Agricultural Education, Communications, and Technology
AEED-MS Assessment Report 2020-21

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2. **Department Mission**

AECT prepares people with the technical expertise in agricultural science and technology-related disciplines with the human science skills necessary to provide transformational leadership in the agricultural industry and within their local communities. Specifically, we prepare educators for both formal and non-formal teaching roles in agriculture, communications specialists for diverse agriculturally related disciplines, agricultural technology managers, and rural community leaders.

3. **AEED-MS Program Goals**

   - Develop technology transfer specialists with strong communication skills and problem solving abilities who are prepared to serve diverse populations.
   - Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values.
   - Enhance the leadership skills of future professionals in agriculture, food and natural resource careers.
   - Produce graduates with broad technical skills in agricultural science and technology.

Key Expected Outcomes for Graduate Students, 2020-21

Assessment efforts in 2020-21 focused on the AEED MS placement and retention rates, which are listed as "other programmatic measures" in the department's assessment plan. This two-part outcomes assessment includes MS student completion rates and job placement rates.

Student Learning Outcome 1. AEED MS students will complete their programs of study in a timely manner, contributing toward a 6-year graduation rate that is higher than the university average.

   Assessment Measure 1
        Student completion data collected by University's Graduate School

   Acceptable and Ideal Targets (not required for indirect measures)
   - Minimum standard is for the department's MS completion rate to be higher than the University average.

   Key Personnel (who is responsible for the assessment of this measure)
   - Donna Graham, Graduate Coordinator

   Assessment Measure 2
   - Student placement data collected by the department

   Acceptable and Ideal Targets (not required for indirect measures)

   - Minimum standard is for the department's MS graduates to have 100% job placement within 6 months of their graduation.

Key Personnel (who is responsible for the assessment of this measure)
- AECT Department Head, George Wardlow, and Graduate Coordinator, Donna Graham.

Summary of Findings
The most recent data supporting this outcome assessment show that from 2010 to 2019 the AEED MS completion rate among 151 students was 67.55%, with 49.67% (75) graduating with their cohort, 1.32% (2) who changed degree programs, and 16.56% (25) who were currently active in their program. This 9-year retention rate is slightly lower than the university average, which among 16,129 students included 51.02% (9986) who graduated with their cohort, 9.12% (728) who changed degree programs, and 22.26% (2504) who were currently active in their programs. It is important to note that the AEED MS program's retention and completion data include part-time and off-campus students who generally take much longer to complete, while the comparison group (all UA grad students) consists largely of students in on-campus degree programs.

Job placement records in 2021 show that among all 2020 and 2021 graduates, 91% (10 of 11) were confirmed to have secured professional employment or to have continued graduate school at the PhD level. This outcome nearly reaches the goal of 100% placement within 6 months of graduation, but data are missing for one student, who may possibly have found employment but was not able to be contacted.

Recommendations (not required for indirect measures)
Improving the program retention and completion rate should remain a priority for faculty and administrators in AECT. Though recent efforts have improved the MS program's retention and completion numbers, a continued focus on completion and retention are necessary. Three recent improvements in curriculum development, student program administration, and the admissions process have contributed to the improvement: (1) the department redesigned the thesis writing courses to further equip students with the skills and confidence to make progress on their thesis projects; (2) the department's graduate coordinator has made a concerted effort to personally motivate students who were close to completion to actually complete their programs; and (3) faculty have worked harder to recruit quality MS students to the program through targeted efforts. These trends should continue for the department to see continued success with this outcome.

Placement of MS graduates has been a long-standing priority for the department, and as the program grows in national stature, placement will certainly continue to improve. It is important to note that the one student whose placement was uncertain was an international student. A more concerted effort to retain contact with international students until they have found placement is recommended.

