

M.S. in Agricultural Education and Communication
Assessment Plan
Department of Communications & Agricultural Education

Program Review, Assessment, and Accreditation

Program Review

In order to provide a meaningful and focused self-assessment of the program's attainment of goals, future planning, success in meeting the needs of students, faculty and the Board of Regents; the M.S. in Agricultural Education and Communication program will participate in the Kansas Board of Regents review following an eight year review cycle. The Board of Regents' review of the department's undergraduate programs occurred during the 2010-2011 academic year, so it would be logical that both the new graduate review and the next undergraduate review be scheduled for the 2018-19 academic year. This review will be conducted in accordance with the review protocols adopted by Kansas State University for all Board of Regents Reviews. In addition, the program will participate in the Kansas State University Graduate School mid-cycle review on a four year rotation for further formal introspection and peer feedback. Furthermore, the graduate program coordinator will lead annual departmental faculty reviews of the data generated by the multiple steps outlined in the Program Assessment Process below. These annual departmental reviews will be conducted with a focus on attainment of student learning outcomes, course quality, needs for curricular revision, and to address both student and external stakeholder needs of the program. Finally, the graduate program coordinator is a Consortium Degree Steering Committee member together with a representative of each contributing member institution in the Great Plains Ag*IDEA consortium. This steering committee conducts monthly conference calls for the purpose of joint planning, review of individual course quality and quantity, troubleshooting course delivery, enrollment etc., and to simply maintain open dialog to ensure consortium expectations are held high and consistently met or exceeded.

Assessment Process

M. S. in Agricultural Education and Communication students are required to self-assess their knowledge, skills and dispositions upon admission to the program, at the mid-point of the program (completion of 12 hours), and as they exit the program. The purpose of these surveys is to document student growth throughout the program and to assist with program evaluation focused on continuous improvement of the M. S. in Agricultural Education and Communication. In addition, advisors and committee members are required to complete a final examination rubric prior to signing the M. S. ballot at program completion.

Data will be collected each semester for all students that complete the program. A target average score of 2.5 on a 4-point scale on the M.S. Final Examination Rubric has been established by the faculty to be the level of achievement necessary for successful completion. Data will be summarized each year in May and reviewed by the faculty. The faculty will annually utilize this data to determine if changes/improvements need to be made to the program.

M. S. Graduate Admission Survey

The M. S. in Agricultural Education and Communication requires that each newly admitted student access the Agricultural Education and Communication Graduate Admission Survey online and complete it upon admission to the program. An email will be sent providing directions for accessing, completing, and submitting the Graduate Admission Survey during the first semester of coursework. (See attached document)

M. S. Midpoint Self-Assessment Survey

The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Midpoint Self-Assessment Survey upon completing 12 hours of M. S. coursework. An email will be sent providing directions for accessing, completing, and submitting the Midpoint Self-Assessment Survey at this transition point. Students *must* make an appointment with their advisor at program mid-point to verify program progress. (See attached document)

Midpoint Checklist for Advisor

At the mid-point of each M. S. student's program, the advisor will submit a checklist to assure that each student is making adequate progress toward program completion. Items include narrative statements in response to Student Learning Outcomes, verification of a filed Program of Study, and an unofficial transcript of course grades. Students *must* make an appointment with their advisor to ensure this mid-point progress report is completed regarding their progress in the program. (See attached document)

M. S. Final Examination Rubric

The M. S. in Agricultural Education and Communication requires advisors and committee members jointly to complete the M. S. Final Examination Rubric prior to signing the M. S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while utilizing the resulting data for program improvement.

M. S. Graduate Exit Survey

The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Graduate Exit Survey prior to their scheduled Final Examination/Master's Project/Thesis. As soon as the Final Examination is scheduled, an email will be sent providing directions for accessing, completing, and submitting the M. S. Survey prior to final program completion. (See attached document)

The following Student Learning Outcomes listed previously will be utilized to assess the program's effectiveness.

1. KNOWLEDGE

a. Research and Scholarship

Demonstrate knowledge of research methodology and data interpretation of the

behavioral sciences of Agricultural Education and Communication.

b. Philosophical Context

Demonstrate knowledge of philosophical issues currently being debated in the behavioral sciences of Agricultural Education and Communication.

c. Theoretical Foundations

Demonstrate knowledge of the theoretical foundations underlying the students' professional career in the behavioral sciences of Agricultural Education and Communication.

