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| **Assurance of Student Learning**  **2020-2021** | |
| **OGDEN COLLEGE OF SCIENCE & ENGINEERING** | **AGRICULTURE AND FOOD SCIENCE** |
| |  | | --- | | **M.S. in Agriculture – 052** | | |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** | | | |
| **Student Learning Outcome 1: Graduates will communicate effectively in written and oral formats.** | | | |
| **Instrument 1** | **Direct: Oral presentation of selected research topic.** | | |
| **Instrument 2** | **Direct Submission of a written abstract.** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2: Graduates will have the ability to assimilate information, analyze and interpret it.** | | | |
| **Instrument 1** | **Score in final final comprehensive AGRI 598 course assessment.** | | |
| **Instrument 2** | **Conceptual application assessments instrumented in the agricultural experimental design course.** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | **Graduates will communicate effectively in written and oral formats.** | | | | | | |
| **Measurement Instrument 1** | Direct: Oral presentation of selected research topic. Candidates are evaluated via the required AGRI 598 (Graduate Seminar) course. Students utilized various sources to research the topic and prepared a 12 to 15 minute oral presentation summarizing their results. Topics included individual thesis research projects. Students were evaluated based upon four presentation criteria: Mechanics and Delivery, Content Knowledge, Quality of Visuals, and Organization and Clarity that were assessed by departmental faculty via a rubric. | | | | | | |
| **Criteria for Student Success** | Students should score an average of 75% in conceptual understanding assessments. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% of students will score at least 75% on the rubric. | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | All students (1) enrolled in Fall 2020 achieved a score of at least 75% on their 15-minute presentation. | | | | | | |
| **Measurement Instrument 2** | Direct: Submission of a written abstract. Students prepare a written abstract associated with their professional presentation. The abstract is assessed by the course instructor and other departmental faculty. | | | | | | |
| **Criteria for Student Success** | Students should score at or greater than 75% on the assignment. | | | | | | |
| **Program Success Target for this Measurement** | | 80% of students will score at least 75% on the abstract assignment. | | **Percent of Program Achieving Target** | | 100% | |
| **Methods** | Student abstracts were assessed based upon previously discussed abstract formatting which includes the objectives, materials and methods, results, and implications of the research. 1 of 1 students enrolled in the Fall 2020 semester scored at least 75% on their written abstract. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students should be able to use appropriate agricultural experimental designs, perform proper data analysis procedures and make valid result interpretations on research questions. | | | | | | |
| **Measurement Instrument 1** | Score in final comprehensive AGRI 598 course assessment. | | | | | | |
| **Criteria for Student Success** | Students should score at least 75% in the final comprehensive application course assessment | | | | | | |
| **Program Success Target for this Measurement** | | | 70% success rate of applicable students | | **Percent of Program Achieving Target** | 80% | |
| **Methods** | Candidates were comprehensively assessed for their ability to answer given research questions by using their skills of selecting proper experimental designs, following appropriate data analysis procedures, and making valid interpretations. Students were assessed during the spring 2020 semester, 8 of 10 student scored at least 75%. | | | | | | |
| **Measurement Instrument 2** | **Conceptual application assessments instrumented in the agricultural experimental design course.** | | | | | | |
| **Criteria for Student Success** | |  | | --- | | Students should score at or greater than 75% on the assignment. | | | | | | | |
| **Program Success Target for this Measurement** | | 80% of students will score at least 75% on the abstract assignment. | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | Student design platforms were assessed based upon previously discussed designs, data analysis procedures and interpretations. 1 of 1 students enrolled in the Fall 2020 semester scored at least 75% on their written abstract. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| **Standardization of the assessment instrument by Spring 2021.** | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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