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*IDE 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](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](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](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.
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?

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

- **Ethnicity**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Race**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Socioeconomic Status**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Gender**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Exceptionalities**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Language**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Religion**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Sexual Orientation**
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

- **Geographical Areas**
  - Unsatisfactory
  - Basic
  - Proficient
  - 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)**
  - 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
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?
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?

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?

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

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<th>Never</th>
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9. To what extent are you prepared to work with each of the following diverse populations as you complete the program?

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

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?

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: