

**Agricultural Education, Communications, and Technology
Undergraduate Program Assessment Report, 2016**

1. Contact Name:

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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. Program Goals:

To be the premier agricultural education, communication, and technology (AECT) program in Arkansas, and among the top non-doctoral degree producing programs in the US, to provide concentrations and specializations that are responsive to the needs of both students and industry stakeholders, and to prepare students for success in the global marketplace.

Key Expected Outcomes for Students, 2016:

All graduates will be expected to have the following skills and competencies, regardless of their chosen concentration within the degree program:

1. Students should be able to make clear, concise, and convincing presentations, both orally and in writing.
2. Students should be able to define a problem, examine alternative solutions, and select the best solution for solving the problem.
3. Students within their respective concentrations (AGED, ACOM, or ASTM) should proficiently demonstrate discipline-specific knowledge and skills.

4. Student Learning Outcome 1. Students will make clear, concise, and convincing presentations both (a) orally and (b) in writing.

A. Assessment Measure 1.

- AGED 3143: Students create a written analysis of an agriculture-related marketing or educational campaign and present the analysis in a professional oral presentation.
 - The written assignment and the oral presentation are each assessed using a grading rubric. (direct)

B. Acceptable and Ideal Targets (not required for indirect measures).

- Minimum score for passing is 60 out of 100 possible points
- Acceptable target: 70% of students will score 70% or above
- Ideal goal: all students will score 70% or above
- See attached rubric for scoring criteria

C. Key Personnel (who is responsible for the assessment of this measure).

- Jeff Miller, Professor

D. Summary of Findings.

100 percent of AECT students in the AGED 3143 course scored higher than 70% on both the written analysis and oral presentation in the spring 2016 semester, far exceeding the ideal target.

E. Recommendations (not required for indirect measures)

Curriculum in AGED 3143 focusing on fundamental writing and speaking skills will continue to be a major part of the course. It has been recommended that the rubrics for these assignments be revised to include clearly defined qualitative differences between each step on the scales. Faculty (Miller) will revise the rubrics for next year's assessment report, per Lydia Blalock, assessment consultant.

4. Student Learning Outcome 2. Students will be able to define a problem, examine alternative solutions, and select the best solution for problem solving.

A. Assessment Measure 1.

- In a professional internship experience, students will identify a problem, examine alternate solutions, and select the best solution toward solving the problem. (direct)
- Internship supervisors will use a rubric to evaluate proficiency.
- See attached rubric for scoring criteria.

B. Acceptable and Ideal Targets

- Acceptable target: 70% of students will successfully identify a problem, examine alternate solutions, and select the best solution toward solving the problem.
- Ideal goal: All students will successfully identify a problem, examine alternate solutions, and select the best solution toward solving the problem.

C. Key Personnel (who is responsible for the assessment of this measure).

- Jeff Miller, Professor; Don Edgar, Associate Professor; Don Johnson, Professor; internship supervisors as assigned.

D. Summary of Findings.

24 AECT students completed structured, credit-bearing internships.

E. Recommendations (not required for indirect measures)

Supervisors' rubrics for these internships are under revision and will include scales with qualitatively defined differences among steps on the scale, per Lydia Blalock, assessment consultant.

3. Student Learning Outcome 3. Students will demonstrate discipline specific knowledge relative to their AECT concentration.

A. Assessment Measure 1.

- AGED 3133: Written student lesson plans will be evaluated for overall quality based on a grading rubric (direct).

B. Acceptable and Ideal Targets (not required for indirect measures).

- Minimum score for passing is 60 out of 100 possible points
- Acceptable target: 70% of AECT students score 70 or above
- Ideal target: 100% of AECT students score 70 or above
- See attached for scale scoring criteria

C. Key Personnel (who is responsible for the assessment of this measure).

- Don Edgar, Associate Professor

D. Summary of Findings.

Will be reported in future years.

E. Recommendations (not required for indirect measures)

NA

A. Assessment Measure 2.

- PRAXIS exams, required for AGED concentration students seeking teacher licensure, will be monitored to determine proficiency in the discipline of agricultural education.

B. Acceptable and Ideal Targets (not required for indirect measures).

- Minimum scores for passing are 156 for Reading, 162 for Writing, 150 for Mathematics, 147 for agriculture, and 157 for Principles of Learning and Teaching Grades 7-12 (direct)
- Acceptable target: 70% of AGED seniors pass all parts of the exam
- Ideal target: 100% of AGED seniors score pass all parts of the exam

C. Key Personnel (who is responsible for the assessment of this measure).

- Don Edgar, associate professor

D. Summary of Findings.

Data on AECT students not compiled for 2015-16

E. Recommendations (not required for indirect measures)

The system for compiling this data requires input from the College of Education and Health Professions. AECT will compile and report data on its students in future years.

