CEHD University Supervisor Observation](#)

Target:

On Section 2.3 we expect 100% of student teachers will be rated as 3 or better.

Connected Document

[CEHD University Supervisor Observation](#)

Finding (2015-2016) - Target: Not Met

65% of student teachers were rated as a 3 or better. Section 2.3 was not applicable for 2 student teachers.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

2014-15 Assessment Action Plan

Established in Cycle: 2014-2015

Reviewing the results from this 2014-15 assessment data, we noted our students needed additional support in Subject Matter kno...

Activities and exercises in AGSC courses have been added to enhance critical thinking, communication, ethics, and lifelong learn

Established in Cycle: 2015-2016

Based on our findings from the faculty assessments and the cooperating teaching assessments, faculty will be making assignment m...

SLO 3: Communicate Effectively

Communicate Effectively - Through the capstone student teaching experience courses, demonstrate the ability to: Effectively communicate original and creative ideas.

Related Measures

M 6: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On Communication item we expect the cooperating teachers will rate 85% of participating students Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Met

92% of participating students were rated as Accomplished or better on the 4-point scale.

M 7: Faculty Assessment

Faculty assessment of student teacher performance using CEHD online assessment form

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[CEHD University Supervisor Observation](#)

Target:

On Section 5.11 "Use Effective Verbal and Non-verbal Communication" we expect 85% of the student teachers will be rated as 3 or better.

Connected Document

[CEHD University Supervisor Observation](#)

Finding (2015-2016) - Target: Not Met

84% of student teachers were rated as a 3 or better. Section 5.11 was not applicable for 1 student teacher.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Activities and exercises in AGSC courses have been added to enhance critical thinking, communication, ethics, and lifelong learn

Established in Cycle: 2015-2016

Based on our findings from the faculty assessments and the cooperating teaching assessments, faculty will be making assignment m...

SLO 4: Personal and Social Responsibility

Personal and Social Responsibility - Through the capstone student teaching experience courses, demonstrate the ability to: Choose ethical courses of action in research and practice.

Related Measures

M 8: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On Ethics item we expect the cooperating teachers will rate 80% of participating students Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Met

95% of participating students were rated as Accomplished or better on the 4-point scale.

M 9: Faculty Assessment Personal and Social Responsibility

Faculty assessment of student teacher performance using CEHD online assessment form

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[CEHD University Supervisor Observation](#)

Target:

On Sections 5.8 and 5.9 we expect 100% of the student teachers will be rated as 3 or better.

Connected Document

[CEHD University Supervisor Observation](#)

Finding (2015-2016) - Target: Not Met

75% of student teachers were rated as a 3 or better. Section 5.8 was not applicable for 8 student teachers.

90% of student teachers were rated as a 3 or better. Section 5.9 was not applicable for 1 student teacher.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Activities and exercises in AGSC courses have been added to enhance critical thinking, communication, ethics, and lifelong learn

Established in Cycle: 2015-2016

Based on our findings from the faculty assessments and the cooperating teaching assessments, faculty will be making assignment m...

SLO 5: Social, Cultural, and Global Competence

Social, Cultural, and Global Competence - Through the capstone student teaching experience courses, demonstrate the ability to: Live and work effectively in a diverse and global society.

Relevant Associations:

General Education/Core Curriculum Associations

3 Communicate effectively

Related Measures

M 10: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On Diversity item we expect the cooperating teachers will rate 80% of participating students Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Met

81% of participating students were rated as Accomplished or better on the 4-point scale.

SLO 6: Engage in Lifelong Learning

Engage in Lifelong Learning - Through the student teaching experience courses, demonstrate the ability to: Formulate a plan of personal goals for continued professional growth.

Related Measures

M 11: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On Continuous Improvement item we expect the cooperating teachers will rate 75% of participating students Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Met

85% of participating students were rated as Accomplished or better on the 4-point scale.

M 12: Faculty Assessment

Faculty assessment of student teacher performance using CEHD online assessment form

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[CEHD University Supervisor Observation](#)

Target:

On Sections 1.5 and 4.3 we expect 90% of the student teachers will be rated as 3 or better.

Connected Document

[CEHD University Supervisor Observation](#)

Finding (2015-2016) - Target: Not Met

86% of student teachers were rated as a 3 or better. Section 1.5 was not applicable for 1 student teacher. 75% of student teachers were rated as a 3 or better. Section 4.3 was not applicable for 4 student teachers.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Activities and exercises in AGSC courses have been added to enhance critical thinking, communication, ethics, and lifelong learn

Established in Cycle: 2015-2016

Based on our findings from the faculty assessments and the cooperating teaching assessments, faculty will be making assignment m...

M 13: TEA Assessment

Report of successful completion of the PRAXIS test and TEA assessment from CEHD.

Source of Evidence: Standardized test of subject matter knowledge

Target:

90% of students seeking teacher certification take PRAXIS and TEA assessment and pass.

Finding (2015-2016) - Target: Met

93% of students seeking teacher certification attempt and pass the Pedagogy and Professional Responsibilities EC-12 TEA assessment.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Work Collaboratively

Work Collaboratively - Through the student teaching experience courses, demonstrate the ability to: Participate effectively in teams.

Relevant Associations:

General Education/Core Curriculum Associations

- 1 Master the depth of knowledge required for a degree

Related Measures

M 14: Cooperating Teacher Assessment

Final biweekly evaluation form completed by cooperating teachers.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Target:

On Communication and Planning items we expect the cooperating teachers will rate 80% of student teachers Accomplished or better on the 4-point scale.

Connected Document

[Cooperating Teacher Monthly Feedback Guidelines](#)

Finding (2015-2016) - Target: Met

92% of participating students rated as Accomplished or better on the 4-point scale in Communication. 97% of participating students rated as Accomplished or better on the 4-point scale in Planning.

M 15: Faculty Assessment

Faculty assessment of student teacher performance using CEHD online assessment form.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[CEHD University Supervisor Observation](#)

Target:

On Sections 5.10 we expect 100% of the student teachers will be rated as 3 or better.

Connected Document

[CEHD University Supervisor Observation](#)

Finding (2015-2016) - Target: Met

100% of student teachers were rated as a 3 or better.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement Curriculum Innovations

Implement curriculum innovations discovered through the Curriculum Review.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Projected Completion Date: 09/2014

Revise Assessment Program

We will revise our assessment of this program to include more detailed, finer grain, examination of program outcomes.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Projected Completion Date: 08/2014

Develop exit surveys and refine assignments/rubrics

The Agricultural Science workgroup will develop exit surveys to collect data in courses as outlined in the measures/findings. The workgroup will also refine assignments and rubrics for specific courses as outlined in the measures/findings.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Responsible Person/Group: Program Leader

2014-15 Assessment Action Plan

Reviewing the results from this 2014-15 assessment data, we noted our students needed additional support in Subject Matter knowledge and being intentional in assisting high school students in developing critical thinking skills. In response we have altered our advising plan to accommodate additional core curriculum science labs related to agricultural science content (e.g. CHEM 101 / 111; BIOL 111 or BIO 107) within the 120 hour requirement, and we are

working with Dr. Holli Archer, who completed the critical thinking academy offered last year, to develop materials and programs focused on improving intentionality in critical thinking.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Cooperating Teacher Assessment | **Outcome/Objective:** Demonstrate Critical Thinking
| Depth of Knowledge

Measure: Faculty Assessment | **Outcome/Objective:** Demonstrate Critical Thinking
| Depth of Knowledge

Responsible Person/Group: Agricultural Science (AGSC) workgroup and (AGSC) Program Leader

Activities and exercises in AGSC courses have been added to enhance critical thinking, communication, ethics, and lifelong learn

Based on our findings from the faculty assessments and the cooperating teaching assessments, faculty will be making assignment modifications to incorporate additional critical thinking activities, strengthen the rubric for evaluating written assignments and subsequent suggestions for improving their communication skills, add exercises and activities to involve students in scenarios demanding/necessitating choices of ethical action, and incorporate personal and professional growth plans in our introductory course to teacher education.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Cooperating Teacher Assessment | **Outcome/Objective:** Demonstrate Critical Thinking

Measure: Faculty Assessment | **Outcome/Objective:** Communicate Effectively

| Demonstrate Critical Thinking | Engage in Lifelong Learning

Measure: Faculty Assessment Personal and Social Responsibility | **Outcome/Objective:** Personal and Social Responsibility

Implementation Description: The AGSC workgroup leader will work with the instructors for the student teaching internship (senior capstone course) to complete the action plan.