2. SKILLS

a. Critical Thinking

Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.

b. Communication

Demonstrate effective use of communication skills for specific audiences.

c. Technology

Demonstrate the ability to use technology appropriately in Agriculture and Natural Resources.

3. ATTITUDES AND PROFESSIONAL CONDUCT

a. Personal and Professional Development

Demonstrate a commitment to continued learning, growth, and scholarly activity.

b. Collaboration, Leadership, and Service

Demonstrate a commitment to work collaboratively with others in their professional role, provide leadership in interactions with peers, and contribute service to their profession.

c. Ethical Behavior

Recognize and address ethical behavior within their professions of Agricultural Education and Communication.

Institution's Plans Regarding Program Accreditation

There are no current plans to seek program accreditation as none are available related to this degree program.

Checklist for Responsibilities and Assessment in the M. S. Program in Agricultural Education and Communications

- ___ Apply for admission to the degree program.
- ___ Receive an official letter of acceptance from the Graduate School.
- ___ Access the *Student Learning Outcomes* of the MS in Agricultural Education and Communications to provide the projected outcomes from your program participation.
- ___ Create an e-id (K-State email address) to be used throughout the program. (<http://eid.k-state.edu>)
- ___ Complete the M. S. Graduate Admission Survey for Agricultural Education and Communications
- ___ Contact the advisor assigned to you for an initial program planning appointment.
- ___ File a *Program of Study* (including names of committee members) before/after completing 9 hours of coursework (<http://www.k-state.edu/grad/gscurrent/guideforms/index.htm>)
- ___ After 12 hours of coursework, complete the Midpoint Self-Assessment Survey for Agricultural Education and Communications
- ___ After 12 hours of coursework, make an appointment with your advisor so he/she may fill out a Midpoint Checklist for Advisor verifying that you have filed a program of study and are making adequate progress on your program.
- ___ During your final semester, enroll in any final course(s) and AGED 890 Masters Project or AGED 899 Masters Thesis.
- ___ Meet with your advisor to file an *Approval to Schedule Final Examination* form on a date preapproved by committee members. (<http://www.k-state.edu/grad/gscurrent/guideforms/masters.htm>)
- ___ Submit a *Program/Committee Change* form if necessary.
- ___ Prior to your Final Examination (project/thesis), access and complete the M.S. in Agricultural Education and Communications Program Completion Survey
- ___ Present your *Program Project or Thesis* at your scheduled final examination through a PowerPoint presentation
- ___ At your Final Examination, your committee will complete the MS. Program Completion Rubric to assess your overall program performance.
- ___ Complete the Graduate School Exit Survey, complete all requirements for graduation, and pay graduation fees.
- ___ Receive the M. S. in Agricultural Education and Communications degree.

**Kansas State University □ Department of Communications
M.S. in Agricultural Education and Communication**

Graduate Admission Survey

The purpose of this survey is to gather information for the Department of Communications & Agricultural Education in the College of Agriculture. Providing this information will assist the program in helping you reach the Student Learning Outcomes and your professional goals in your program.

The survey consists of two parts:

1. General information on your professional background which includes teaching, diversity, technology experiences as well as awareness of professional dispositions;
2. Graduate Admission Self-Assessment Survey based on specific Student Learning Outcomes as you enter an advanced program.

PART ONE: Professional Background

Education/Teaching Experience:

1. Are you currently employed in the educational field?

Yes No

2. Indicate your current professional status by selecting one of the following categories.

- Cooperative Extension
- 4-H Youth Agent
- Ag Communications Professional
- Teacher - Secondary
- Teacher - Community College
- Teacher - University

3. How many years of experience do you have?

0 yrs 1-5 yrs. 6-10 yrs 11-15 yrs. Over 15 yrs.

Experience with Diverse Populations:

Diversity may be defined as “*Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas.*”

4. To what degree have you worked professionally with each of the following diverse populations?

Ethnicity	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Race	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Socioeconomic Status	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Gender	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Exceptionalities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Language	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Religion	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Sexual Orientation	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently

Geographical Areas Never Seldom Often Frequently

5. To what extent are you prepared to work with each of the following diverse populations?

Ethnicity	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Race	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Socioeconomic Status	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Gender	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Exceptionalities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Language	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Religion	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Sexual Orientation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Geographical Areas	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Experience with technology:

6. How would you evaluate yourself in your *integration* of technology in your field?

Unsatisfactory Basic Proficient Distinguished

7. To what extent do you utilize the following technologies in your field and potentially in your upcoming graduate program?

