

**Agricultural Education, Communications, and Technology**  
**AEED-MS Assessment Report 2024-2025**

**1. Contact Name:**

Jill Rucker, Graduate Coordinator  
(479) 575-2035  
[kjrucker@uark.edu](mailto:kjrucker@uark.edu)

**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, 2024-2025**

Assessment efforts in 2024-2025 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)

- Jill Rucker, 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, Jill Rucker.

**Summary of Findings**

The most recent data supporting this outcome assessment show that from 2014 to 2024 the AEED MS completion rate among 138 students was 64.49% (89) graduating with their cohort, 2.17% (3) who changed degree programs, and 7.97% (11) who were currently active in their program. This 9-year retention rate is on par with the university average, which among 12,730 students included 65% (11,639) who graduated with their cohort, 5% (876) who graduated with another degree program, and 1% (215) who were currently active in their programs (see appendix A). 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 2024 show that among all 2024, 91.6% (11 of 12) 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 has redesigned the thesis writing courses (research methods, proposal development, and technical writing) 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 with skill and confidence to complete the thesis on time through the department's thesis writing courses. **(all AECT graduate faculty)**
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. **(Rucker 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. **(Rucker and all AECT 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. **(Rucker and Wardlow)**

**Supporting Attachments**

- Appendix A: Office of Institutional Research MS Retention Report, 2014-2024
- Appendix B: Placement of AEED MS Graduates, 2024