Responsible Person/Group: AGSC workgroup

Additional Resources: Addition of faculty FTE to be back at full strength/previous level

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

Based on our findings faculty will be making assignment modifications to incorporate additional critical thinking activities, strengthen the rubric for evaluating written assignments and subsequent suggestions for improving their communication skills, add exercises and activities to involve students in scenarios demanding/necessitating choices of ethical action, and incorporate personal and professional growth plans in our introductory course to teacher education.

Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

Based on the 2015-2016 findings altering our advising plan to accommodate additional core curriculum science labs related to agricultural science content (e.g. CHEM 101/111; BIOL 111 or BIOL 107) has been successful in increasing the depth of knowledge measurement. The faculty in the AGSC workgroup will continue to work with Dr. Holli Leggette-Archer to develop materials and programs focused on improving intentionality in critical thinking.

Detailed Assessment Report 2015-2016 USAL - Leadership Studies, BS

As of: 1/20/2017 05:02 PM EST

Mission / Purpose

The mission of University Studies - Leadership is to discover, teach and disseminate leadership theory, principles, and practices to develop leadership for organizations, businesses, governmental agencies, and communities.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Depth of Knowledge

Students will demonstrate the ability to synthesize knowledge across courses and other experiences.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Master the depth of knowledge required for a degree" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 2: Demonstrate Critical Thinking

Students will demonstrate the ability to evaluate, analyze, and integrate information from a variety of sources.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

40 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Demonstrate Critical Thinking" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 3: Communicate Effectively

Students will demonstrate the ability to effectively communicate original and creative ideas.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Communicate Effectively" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 4: Personal and Social Responsibility

Students will demonstrate the ability to choose ethical courses of action in research and practice.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

65 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Practice personal and social responsibility" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 5: Social, Cultural, and Global Competence

Students will demonstrate the ability to live and work effectively in a diverse and global society.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Demonstrate social, cultural, and global competence" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 6: Engage in Lifelong Learning

Students will demonstrate the ability to formulate a plan of personal goals for continued professional growth.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

60 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Prepare to engage in lifelong learning" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

SLO 7: Work Collaboratively

Students will demonstrate the ability to participate effectively in teams.

Related Measures

M 1: Capstone Course Rubric

Students will develop a presentation and written report, usually scored by a rubric; accountability reports submitted throughout the semester

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Leadership Summit Assignment and Rubric](#)

Target:

70 percent of students in capstone ALED 481 course will perform at a 2 or better on the "Work collaboratively" section of the team leadership summit rubric. This has been created as a baseline target.

Connected Document

[Leadership Summit Assignment and Rubric](#)

Finding (2015-2016) - Target: Met

481 (Odom): 22/22 students scored a 2(acceptable) or better on this section of the rubric. 481 (Watson): 39/40 students scored a 2 (acceptable) or better on this section of the rubric. 481 (Preston-Cunningham): 98/103 students scored a 2 (acceptable) or better on this section of the rubric. TOTAL: 159/165 (96.36%) students scored a 2 (acceptable) or better on this section of the rubric. The target was met.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Reassessment of the benchmark standard, exploration of instructor grading standards, and modification of assignment in online se

After having met the programmatic goals established for 2015-2016, it was decided to spend time reassessing the benchmark standard of the goal to make sure our students are striving for excellence. Possible outcomes could include raising the minimum score on the rubric to count as acceptable. There will also be discussions with each instructor who grades the culminating assignment to make sure there is a standard of rigor. Lastly, there is a modification of the culminating assignment for students who choose to take the course in an on-line format. This new assignment will be tested to evaluate it's ability to measure the ALED and USAL goals.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Implementation Description: The ALED workgroup leader will work with the instructors for ALED 481 (senior capstone course) to complete the action plan. The workgroup members will also discuss raising the benchmark standard.

Projected Completion Date: 05/2017

Responsible Person/Group: ALED/USAL workgroup

Additional Resources: N/A

Analysis Questions and Analysis Answers

Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.

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Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

As a workgroup, we looked at the scoring rubric for the final project in our senior capstone course and made improvements for rigor.