Action Plan
The following actions should continue so the department can maintain and continue to improve AEED MS students' retention, completion, and placement:

1. Continue to equip students will skill and confidence to complete the thesis on time through the department's thesis writing courses. **(Miller and all advisors)**
2. Continue to take a personal approach to encouraging students to complete their degree plans when it becomes evident that they are falling behind schedule. **(Graham and advisors)**
3. Continue to increase the quality of MS program recruits, especially those who fill teaching and research assistantship positions, through targeted recruiting efforts. **(Graham and all graduate faculty)**

4. Continue to track AEED MS program graduates until they are placed in professional positions or PhD programs. A more formal approach to this tracking may be necessary as the number of graduates increases. **(Graham and Wardlow)**

Supporting Attachments
- Appendix A: Office of Institutional Research MS Retention Report, 2010-2019
- Appendix B: Placement of AEED MS Graduates, 2020-2021

Master's Student Retention Report (2010-2019)

Program	# in Cohort	Graduated with Cohort Program Degree		Graduated with Another Graduate Program Degree		Still Active/Enrolled in Cohort Program		Still Active/Enrolled in Another Graduate Program		Cohort Dropped Out	
		# of Students	% of Cohort	# of Students	% of Cohort	# of Students	% of Cohort	# of Students	% of Cohort	# of Students	% of Cohort
ACCTMA	540	483	89.44%	2	0.37%	0	0.00%	47	8.70%	8	1.48%
ACCTMP	57	0	0.00%	0	0.00%	57	100.00%	0	0.00%	0	0.00%
ADLLME	145	55	37.93%	2	1.38%	37	25.52%	2	1.38%	49	33.79%
AEEDMS	151	75	49.67%	1	0.66%	25	16.56%	1	0.66%	49	32.45%
AFLSMS	59	26	44.07%	11	18.64%	0	0.00%	0	0.00%	22	37.29%
AGECMS	215	174	80.93%	2	0.93%	28	13.02%	1	0.47%	10	4.65%
ANSCMS	93	57	61.29%	0	0.00%	14	15.05%	0	0.00%	22	23.66%
ANTHMA	88	67	76.14%	1	1.14%	9	10.23%	0	0.00%	11	12.50%
APBAMA	9	0	0.00%	0	0.00%	9	100.00%	0	0.00%	0	0.00%
ARTMFA	89	42	47.19%	0	0.00%	33	37.08%	0	0.00%	14	15.73%

ATTRMA	184	140	76.09%	0	0.00%	37	20.11%	0	0.00%	7	3.80%
BADMMB	1187	872	73.46%	6	0.51%	230	19.38%	5	0.42%	74	6.23%
BENGMS	55	28	50.91%	4	7.27%	11	20.00%	1	1.82%	11	20.00%
BIOLMS	79	46	58.23%	4	5.06%	9	11.39%	6	7.59%	14	17.72%
BMEGMS	51	34	66.67%	3	5.88%	7	13.73%	4	7.84%	3	5.88%
BMENMS	10	1	10.00%	8	80.00%	0	0.00%	0	0.00%	1	10.00%
CATEME	15	11	73.33%	1	6.67%	2	13.33%	0	0.00%	1	6.67%
CCLEME	14	0	0.00%	0	0.00%	13	92.86%	0	0.00%	1	7.14%
CDISMS	284	222	78.17%	0	0.00%	50	17.61%	0	0.00%	12	4.23%
CEMBMS	98	63	64.29%	4	4.08%	15	15.31%	2	2.04%	14	14.29%
CENGMS	62	38	61.29%	6	9.68%	6	9.68%	4	6.45%	8	12.90%
CHEDMA	453	398	87.86%	35	7.73%	0	0.00%	0	0.00%	20	4.42%
CHEGMS	60	32	53.33%	4	6.67%	12	20.00%	4	6.67%	8	13.33%
CHEMMS	39	21	53.85%	4	10.26%	2	5.13%	3	7.69%	9	23.08%
CHLPMS	73	49	67.12%	4	5.48%	8	10.96%	0	0.00%	12	16.44%
CIEDES	47	18	38.30%	6	12.77%	4	8.51%	2	4.26%	17	36.17%
CIEDME	51	26	50.98%	2	3.92%	6	11.76%	1	1.96%	16	31.37%