Document camera (e.g. Elmo, Eiki)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Computer projection device (e.g. LCD projector)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Hand-held technologies (e.g. PDA, MP3, calculator, electronic response system)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Office Suite software (e.g. word processing, spreadsheet, presentation software)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Asynchronous and synchronous communication methods (e.g. chat room, message board, email, Wimba)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Critical evaluation tools for electronic resources (ability to evaluate and utilize websites, etc.)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Research tools available through Kansas State library resources (e.g. electronic databases quantitative and qualitative data analysis programs)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Kansas State University
Department of Communications & Agricultural Education
M.S. in Agricultural Education and Communication

PART TWO: Student Learning Outcome Self-Assessment Survey

The M.S. in Agricultural Education and Communications builds its program on the foundation of ten Student Learning Outcomes in the areas of **Knowledge, Skills, and Attitudes and Professional Conduct (Dispositions)**. In order to determine your level of proficiency for each outcome as you enter the program, we request a self-assessment of your level of performance for each Student Learning Outcome. You will also be evaluated on these Student Learning Outcomes by your advisor and committee members when you complete the program.

Be assured that your response has no impact on your final evaluation or grades throughout the program. We simply want to determine your Knowledge, Skills, and Professional Attitudes and Dispositions as you enter the program, and later your growth at program completion.

Directions: Read each expected Student Learning Outcome and select your current level of proficiency for each outcome upon admissions into the program.

1. KNOWLEDGE

1a. Research and Scholarship. To what degree do you possess knowledge of research methodology and data interpretation within the behavioral sciences of Agricultural Education and Communication?

Uncertain Basic Proficient Distinguished

1b. Philosophical Context. To what degree do you possess knowledge of philosophical issues currently being debated in the behavioral sciences of Agricultural Education and Communication?

Uncertain Basic Proficient Distinguished

1c. Theoretical Foundations. To what degree do you possess knowledge of the theoretical foundations underlying the students' professional career in the behavioral sciences of Agricultural Education and Communication?

Uncertain Basic Proficient Distinguished

2. SKILLS

2a. Critical Thinking. To what degree do you demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions?

Uncertain Basic Proficient Distinguished

2b. Communication. To what degree do you demonstrate effective use of communication skills and modalities?

Uncertain Basic Proficient Distinguished

2c. Technology. To what degree do you demonstrate the ability to use technology to promote student learning?

Uncertain Basic Proficient Distinguished

3. ATTITUDES AND PROFESSIONAL CONDUCT (DISPOSITIONS)

3a. Personnel and Professional Development. To what degree do you demonstrate a commitment to continued learning, growth, and scholarly activity?

Uncertain Basic Proficient Distinguished

3b. Collaboration, Leadership, and Service. To what degree do you demonstrate a commitment to work collaboratively with others in your profession role, provide leadership in interactions with peers, and contribute service to the profession?

Uncertain Basic Proficient Distinguished

3c. Ethical and Caring Behavior. To what degree do you recognize and address moral and ethical responsibilities within your profession and practice professional ethics?

Uncertain Basic Proficient Distinguished

MID-POINT CHECKLIST FOR ADVISOR
M. S. in Agricultural Education and Communications
(Completion of 12 hrs)

The completion of 12 hours of coursework toward the M. S. in Curriculum & Instruction is considered a mid-point in the program. This is a checklist for you to ensure that your MS student is making progress toward completing the program,

Please indicate (X) below to confirm the submission and the approval of each of the following mid-point criteria for continuing in the program:

1. _____ Narrative statements in response to Student Learning Outcomes questions.
2. _____ Student demonstrates adequate progress toward degree completion.
3. _____ Program of Study filed with the Graduate School
4. _____ Plans and basic concepts are outlined and are in place for completion of the M.S. Project or Thesis
5. _____ Unofficial transcript of grades for first 12 hours of graduate coursework.

Comments: (Is the student making adequate progress toward the Knowledge, Skills, and Professional Dispositions in the M. S. in Agricultural Education and Communication program?)