# Appendix A: Appendix A: Office of Institutional Research MS Retention Report, 2014-2024



## Master's Student Retention Report 2014 - 2024

Updated: Fall 2024

Program	No. of 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		Dropped Out	
		# of Students	% of Cohort	# of Students	% of Cohort	# of Students	% of Cohort	# of Students	% of Cohort	# of Students	% of Cohort
ACCTMA	356	300	84.27%	53	14.89%		0.00%		0.00%	3	0.84%
ACCTMP	329	260	79.03%		0.00%	65	19.76%		0.00%	4	1.22%
ADLLME	199	81	40.70%	6	3.02%	30	15.08%	1	0.50%	81	40.70%
AEEDMS	138	89	64.49%	3	2.17%	11	7.97%		0.00%	35	25.36%
AFLSMS	6		0.00%	3	50.00%		0.00%	1	16.67%	2	33.33%
AGECMS	197	152	77.16%	3	1.52%	34	17.26%	2	1.02%	6	3.05%
ANSCMS	93	51	54.84%		0.00%	13	13.98%	2	2.15%	27	29.03%
ANTHMA	60	43	71.67%		0.00%	8	13.33%		0.00%	9	15.00%
APBAMA	89	50	56.18%	7	7.87%	26	29.21%		0.00%	6	6.74%
ARTMFA	119	72	60.50%		0.00%	32	26.89%		0.00%	15	12.61%
ATTRMA	182	137	75.27%	2	1.10%	35	19.23%		0.00%	8	4.40%
BADMMB	1335	920	68.91%	7	0.52%	295	22.10%	4	0.30%	109	8.16%
BENGMS	39	26	66.67%	3	7.69%	2	5.13%		0.00%	8	20.51%
BIOLMS	80	48	60.00%	7	8.75%	13	16.25%	2	2.50%	10	12.50%
BMEGMS	57	46	80.70%	5	8.77%	4	7.02%	1	1.75%	1	1.75%
CATEME	15	12	80.00%	1	6.67%		0.00%		0.00%	2	13.33%
CCELEME	31	18	58.06%		0.00%	5	16.13%		0.00%	8	25.81%
CDISMS	241	189	78.42%		0.00%	49	20.33%		0.00%	3	1.24%
CEMBMS	92	60	65.22%	6	6.52%	7	7.61%	5	5.43%	14	15.22%
CENGMS	67	45	67.16%	2	2.99%	8	11.94%	5	7.46%	7	10.45%
CHEDMA	189	141	74.60%	34	17.99%		0.00%	2	1.06%	12	6.35%
CHEGMS	53	39	73.58%	4	7.55%	2	3.77%	3	5.66%	5	9.43%
CHEMMS	32	18	56.25%	3	9.38%	4	12.50%	1	3.13%	6	18.75%
CHLPMS	36	28	77.78%	1	2.78%		0.00%		0.00%	7	19.44%
CIEDES	45	12	26.67%	5	11.11%	13	28.89%	1	2.22%	14	31.11%
CIEDME	49	32	65.31%	1	2.04%	8	16.33%	1	2.04%	7	14.29%
CLCSMA	20	12	60.00%		0.00%	1	5.00%		0.00%	7	35.00%
CNSLMS	370	221	59.73%	6	1.62%	98	26.49%	2	0.54%	43	11.62%
COMMMMA	167	107	64.07%	4	2.40%	31	18.56%	1	0.60%	24	14.37%
CRWRMF	128	78	60.94%	1	0.78%	40	31.25%		0.00%	9	7.03%
CSCEMS	185	104	56.22%	4	2.16%	57	30.81%	6	3.24%	14	7.57%
CSESMS	150	101	67.33%	4	2.67%	28	18.67%		0.00%	17	11.33%
CSMGMS	127	44	34.65%	2	1.57%	53	41.73%		0.00%	28	22.05%
CVEGMS	177	134	75.71%	2	1.13%	19	10.73%	9	5.08%	13	7.34%
DSGNMDS	23	15	65.22%		0.00%	6	26.09%		0.00%	2	8.70%
ECANMS	50	38	76.00%	3	6.00%	6	12.00%	2	4.00%	1	2.00%
ECONMA	35	35	100.00%		0.00%		0.00%		0.00%		0.00%
EDEQME	110	75	68.18%	1	0.91%		0.00%		0.00%	34	30.91%
EDLEES	72	44	61.11%	1	1.39%	5	6.94%	2	2.78%	20	27.78%
EDLEME	318	244	76.73%	7	2.20%	34	10.69%	1	0.31%	32	10.06%
EDUCMA	143	129	90.21%	1	0.70%	10	6.99%		0.00%	3	2.10%
ELEDMA	334	279	83.53%	2	0.60%	33	9.88%	1	0.30%	19	5.69%
ELEGMS	295	203	68.81%	7	2.37%	34	11.53%	1	0.34%	50	16.95%
EMGTMS	328	153	46.65%	8	2.44%	108	32.93%	6	1.83%	53	16.16%
ENDYMS	11	6	54.55%		0.00%	3	27.27%	2	18.18%		0.00%
ENEGMS	10		0.00%	7	70.00%		0.00%	1	10.00%	2	20.00%
ENGLMA	135	95	70.37%	1	0.74%	22	16.30%	1	0.74%	16	11.85%
ENGRME	461	260	56.40%	27	5.86%	38	8.24%	4	0.87%	132	28.63%
ENTOMS	35	24	68.57%	1	2.86%	7	20.00%		0.00%	3	8.57%
ESRMMS	1		0.00%		0.00%		0.00%		0.00%	1	100.00%
ETECME	187	110	58.82%	1	0.53%	30	16.04%	1	0.53%	45	24.06%
EXSCMS	40	21	52.50%	1	2.50%	10	25.00%	2	5.00%	6	15.00%
FDSCMS	97	66	68.04%	7	7.22%	14	14.43%	2	2.06%	8	8.25%
FDSFMS	148	68	45.95%		0.00%	32	21.62%		0.00%	48	32.43%
FINNMS	98	68	69.39%		0.00%	25	25.51%		0.00%	5	5.10%
FRENMA	3		0.00%	2	66.67%		0.00%		0.00%	1	33.33%
GEOGMA	14	2	14.29%	9	64.29%		0.00%		0.00%	3	21.43%
GEOGMS	79	44	55.70%	4	5.06%	11	13.92%		0.00%	20	25.32%
GEOLMS	126	76	60.32%	3	2.38%	19	15.08%		0.00%	28	22.22%
GERMMA	1		0.00%	1	100.00%		0.00%		0.00%		0.00%
HESCMS	115	61	53.04%	4	3.48%	27	23.48%		0.00%	23	20.00%
HIEDME	214	167	78.04%	7	3.27%	12	5.61%	4	1.87%	24	11.21%
HISTMA	81	37	45.68%	2	2.47%	21	25.93%	1	1.23%	20	24.69%
HORTMS	50	35	70.00%		0.00%	8	16.00%	1	2.00%	6	12.00%
HRWDME	265	149	56.23%	10	3.77%	4	1.51%	8	3.02%	94	35.47%