CLCSMA	31	13	41.94%	1	3.23%	7	22.58%	0	0.00%	10	32.26%
CNSLMS	307	167	54.40%	7	2.28%	107	34.85%	1	0.33%	25	8.14%
COMMMA	164	108	65.85%	3	1.83%	28	17.07%	3	1.83%	22	13.41%
CRWRMF	129	72	55.81%	0	0.00%	44	34.11%	2	1.55%	11	8.53%
CSCEMS	129	89	68.99%	3	2.33%	15	11.63%	3	2.33%	19	14.73%
CSESMS	158	98	62.03%	5	3.16%	21	13.29%	2	1.27%	32	20.25%
CVEGMS	151	111	73.51%	2	1.32%	21	13.91%	0	0.00%	17	11.26%
DRAMMF	34	30	88.24%	0	0.00%	0	0.00%	0	0.00%	4	11.76%
DSGNMDS	4	1	25.00%	0	0.00%	2	50.00%	0	0.00%	1	25.00%
ECANMS	11	0	0.00%	0	0.00%	11	100.00%	0	0.00%	0	0.00%
ECONMA	39	36	92.31%	2	5.13%	0	0.00%	0	0.00%	1	2.56%
EDEQME	75	5	6.67%	0	0.00%	53	70.67%	0	0.00%	17	22.67%
EDLEES	62	34	54.84%	2	3.23%	8	12.90%	1	1.61%	17	27.42%
EDLEME	240	152	63.33%	7	2.92%	43	17.92%	0	0.00%	38	15.83%
EDUCMA	77	48	62.34%	1	1.30%	28	36.36%	0	0.00%	0	0.00%
ELEDMA	174	110	63.22%	0	0.00%	52	29.89%	0	0.00%	12	6.90%
ELEGMS	300	193	64.33%	12	4.00%	51	17.00%	4	1.33%	40	13.33%

EMGTMS	110	29	26.36%	7	6.36%	54	49.09%	1	0.91%	19	17.27%
ENDYMS	1	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
ENEGMS	17	4	23.53%	7	41.18%	2	11.76%	1	5.88%	3	17.65%
ENGLMA	141	88	62.41%	1	0.71%	26	18.44%	0	0.00%	26	18.44%
ENGRME	486	242	49.79%	20	4.12%	66	13.58%	5	1.03%	153	31.48%
ENTOMS	39	28	71.79%	1	2.56%	5	12.82%	0	0.00%	5	12.82%
ESRMMS	6	1	16.67%	2	33.33%	0	0.00%	0	0.00%	3	50.00%
ETECME	199	107	53.77%	3	1.51%	28	14.07%	0	0.00%	61	30.65%
EXSCMS	6	0	0.00%	0	0.00%	6	100.00%	0	0.00%	0	0.00%
FDSCMS	115	81	70.43%	10	8.70%	10	8.70%	1	0.87%	13	11.30%
FDSFMS	99	29	29.29%	0	0.00%	39	39.39%	0	0.00%	31	31.31%
FINNMS	11	1	9.09%	0	0.00%	10	90.91%	0	0.00%	0	0.00%
FRENMA	22	15	68.18%	3	13.64%	0	0.00%	1	4.55%	3	13.64%
GEOGMA	66	21	31.82%	15	22.73%	0	0.00%	1	1.52%	29	43.94%
GEOGMS	59	25	42.37%	2	3.39%	14	23.73%	2	3.39%	16	27.12%
GEOLMS	155	100	64.52%	0	0.00%	14	9.03%	0	0.00%	41	26.45%
GERMMA	15	10	66.67%	1	6.67%	0	0.00%	0	0.00%	4	26.67%

HESCMS	128	69	53.91%	2	1.56%	13	10.16%	1	0.78%	43	33.59%
HIEDME	286	198	69.23%	10	3.50%	44	15.38%	2	0.70%	32	11.19%
HISTMA	76	36	47.37%	2	2.63%	11	14.47%	0	0.00%	27	35.53%
HLSCMS	12	9	75.00%	1	8.33%	0	0.00%	0	0.00%	2	16.67%
HORTMS	55	31	56.36%	1	1.82%	11	20.00%	0	0.00%	12	21.82%
HRWDME	290	123	42.41%	2	0.69%	63	21.72%	5	1.72%	97	33.45%
INEGMS	122	92	75.41%	5	4.10%	16	13.11%	2	1.64%	7	5.74%
INSYMI	355	261	73.52%	9	2.54%	48	13.52%	6	1.69%	31	8.73%
JOURMA	79	48	60.76%	0	0.00%	13	16.46%	0	0.00%	18	22.78%
KINSMS	160	112	70.00%	11	6.88%	12	7.50%	1	0.63%	24	15.00%
MATEMS	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
MATHMS	109	71	65.14%	10	9.17%	14	12.84%	0	0.00%	14	12.84%
MATSMS	4	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
MEEGME	1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
MEEGMS	90	45	50.00%	4	4.44%	11	12.22%	16	17.78%	14	15.56%
MEPHMS	101	70	69.31%	4	3.96%	12	11.88%	6	5.94%	9	8.91%
MLANMA	43	26	60.47%	0	0.00%	10	23.26%	2	4.65%	5	11.63%

MUSCMM	180	129	71.67%	0	0.00%	30	16.67%	0	0.00%	21	11.67%
NURSMS	117	58	49.57%	7	5.98%	9	7.69%	9	7.69%	34	29.06%
OPANMS	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
OPMGMS	3251	1814	55.80%	46	1.41%	438	13.47%	9	0.28%	944	29.04%
PADMMP	100	46	46.00%	7	7.00%	16	16.00%	2	2.00%	29	29.00%
PHEDME	267	158	59.18%	2	0.75%	50	18.73%	2	0.75%	55	20.60%
PHILMA	49	21	42.86%	0	0.00%	9	18.37%	0	0.00%	19	38.78%
PHYSMA	4	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%
PHYSMS	83	32	38.55%	12	14.46%	10	12.05%	17	20.48%	12	14.46%
PLPAMS	41	27	65.85%	2	4.88%	5	12.20%	0	0.00%	7	17.07%
PLSCMA	87	50	57.47%	5	5.75%	16	18.39%	2	2.30%	14	16.09%
POSCMS	85	49	57.65%	10	11.76%	11	12.94%	2	2.35%	13	15.29%
PSYCMA	77	53	68.83%	7	9.09%	0	0.00%	13	16.88%	4	5.19%
RECRME	3	0	0.00%	2	66.67%	0	0.00%	0	0.00%	1	33.33%
RESMME	343	219	63.85%	9	2.62%	48	13.99%	3	0.87%	64	18.66%
RHABMS	151	111	73.51%	6	3.97%	0	0.00%	0	0.00%	34	22.52%
SCMTMS	12	0	0.00%	0	0.00%	12	100.00%	0	0.00%	0	0.00%

SCWKMS	340	270	79.41%	2	0.59%	53	15.59%	2	0.59%	13	3.82%
SEEDMA	315	301	95.56%	3	0.95%	0	0.00%	0	0.00%	11	3.49%
SEEDME	45	25	55.56%	6	13.33%	0	0.00%	0	0.00%	14	31.11%
SMTHMA	36	15	41.67%	0	0.00%	5	13.89%	0	0.00%	16	44.44%
SOCIMA	113	62	54.87%	2	1.77%	21	18.58%	0	0.00%	28	24.78%
SPACMS	12	7	58.33%	0	0.00%	2	16.67%	1	8.33%	2	16.67%
SPANMA	79	54	68.35%	2	2.53%	7	8.86%	2	2.53%	14	17.72%
SPEDME	218	100	45.87%	3	1.38%	38	17.43%	2	0.92%	75	34.40%
STANMS	116	62	53.45%	9	7.76%	19	16.38%	13	11.21%	13	11.21%
STATMS	41	23	56.10%	14	34.15%	0	0.00%	0	0.00%	4	9.76%
TESLME	45	21	46.67%	1	2.22%	10	22.22%	2	4.44%	11	24.44%
THTRMF	54	28	51.85%	0	0.00%	22	40.74%	1	1.85%	3	5.56%
WDEDME	112	31	27.68%	45	40.18%	0	0.00%	2	1.79%	34	30.36%
Over-all	**16129**	**9986**	**51.02%**	**491**	**6.28%**	**2504**	**22.26%**	**237**	**2.84%**	**2911**	**17.59%**

Appendix B:
Placement of AEED MS Graduates 2020-2021

Mary Samoei Su 2020   Not located
Sarah Bagley Sp 2020   Job with NY Extension Service
Sarah Gregory Su 2020 Job with Pennsylvania Extension Service
Olivia Foster Su 20 Job with Arkansas Extension
Austin Wise Su 20 Graduate School
Kristina Bautista Su 20 Science Teacher in Texas

Brad Borges Fa 20 Teaching at Texas University
Bayleah Cooper Fa 20 Job with Experiment Station in South Carolina

Anika Parks – Sp 21 Intern in North Carolina
Alex McLeod – Sp 21 Graduate School in Auburn
Becky Sterner – Sp 21 Job with Arkansas Extension Service