Advisor: Forward this form to the Graduate Program Coordinator, Department of Communications and Agricultural Education, Kansas State University

Kansas State University
Department of Communications & Agricultural Education
M.S. in Agricultural Education and Communication

Graduate Exit Survey

The purpose of this survey is to evaluate your growth in your program. This evaluation will guide the Office of Graduate Studies and your specific advanced program (M.S.) toward program improvement.

The survey consists of two parts:

3. Growth in experiences with diversity, technology, and professional dispositions;
4. Final self-assessment based on specific Student Learning Outcomes as you complete an advanced program.

PART ONE: Diversity/Technology/Dispositions

Experience with Diverse Populations:

Diversity may be defined as “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas.”

8. To what degree have you worked professionally with each of the following diverse populations while you were in the program?

Ethnicity	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Race	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Socioeconomic Status	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Gender	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Exceptionalities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Language	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Religion	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Sexual Orientation	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Geographical Areas	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently

9. To what extent are you prepared to work with each of the following diverse populations as you complete the program?

Ethnicity	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Race	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Socioeconomic Status	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Gender	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Exceptionalities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Language	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Religion	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Sexual Orientation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Geographical Areas	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Experience with technology:

10. How would you evaluate yourself in your *integration* of technology?

Unsatisfactory Basic Proficient Distinguished

11. To what extent are you prepared to work with the following technologies as you complete the program?

Document camera (e.g. Elmo, Eiki) Unsatisfactory Basic Proficient Distinguished

Computer projection device (e.g. LCD projector) Unsatisfactory Basic Proficient Distinguished

Hand-held technologies (e.g. PDA, MP3, calculator, electronic response system) Unsatisfactory Basic Proficient Distinguished

Office Suite software (e.g. word processing, spreadsheet, presentation software) Unsatisfactory Basic Proficient Distinguished

Asynchronous and synchronous communication methods (e.g. chat room, message board, email, Wimba) Unsatisfactory Basic Proficient Distinguished

Critical evaluation tools for electronic resources (ability to evaluate and utilize websites, etc.) Unsatisfactory Basic Proficient Distinguished

Research tools available through Kansas State library resources (e.g. electronic databases quantitative and qualitative data analysis programs) Unsatisfactory Basic Proficient Distinguished

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Be assured that your response has no impact on your final evaluation or grades throughout the program. We simply want to determine your Knowledge, Skills, and Professional Attitudes and Dispositions as you enter the program, and later your growth at program completion.

Directions: Read each expected Student Learning Outcome and select your current level of proficiency for each outcome upon admissions into the program.

4. KNOWLEDGE

1a. Research and Scholarship. To what degree do you possess knowledge of research methodology and data interpretation within the behavioral sciences of Agricultural Education and Communication?

Uncertain Basic Proficient Distinguished

1b. Philosophical Context. To what degree do you possess knowledge of philosophical issues currently being debated in the behavioral sciences of Agricultural Education and Communication?

Uncertain Basic Proficient Distinguished

1c. Theoretical Foundations. To what degree do you possess knowledge of the theoretical foundations underlying the students' professional career in the behavioral sciences of Agricultural Education and Communication?

Uncertain Basic Proficient Distinguished

Please enter any comments or suggestions about **KNOWLEDGE** below:

5. SKILLS

2a. Critical Thinking. To what degree do you demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions?

Uncertain Basic Proficient Distinguished

2b. Communication. To what degree do you demonstrate effective use of communication skills and modalities?

Uncertain Basic Proficient Distinguished

2c. Technology. To what degree do you demonstrate the ability to use technology to promote student learning?

Uncertain Basic Proficient Distinguished

Please enter any comments or suggestions about **SKILLS** below:

6. ATTITUDES AND PROFESSIONAL CONDUCT (DISPOSITIONS)

3a. Personnel and Professional Development. To what degree do you demonstrate a commitment to continued learning, growth, and scholarly activity?

Uncertain Basic Proficient Distinguished

3b. Collaboration, Leadership, and Service. To what degree do you demonstrate a commitment to work collaboratively with others in your profession role, provide leadership in interactions with peers, and contribute service to the profession?

Uncertain Basic Proficient Distinguished

3c. Ethical and Caring Behavior. To what degree do you recognize and address moral and ethical responsibilities within your profession and practice professional ethics?

Uncertain Basic Proficient Distinguished

Please enter any comments or suggestions about **DISPOSITIONS** below:

Please enter any overall comments relating to the **M.S. in AGRICULTURAL EDUCATION AND COMMUNICATIONS** program below: