

Agricultural Education, Communications, and Technology
AEED BS Assessment Report, 2019-20

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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, 2019-20:

Assessment efforts in 2019-20 focused on student competencies related to **problem solving and critical thinking** in the AGED 475V course for non-teacher education students as well as in the AGED 475V Internship course for teacher education students.

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

Complete a supervised professional internship involving work responsibilities that include an independent project or projects for which students are primarily responsible.

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 internship supervisor's 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% or better on the supervisor's rubric).

Key Personnel

- Jill Rucker, associate professor; Kate Shoulders, associate professor

Summary of Findings

One hundred percent of the student groups enrolled in the non-teacher education AGED 475V Internship scored higher than 70% on their supervisor's evaluations, with an average score among 12 student interns of 93.17 on a 100-point evaluation rubric. Though the majority of evaluations were extremely positive in terms of the quantitative scores as well as the qualitative comments, two relatively lower scores (84 and 79) accompanied by negative criticisms by the supervisors stood out. The score of 84 was accompanied by an explanation that the student canceled two important work-related activities on short notice because of personal conflicts. The score of 79 was accompanied by an explanation that the student may not have been placed in a position that matched her skill set. It is important to note that the supervisors did not criticize the students' critical thinking skills or problem solving abilities. Instead, the criticism was on the students' professionalism and prioritization of work.

The pre-service agricultural education students were evaluated on a new rubric (Appendix B) this year, which included 22 criteria for effective classroom teaching. The mean total score of the three student teachers was 3.05 on a 4-point scale, equating to a 76.25% average score. While one student earned an overall average score of 2.73 (68%), the two other students' scores (3.00 and 3.41) were above the 70% (acceptable) average. So, 66.7% of the pre-service agricultural education students met the acceptable standard, missing the department's target by 3.3%. Clearly, the criteria that were most problematic for the student who scored below 70% were those related to teacher-student communication and classroom management.

Recommendations (not required for indirect measures)

While it is important to note that in aggregate the objectives for this outcome were met, there is still room for improvement.

To address these problems with AGED, ACOM, and AGLE students, pre-internship instruction, especially in the ACOM/AGLE 3943 Professional Development course, should emphasize professionalism and interpersonal communication with supervisors as a part of the curriculum. Also, faculty advising students as they apply for and select their internships should emphasize the following points:

1. Be certain that during the time of the internship, the intern will be able to prioritize the work that is required during the internship.
2. Be certain that the internship responsibilities are a good match with the students' professional interests and skill sets.

It is also important to note that the scoring rubric for the pre-service teachers' internship evaluations is a standardized evaluation used with all student teachers in the state and therefore may involve more rigorous scorings. Still, to address AGED students' problem solving skills related to classroom teaching, prioritizing classroom communication and classroom management, content in a newly developed course titled AGED 3111, Student Management will include these topics as points of emphasis.

Action Plans

Actions for Outcome 1: As the AGED 3943 course continues to evolve, adjusting to new technologies and new customs in the workplace, the faculty member teaching AGED 3943 (Jeff

Miller) will incorporate deeper discussions and more insight from visiting professional speakers about the nuances of professionalism. He will also incorporate more earnest discussion and reflection on students' own skill sets, strengths and weaknesses in order to allow them to ensure that they are selecting internship opportunities that fit best with their skill sets and strengths.

Additionally, curriculum in the AGED 3111 course, Student Management, continues to evolve as well. The instructors will work to place even more emphasis on classroom communication and classroom management with the pre-service teachers in the course.

Supporting Attachments

- Appendix A: Internship supervisors' rubric for evaluation of AGED 475V Internship students
- Appendix B: TESS summative assessment for pre-service teacher educators' field experiences

Appendix A

Example of internship supervisors' rubrics for evaluation of AGED 475V Internship students

Performance Factors	Outstanding 9-10	Very Good 7-8	Good 5-6	Fair 3-4	Poor 0-2	Score
1. Quality of work	Student's work exceeded expectations and mimics that of a permanent employee	Student's work was of high quality and with more training the student will be a successful professional	Student's work was of average quality and prospect for future employment in the field are good	Student's work was of below average quality; student needs further development before entering the field	Student's quality of work was unacceptable; student's potential for success in the field is not strong	
2. Cooperative spirit	Student was an ultimate team player and cooperated willingly	Student cooperated enthusiastically in most situations but needed motivation to cooperate occasionally	Student cooperated well but required motivation to cooperate in several instances	Student required mentoring in order to learn to cooperate better	Student was uncooperative in many instances	
3. Contribution to the organization	Student's work was a significant asset to the organization	Student's work was helpful in most instances	Student's work was helpful in some instances	Student's work was not helpful in several instances	Student's work was a detriment to the organization	
4. Care/proper use of equipment/material	Student always treat used and maintained equipment properly	Student usually used and maintained equipment properly with a few exceptions	Student sometimes required extra training/mentoring in use and care of equipment	Student did not use and care for equipment properly in several instances	Student often did not use and care for equipment properly	
5. Response to supervision	Student always responded well to constructive criticism and maintained good relationships with supervisor(s)	Student usually responded well to constructive criticism and in most instances maintained good relationships with supervisor(s)	Student occasionally had difficulty accepting constructive criticism and sometimes struggled to maintain good relations with supervisor(s)	Student struggled to accept constructive criticism and had major difficulties maintaining good relations with supervisor(s)	Student failed to accept constructive criticism and had a poor relationship with supervisor(s)	
6. Punctuality	Student was early or on time for all appointments	Student was early or on time for almost all appointments	Student was late for appointments occasionally	Student was late for appointments on a regular basis	Student was almost always late for appointments	
7. Initiative	Student took initiative in every possible instance	Student showed strong initiative throughout the internship	Student showed initiative on some projects but needed guidance and motivation for others	Student showed initiative only occasionally and required guidance and motivation most of the time	Student showed a lack of initiative and required constant guidance and motivation	
8. Critical Thinking	Student consistently demonstrated creative thinking and problem solving	Student demonstrated creative thinking and problem solving in several instances	Student occasionally demonstrated creative thinking and problem solving	Student often needed assistance with thinking creatively and solving problems	Student struggled to think creatively and solve problems independently	
9. Technical skill	Student's technical skills were at a professional level	Student's technical skills were strong in almost all instances	Student's technical skills were adequate but still need some improvement	Students' technical skills need much improvement	Student lacked the technical skills to succeed in this position	
10. Ability to meet deadlines	Student met all work deadlines	Student met almost all work deadlines	Student missed deadlines occasionally	Student missed deadlines on a regular basis	Student missed almost all deadlines	

Appendix B

TESS summative assessment for pre-service teacher educators' field experiences

Average for Individual	Criteria: Domain 1:a Demonstrating knowledge of content pedagogy	Criteria: Domain 1:b Demonstrating knowledge of students	Criteria: Domain 1:c Instructional outcomes	Criteria: Domain 1:d Demonstrating knowledge of resources	Criteria: Domain 1:e Designing coherent instruction	Criteria: Domain 1:f Assessing student learning	Criteria: Domain 2:a Designing an environment of respect and rapport	Criteria: Domain 2:b Establishing a culture for learning	Criteria: Domain 2:c Managing classroom procedures	Criteria: Domain 2:d Managing student behavior	Criteria: Domain 2:e Organizing physical space	Criteria: Domain 3:a Communicating with student	Criteria: Domain 3:b Using questioning and discussion techniques	Criteria: Domain 3:c Engaging students in learning	Criteria: Domain 3:d Using assessment in instruction	Criteria: Domain 3:e Demonstrating flexibility and responsiveness	Criteria: Domain 4:a Reflecting on teaching in terms of accuracy and use in further teaching	Criteria: Domain 4:b Maintaining accurate records	Criteria: Domain 4:c Communicating with families	Criteria: Domain 4:d Participating in a professional community	Criteria: Domain 4:e Developing and growing professionally	Criteria: Domain 4:f Demonstrating professionalism	
	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof	Used in Folio Area: 475V AGED Internship in Ag Ed: TESS Summative Evaluation-Prof
	DRF: AGED Field Experience	DRF: AGED Field Experience	DRF: AGED Field Experience	DRF: AGED Field Experience	DRF: AGED Field Experience	DRF: AGED Field Experience	DRF: AGED Field Experience																
	Max. Rubric Points = 4	Max. Rubric Points = 4	Max. Rubric Points = 4	Max. Rubric Points = 4	Max. Rubric Points = 4	Max. Rubric Points = 4	Max. Rubric Points = 4																
	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score																
	Student A	3.00 / 4.00 (75.00)	3	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3
Student B	2.73 / 4.00 (68.18)	3	2	3	3	3	3	2	2	2	2	3	2	3	3	3	3	3	3	3	3	3	
Student C	3.41 / 4.00 (85.23)	3	4	3	3	3	3	4	4	4	3	3	4	3	3	3	4	3	3	4	4	4	
Average for group (excluding unevaluated items)		3	3	3	3	3	3	3.33	2.67	3	2.67	3	3	3	3	3	3.33	3	3	3.33	3.33	3.33	