

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

**PROGRAM: MS in Agricultural Education**

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
Fa 12-Su 13	Initial student assessment of program	Following the completion of the first graduates of the newly designed MS in Agricultural Education, an assessment was designed to determine input from program completers. While not specific to an SLO, it was determined an overview of the program, including strengths and needed improvements, was the most critical assessment to	Students indicated satisfaction with the degree and offered many positive comments regarding the overall value of the program.	<p>Given the feedback regarding access to information, the program lead met with students individually to assess the best tools available to share relevant information.</p> <p>It was determined to design a Blackboard group to utilize as a location for students to access forms, course descriptions, and culminating experience information, etc.</p> <p>Blackboard group page developed over the course of the year with links to graduate program documents, course</p>

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		conduct for the initial		descriptions, culminating experience descriptions and examples.
Fa14-Sp15	<p>SLO 1. Research: Graduates will demonstrate the ability to collect, analyze and share data related to agriculture as informed consumers and producers of educational research.</p> <ol style="list-style-type: none"> <li>Describe research methodology.</li> <li>Apply research methodology to design a research study.</li> <li>Demonstrate effective application of research methodology through collecting and analyzing statistical data.</li> </ol>	<p>As an initial assessment for research, the overall structure of research courses offered through AG*IDEA consortium was examined by the national Agricultural Education group of the consortium. Common course expectations and student learning outcomes were shared. Finally, students who completed the research courses during the first 3 years of the degree program were</p>	<p>Every institution offering research methods courses required a comprehensive project or prospective to ensure the shared objectives were met. Similarity was found from every institution, ensuring the programmatic SLOs aligned with course expectations from all AG*IDEA partners.</p> <p>For the first three years, all students were exposed to the research SLOs. Approximately 90% received an adequate score on the</p>	<p>It is clear this is the most challenging course in the program. Given the online environment, it is essential for students to interact with the institution offering the research class. Some institutions in the consortium appear to be more willing to foster interaction with our students, suggesting caution be used when selecting a participating institution. Additional references (for example reliability tools) were added to the Blackboard group site as well as added to the required assessment course to aid the application of data analysis following suggestions from the AG*IDEA consortium and program completers.</p>

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		evaluated through a summative assessment of research prospective assignments to determine if the programmatic SLOs were being measured in the course and if students fell in an adequate range for these SLOs.	comprehensive, summative assessment. Few students received a superior rating, while a small minority (approximately 3 students) required re-taking the course to meet the SLOs.	
Fa15-Sp16	<p>SLO 6.0</p> <p>Graduates will apply knowledge of diverse learners to create optimal learning environments</p> <p>a. Identify characteristics of diverse learners.</p>	Key assessments from the past 4 years were analyzed to determine an overall level of proficiency (percentage score) as well as the overall course grade (percentage) to determine student success in meeting	The key assessment (summative final project) produced an average grade of 92%, indicating students are meeting the objectives of this SLO. Additionally, summative course grades indicated an average of 96.62%.	This assessment combined the ability for learners to identify characteristics of diverse learners, and demonstrate their ability to create optimal learning environments. More specifically, video assignments were used to meet the course objectives and programmatic student learning objectives. It

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		the objectives.		appears efforts to capture student learning is adequate.
Fa16-Sp17	<p><u>Writing</u> Although not a specific SLO, this area is required by Graduate Studies to verify writing proficiency in the degree program. Additionally, the College of Education chose to request this data to support WASC accreditation.</p>	Student culminating activities were evaluated to assess the area of writing.	Scores indicted an average of 1.52 (on a 3 point scale; <i>n</i> = 27) for writing effectiveness. This was compared to the overall quality of the culminating activity, which yielded an average of 1.56 (on 3 point scale; <i>n</i> = 27).	The primary purpose of this assessment was to first develop a measurement of overall writing ability displayed from graduate of the MS in Agricultural Education. The second purpose was to determine if the culminating activity was reflective of the writing ability of candidates. The average scores failed to reveal a significant difference, suggesting the culminating event was reflective of overall writing quality of candidates completing the MS in Agricultural Education
Fa17-Sp18	<p>SLO 4.0 Assessment</p> <p>Graduates will develop, administer and analyze formal, informal and performance assessment techniques to monitor and evaluate student learning and</p>	Assessment portfolios from the required assessment course were evaluated to determine if programmatic SLOs	The data collected through the portfolio assignment provided very rich information. The examples and applications provided by students was	A blog assignment was created to allow students to share the assessments they were submitting in the course to enhance the learning environment. It was also found that California students

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	guide modification	were adequately being assessed. The portfolio assignment is a summative assessment at the end of the assessment course that requires examples of formal, informal, and performance based assessments as well as examples from feedback given to students through these exams.	diverse and well developed.	are very comfortable with meeting state standards, especially in science. Their contributions were especially helpful to students from other states that were just beginning to add science standards in some cases.