INEGMS	110	84	76.36%	4	3.64%	14	12.73%	3	2.73%	5	4.55%
INSYMI	357	273	76.47%	15	4.20%	36	10.08%		0.00%	33	9.24%
JOURMA	80	56	70.00%		0.00%	15	18.75%		0.00%	9	11.25%
KINSMS	83	66	79.52%	3	3.61%		0.00%		0.00%	14	16.87%
MATEMS	12	5	41.67%		0.00%	7	58.33%		0.00%		0.00%
MATHMS	89	56	62.92%	5	5.62%	10	11.24%	4	4.49%	14	15.73%
MATSMS	18	4	22.22%		0.00%	10	55.56%	4	22.22%		0.00%
MEEGME	1		0.00%		0.00%		0.00%		0.00%	1	100.00%
MEEGMS	103	46	44.66%	12	11.65%	21	20.39%	8	7.77%	16	15.53%
MEPHMS	47	36	76.60%	10	21.28%		0.00%		0.00%	1	2.13%
MLANMA	60	43	71.67%	1	1.67%	8	13.33%		0.00%	8	13.33%
MUSCMM	170	118	69.41%		0.00%	28	16.47%	2	1.18%	22	12.94%
NURSMS	94	39	41.49%	9	9.57%	13	13.83%	4	4.26%	29	30.85%
OPANMS	8	3	37.50%	1	12.50%	3	37.50%	1	12.50%		0.00%
OPMGMS	2754	1535	55.74%	52	1.89%	266	9.66%	18	0.65%	883	32.06%
PADMMP	78	41	52.56%	8	10.26%	5	6.41%	2	2.56%	22	28.21%
PBHLMPH	35	10	28.57%		0.00%	19	54.29%		0.00%	6	17.14%
PHEDME	351	244	69.52%	4	1.14%	44	12.54%		0.00%	59	16.81%
PHILMA	49	25	51.02%		0.00%	12	24.49%	1	2.04%	11	22.45%
PHYSMS	72	30	41.67%	16	22.22%	6	8.33%	15	20.83%	5	6.94%
PLPAMS	28	17	60.71%		0.00%	3	10.71%		0.00%	8	28.57%
PLSCMA	70	43	61.43%	1	1.43%	13	18.57%	1	1.43%	12	17.14%
POSCMS	86	52	60.47%	5	5.81%	20	23.26%	1	1.16%	8	9.30%
PSYCMA	96	60	62.50%	5	5.21%		0.00%	27	28.13%	4	4.17%
RESMME	268	175	65.30%	9	3.36%	32	11.94%	3	1.12%	49	18.28%
RHABMS	62	43	69.35%	4	6.45%		0.00%		0.00%	15	24.19%
SCMTMS	210	74	35.24%	1	0.48%	107	50.95%	4	1.90%	24	11.43%
SCWKMS	429	338	78.79%		0.00%	72	16.78%		0.00%	19	4.43%
SEEDMA	108	104	96.30%	1	0.93%		0.00%		0.00%	3	2.78%
SMTHMA	24	12	50.00%		0.00%		0.00%		0.00%	12	50.00%
SOCIMA	111	69	62.16%	1	0.90%	19	17.12%	1	0.90%	21	18.92%
SPACMS	11	7	63.64%	1	9.09%	1	9.09%	1	9.09%	1	9.09%
SPANMA	64	43	67.19%	3	4.69%	7	10.94%		0.00%	11	17.19%
SPEDME	185	120	64.86%	2	1.08%	23	12.43%	2	1.08%	38	20.54%
STANMS	182	110	60.44%	17	9.34%	28	15.38%	7	3.85%	20	10.99%
STATMS	9		0.00%	8	88.89%		0.00%		0.00%	1	11.11%
TESLME	77	50	64.94%	5	6.49%	7	9.09%	1	1.30%	14	18.18%
THTRMF	76	47	61.84%	1	1.32%	18	23.68%		0.00%	10	13.16%
HCBAMA	6		0.00%		0.00%	6	100.00%		0.00%		0.00%
HRDEMH	48	4	8.33%		0.00%	31	64.58%		0.00%	13	27.08%
PRINMS	22	2	9.09%		0.00%	19	86.36%		0.00%	1	4.55%
AREDMA	18	7	38.89%		0.00%	10	55.56%		0.00%	1	5.56%
IDSTMA	13	1	7.69%		0.00%	9	69.23%	1	7.69%	2	15.38%
ENREMS	7		0.00%		0.00%	7	100.00%		0.00%		0.00%
MKTGMS	34	17	50.00%		0.00%	17	50.00%		0.00%		0.00%
CDESMDES	17	6	35.29%		0.00%	11	64.71%		0.00%		0.00%
AHAAMA	11		0.00%		0.00%	11	100.00%		0.00%		0.00%
BLSMMS	12		0.00%		0.00%	1	8.33%		0.00%	11	91.67%
DCFMDDES	6		0.00%	6	100.00%		0.00%		0.00%		0.00%

## **Appendix B: Placement of AEED MS Graduates, 2024**

1. Abati, Elizabeth: PhD in Agricultural Education, University of Georgia
2. Hall, Jessica: Marketing and Communications Specialist, Aquatech
3. Henry, Haylee: currently interviewing for instructor positions at universities (May 2025 graduate)
4. James, Sarah: Agricultural Education Teacher, Jacksonville High School, Texas
5. Jones, Samantha: Recruiter, University of Arkansas
6. Milliam, Carol Ann: Cooperative Extension Services, University of Arkansas Division of Agriculture
7. Parker, Ethan: County Extension Agent, University of Arkansas Division of Agriculture
8. Rodgers, Hiliary : Recruiter, University of Arkansas
9. Scholten, Ariel: Communications Specialist, Tulsa YWCA
10. Sekyere, Emmanuel: information not available
11. Wasson, Heather: Agricultural Education Teacher, Upper Dauphin Area High School, Pennsylvania
12. Vann, JoAnn: Family and Consumer Sciences, Cooperative Extension Services, University of Arkansas Division of Agriculture

**\*\*Data not reported for May or August 2025 graduates**