

Agricultural Education, Communications, and Technology
AEED BS Assessment Report, 2018-19

Contact Name:

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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.

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, 2018-19:

Assessment efforts in 2018-19 focused on student competencies related to (1) problem solving and critical thinking in the AGED 4343, Communication Campaigns in Agriculture course as well as (2) making quality presentations in writing in the AGED 4003, Issues in Agriculture course.

Student Learning Outcome 1. Students should be able to define a problem, examine alternative solutions, and select the best solution for solving the problem.

Assessment Measure 1

Work directly with a business client to brand rebrand a product or service through an integrated marketing communications campaign.

Acceptable and Ideal Targets

- Acceptable: 70% of students will successfully identify a problem, examine alternate solutions, and select the best solution toward solving the problem (score 70% on the project scoring rubric—Appendix A).
- Ideal: 100% of students will successfully identify a problem, examine alternate solutions, and select the best solution toward solving the problem (score 70% on the project scoring rubric).

Key Personnel

- Jill Rucker, associate professor

Summary of Findings

One hundred percent of the student groups in AGED 4343, Communication campaigns in agriculture scored higher than 70% on the practical critical thinking project, with an average score across five groups of 4-5 students. The average score on the campaign plan book assignment (the analysis and problem solving portion of the campaign portfolio assignment) was 91%. This meets the ideal goal set forth in the evaluation plan.

Recommendations (not required for indirect measures)

Faculty teaching the AGED 4343 course should continue efforts to provide this type of problem solving and critical thinking capstone activity. One category where students typically scored lower was the plan for evaluating the campaign. This may indicate a need to add deeper discussions of communications evaluation in coursework that is prerequisite for this class.

Student Learning Outcome 2. Students will make clear, concise, and convincing presentations both (a) orally and (b) in writing.

Assessment Measure

Create and deliver clear written and oral presentations.

Acceptable and Ideal Targets

- Acceptable: 70% of students will successfully deliver clear written and oral presentations (score 70% on the project scoring rubric).
- Ideal: 100% of students will successfully deliver clear written and oral presentations (score 70% on the project scoring rubric).

Summary of Findings

Among the 39 students in the AGED 4003, Issues in Agriculture course, 92% scored 70% or higher on their analysis presentation project (see the assignment rubric in Appendix B). This result is below the ideal goal but above the acceptable goal.

Key Personnel

- Donna Graham, professor

Recommendations (not required for indirect measures)

Faculty teaching the AGED 4003 course should continue using and improving course content and assignments that lead to improved communication skills in the context of analyzing agricultural issues.

Action Plans

Action for Outcome 1: As the AGED 4343 course continues to evolve as a capstone experiential learning effort, faculty teaching the course will continue to offer opportunities for students to exercise their critical thinking skills. The faculty member teaching AGED 3143 (Jeff Miller) will incorporate a deeper discussion of communications evaluation into the curriculum for that course, which is an important preparatory course for the capstone.

Action for Outcome 2: Faculty teaching the AGED 4003 course will continue to emphasize writing and speaking skills in association with class assignments that require students to explain their analysis of agricultural issues.

Supporting Attachments

- Appendix A: Rubric for evaluation of AGED 4343 agricultural campaign project portfolios.
- Appendix B: Rubric for evaluation of AGED 4003 student presentations analyzing agricultural issues.

**Appendix A
AGED 4343
Campaign Portfolio Plans Book Rubric**

Final Plans Book Grading Rubric

	Points	JR	IW	SW	TH	Average
Plans Book	275	243	267	249	253	92%
3 Tier Budget w/memo	50	47	50	40	48	46.25
Goals, Objectives & Tactics	50	43	49	47	48	46.75
Situational Analysis	50	45	50	49	47	47.75
Research Report	50	45	47	47	47	46.5
Implementation Plan	25	23	24	25	23	23.75
Evaluation Plan	25	20	24	23	22	22.25
Timeline	25	20	23	18	18	19.75
IMC Toolbox	175	160	170	161	163	93%
Bonus Items	100	35	35	35	36	35.25
Item 1	25	5	15	35	6	15.25
Item 2	25	10	10	10	10	7.5
Item 3	25	20	10	10	20	12.5
Item 4	25				0	0
TOTAL Points	550	438	472	445	452	451.75

Appendix B
AGED 4003 Paper/Presentation Rubric

Rubric for Issues Paper

Title of Paper _____ Author _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
INTRODUCTION	Does not give any information about what to expect in the report	Gives very little information	Gives too much information more like a summary.	Presents a concise lead-in to the report
ISSUE-AN OVERVIEW Can you state the issue in the form of a question?	Does not address an issue of wide public concern.	Addresses a public issue but does not clearly discuss the controversy or parties involved.	Addresses an issue of public concern, yet leaves the reader with <i>limited details</i> on the controversy, the parties involved, or alternatives proposed by the groups.	<i>Clearly describes</i> a public issue, the groups involved in the controversy, their positions, and alternatives for resolution.
DILEMMA	Does not clearly state the equally opposing positive or negative choices of resolving the issue.	Addresses only one side of a dilemma.	Addresses the opposing positive or negative choices in limited detail.	Addresses a clearly stated dilemma with major viewpoints, alternatives and consequences.
MAJOR PLAYERS	Major players are not identified with their viewpoints of the issue.	Some major players are identified without their viewpoint of the issue.	Some major players are identified with few details about their viewpoints of the issues.	Major players are identified with clear description of their viewpoints of the issue.
KEY FACTS (Data)	Key facts or myths are missing.	A few facts or myths are presented but without proper documentation and citation.	Some key facts or myths are stated in on objective manner.	Key facts and myths are properly presented with appropriate documentation.
ALTERNATIVES & CONSEQUENCES	Alternatives are not offered.	Some alternatives are made without their consequences.	Less than two alternatives are offered with their consequences.	Three or more alternatives and consequences are identified.
RECOMMENDATION	Presents an illogical explanation of information without a viable recommendation.	Presents an illogical explanation of the information & offers a recommendation.	Presents a logical explanation of information and offers more than two recommendations.	Presents a logical explanation of information and offers recommendations(s) for the major alternatives addressed.
GRAMMAR & SPELLING	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.
ATTRACTIVENESS NO PLASTIC BINDER COVERS PLEASE	Illegible writing, loose pages.	Typed, print too small or large.	Word-processed, good readable quality.	Word-processed, clean and neatly stapled together, illustrations provided.
TIMELINESS	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.
Total Points:				