6. Overall Recommendations

AECT should obtain Praxis exam scores from the College of Education and Health Professions in May of each year in the future.

7. Action Plan

Action for Outcome 1: Assessment of writing and oral communication will continue, and updated rubrics will be developed by Miller by December 1, 2016 for this outcome.

Action for Outcome 2: Internship rubrics will be revised to include more detail and definition regarding supervisors' assessment of student interns' problem solving and critical thinking skills. Revision will be done by Miller, D. Edgar, and Johnson by December 1, 2016.

Action for Outcome 3: Student teacher lesson plans demonstrating discipline-specific knowledge in agricultural education will be evaluated by D. Edgar according to a rubric and reported in the May 2017 assessment report.

Action for Outcome 4: The system for collecting Praxis exam data and reporting it will be clarified, and Praxis exam data will be reported in the May 2017 assessment report.

Action for Other Program Measures: A system for collecting and reporting data on 6-year completion rates, NCATE accreditation, and 6-month placement rates will be in place so that some of these data can be reported in the May 2017 assessment report. (Wardlow and staff will oversee.)

8. Supporting Attachments

- Appendix A: AGED 3143 writing and oral presentation evaluation rubrics
- Appendix B: Professional internship supervisor's evaluation rubric
- Appendix C: Student teaching supervisor's lesson plan evaluation rubric

NOTES:

Other programmatic measures:

Programs/Outcomes

AECT major

6 year completion rates

Standards

maintain completion rate higher than University average

AGED concentration

NCATE accreditation

PRAXIS scores

Placement

maintain accreditation

100% pass rate

100% job placement within 6 months

ASTM concentration

ASABE recognition

Placement

maintain recognition

100% job placement within 6 months

ACOM concentration

Placement

100% job placement within 6 months

Appendix A: AGED 3143 Writing Project Rubric and Oral Presentation Rubric

AGED 3143 Final Campaign Analysis Rubric

Quality and depth of campaign analysis	30
Evidence of research and application of course concepts	30
Professional “look” (design)	15
Writing style/editing	15
APA format (textual citations and reference list)	10

AGED 3143 Campaign Presentation Rubric

Name: _____		
<p>Group 1 _____</p> <p>Explanation of scenario and background _____/5 Clear explanation of scenario and context for the campaign</p> <p>Audience demographics _____/5 Clearly explained audience, supported with research</p> <p>Media choices and strategic plan _____/5 Clear and logical explanation and critique of media choices based on audience, purpose and message, and budget (supported with research or class concepts)</p> <p>Methods of evaluation _____/5 Succinct, logical explanation of appropriate methods of feedback on campaign media success.</p> <p>Conclusion _____/5 A review of the main points, adding an element of closure.</p> <p>Design and editing _____/5 Effective presentation design, free of grammar, punctuation and design errors.</p> <p>Presentation skills _____/10 Professional, engaging, confident, and clear delivery of the presentation.</p> <p>Total _____/40</p> <p>Comments:</p>	<p>Group 2 _____</p> <p>Explanation of scenario and background _____/5 Clear explanation of scenario and context for the campaign</p> <p>Audience demographics _____/5 Clearly explained audience, supported with research</p> <p>Media choices and strategic plan _____/5 Clear and logical explanation and critique of media choices based on audience, purpose and message, and budget (supported with research or class concepts)</p> <p>Methods of evaluation _____/5 Succinct, logical explanation of appropriate methods of feedback on campaign media success.</p> <p>Conclusion _____/5 A review of the main points, adding an element of closure.</p> <p>Design and editing _____/5 Effective presentation design, free of grammar, punctuation and design errors.</p> <p>Presentation skills _____/10 Professional, engaging, confident, and clear delivery of the presentation.</p> <p>Total _____/40</p> <p>Comments:</p>	<p>Group 3 _____</p> <p>Explanation of scenario and background _____/5 Clear explanation of scenario and context for the campaign</p> <p>Audience demographics _____/5 Clearly explained audience, supported with research</p> <p>Media choices and strategic plan _____/5 Clear and logical explanation and critique of media choices based on audience, purpose and message, and budget (supported with research or class concepts)</p> <p>Methods of evaluation _____/5 Succinct, logical explanation of appropriate methods of feedback on campaign media success.</p> <p>Conclusion _____/5 A review of the main points, adding an element of closure.</p> <p>Design and editing _____/5 Effective presentation design, free of grammar, punctuation and design errors.</p> <p>Presentation skills _____/10 Professional, engaging, confident, and clear delivery of the presentation.</p> <p>Total _____/40</p> <p>Comments:</p>

Appendix B: EXED 475V Internship Supervisor's Evaluation Form

Supervisor's Evaluation

Intern: _____

Organization: _____

Supervisor: _____

Date: _____

Please place a "v" under the most accurate description of the intern's performance.

Performance Factors	Outstanding	Excellent	Good	Fair	Poor
1. Quality of work	_____	_____	_____	_____	_____
2. Cooperative spirit	_____	_____	_____	_____	_____
3. Contribution to the organization	_____	_____	_____	_____	_____
4. Care/proper use of equipment/material	_____	_____	_____	_____	_____
5. Response to supervision	_____	_____	_____	_____	_____
6. Punctuality	_____	_____	_____	_____	_____
7. Initiative	_____	_____	_____	_____	_____
8. Creativity	_____	_____	_____	_____	_____
9. Ability to meet deadlines	_____	_____	_____	_____	_____
10. Other (please specify)	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Comments:

Mail to the Department of Agricultural and Extension Education, 205 Agriculture Building, University of Arkansas, Fayetteville, AR 72701

Appendix C: Lesson Plan and Student Teaching Evaluation Rubrics

Name _____

Date _____

AgEd 3133 Lesson Plan

Rubric

<i>Rating</i>	Excellent	Good	Fair	Poor
Title of Lesson	3	2	1	0
Alignment with frameworks	3	2	1	0
Objectives (overall)	5	3	1	0
Contain an action verb, condition and criteria	3	2	1	0
Aligns with lesson title and course frameworks	3	2	1	0
Interest Approach (overall)	5	3	1	0
Related to the Lesson Topic	3	2	1	0
Creates a “need” to learn	3	2	1	0
Is summarized to make the point of the lesson	3	2	1	0
Uses an accepted format (demonstration, case study, experiment, etc...)	3	2	1	0
Reasons to Learn (overall)	5	3	1	0
Transition statement from Interest Approach	3	2	1	0
Lead Question asked and in appropriate form (Why?)	3	2	1	0
Questions to Answer (overall)	5	3	1	0
Transition statement from Reasons to Learn	3	2	1	0
Lead question asked and in appropriate form (What?)	3	2	1	0
Relevant to lesson objectives	3	2	1	0
Solutions to Questions (for each question!) (overall)	5	3	1	0
Discussion focusing on each question	3	2	1	0
Uses appropriate teaching method	3	2	1	0
Content taught in appropriate detail	3	2	1	0
Highlights major points	3	2	1	0
Provides clear summary	3	2	1	0
OVERALL	5	3	1	0
Variability in Teaching Techniques	3	2	1	0
Ability to follow design and plan	3	2	1	0
Clarity	3	2	1	0
Student Opportunity to Learn	3	2	1	0

STUDENT EVALUATION

Intern/Student Teacher:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

Key: 0=Unsatisfactory 1=Basic 2=Proficient 3=Distinguished

Domain 1: Planning and Preparation		Score	Comments
A	Demonstrating knowledge of content and pedagogy		
B	Demonstrating knowledge of students		
C	Selecting instructional outcomes		
D	Demonstrating knowledge of resources		
E	Designing Coherent Instruction		
F	Assessing student learning		
Domain 2: The Classroom Environment		Score	Comments
A	Designing an environment of respect and rapport		
B	Establishing a culture for learning		
C	Managing classroom procedures		
D	Managing student behavior		
F	Organizing physical space		
Domain 3: Instruction		Score	Comments
A	Communicating with students		
B	Using questioning and discussion techniques		
C	Engaging students in learning		
D	Using assessment in instruction		
E	Demonstrating flexibility and responsiveness		
Domain 4: Professional Responsibilities		Score	Comments
A	Reflecting on teaching in terms of accuracy and use in further teaching		
B	Maintaining accurate records		

C	Communicating with families		
D	Participating in a professional community		
E	Developing and growing professionally		
F	Demonstrating professionalism		
General Commendations		Focus areas for next observation	

GOOD POINTS OF THE LESSON

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SUGGESTION FOR IMPROVING THE LESSON

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____

Teaching Skills Observed: (Indicated by check mark)

Probing Questions _____	Appropriate Examples _____
Higher Order Questions _____	Used a Variety of
Reinforced Students _____	Sensory Channels _____
Recognized Student	Closure _____ (end of class)
Behavior Patterns _____	

Motivated Students: (Circle One)	STRONG	GOOD	FAIR	WEAK
Student Involvement: (Circle One)	STRONG	GOOD	FAIR	WEAK

Additional Comments: