

**Key Assessments  
MS in Agricultural Education**

Please note: This program graduated its first cohort in Spring of 2014.

AgEd.1	<a href="#"><u>Philosophy paper from AGED 601 <i>Program Planning in Agricultural Education</i></u></a>
AgEd.2	<a href="#"><u>Research Proposal from AGED 600 <i>Research Methodology in Agricultural Education</i> (taught online by University of Missouri faculty as AgEd and Leadership/Rural Sociology 8510)</u></a>
AgEd.3	<a href="#"><u>Instructional Accommodation from AgEd 608 <i>Teaching Diverse Students in Agricultural Education</i></u></a>
AgEd.4	<a href="#"><u>Program Plan Project from AgEd 601 <i>Program Planning in Agricultural Education</i></u></a>
AgEd.5	<a href="#"><u>Unit Assessment Design and Evaluation from AgEd 610 <i>Assessment in Agricultural Education</i></u></a>
AgEd.6	<a href="#"><u>Culminating Activity</u></a>
AgEd.7	<a href="#"><u>Exit Survey</u></a>

**AgEd.1 Philosophy paper from AGED 601 *Program Planning in Ag Education***

The philosophy paper should reflect your beliefs about education, teaching, schools, students, duties and any other aspects that comprise education. You should include references to the philosophical orientations of educational researchers. A guideline for the length of this assignment is 2-3 double-spaced pages (in addition to a bibliography/reference page). Your paper should reflect a well-considered discussion of your philosophy with support through reasons, examples, and research citations as appropriate. Please make sure you cite research appropriately and provide a bibliography/reference page at the end of the assignment following APA style.

**Philosophy Rubric:**

<b>Dimension</b>	<b>Level 1 Unsatisfactory</b>	<b>Level 2 Developing</b>	<b>Level 3 Proficient</b>	<b>Level 4 Distinguished</b>
<b>Instructional Practice and Philosophy (15 points possible)</b>	Reflection on teaching is vague and/or references 2 or fewer philosophies of educating students.  Personal philosophy is vague, lacks supporting examples or research, and/or demonstrates misunderstandings of referenced philosophies.	Reflection on teaching lacks true analysis and/or references 2 or fewer philosophies of educating students.  Personal philosophy is clear and supported with minimal examples or research.	Reflects analytically on teaching with substantive reference to 2 or more philosophies of educating students.  Personal philosophy is adequately reinforced with appropriate examples and/or research citations.	Reflects analytically on teaching with substantive reference to 3 or more philosophies of educating students.  Personal philosophy is definitively clarified through the use of appropriate examples and/or research citations.
<b>Specific Examples (15 points possible)</b>	Examples show an ability to use at least 1 Best Practice and/or Instructional Strategy for teaching-learning purposes.	Examples show an ability to use at least 2 Best Practices and/or Instructional Strategies for teaching-learning purposes.	Examples show an ability to use at least 3 Best Practices and/or Instructional Strategies for teaching-learning purposes.	Examples show an ability to use 4 or more Best Practices and/or Instructional strategies for teaching-learning purposes.
<b>Models Literacy Skills (20 points possible)</b>	Contains frequent grammatical or mechanical errors, or repeated patterns in errors.	Contains some grammatical or mechanical errors.	Contains no grammatical or mechanical errors.	Shows understanding of the assignment's professional audience and is grammatically correct and free of mechanical errors.

**AgEd.2 Research Prospectus from AGED 600 Research Methodology in Agricultural Education**

This course is taught online by a Ag IDEA consortium member who is faculty at University of Missouri. Candidates prepare a prospectus for a thesis (written in APA style), which includes an introduction, key literature, a conceptual framework, purpose, methods, and sources.

**Agricultural Education & Leadership/Rural Sociology 8510  
 Research Methods and Design**



**Research Prospectus**

**Overview**

The research prospectus is your first opportunity to think through a quantitative research project. The prospectus is intended to capture the spirit of a thesis or dissertation proposal (which is the first 3 chapters of the document). You are bound to the 5-6 double-spaced page limit. The components of the prospectus are highlighted in the rubric below. Use the sections as outlined below for the order of your paper. The summary table does not count in page limit.

Section	Excellent	Fair	Poor
<b>Introduction and Need of the Study (Section 1)</b>	A short (one page or less), yet clear, supported/cited, and succinct, introduction to the context is provided. In addition, a clear overview is built on why the research is needed. (18-20 Points)	It is clear that an attempt at a context and a need for the study is being built, but the author has either not provided enough depth, has too much unnecessary information, or is not cited. (14-17 Points)	The introduction and need either lacks in depth and relevance or is too long (and not succinct). The context is lacking and/or the case has not been constructed. There may be issues with support/citations. (0-13 Points)
<b>Key Literature (Section 2)</b>	Highlights of some of the most important literature that will inform the study is provided. Highlights funnels well to the framework and purpose/objectives, and continues to build the case for the study. (18-20 Points)	This section has some key literature. Problems include disconnectedness from purpose, lack of synthesis of the literature or lack of research studies being cited (using sources like popular press). (14-17 Points)	The section vaguely highlights the literature or shows no indication of selection of key literature. (0-13 Points)
<b>Theoretical/Conceptual Framework (Section 2)</b>	Identifies a theoretical or conceptual framework for the study (of which the explanation clearly connects the variables to each other or helps explain how the variables should be operationalized, viewed, etc.) (9-10 Points)	Makes an attempt at connecting the study to a theoretical or conceptual framework, but there may be issues in matching or theory/conceptual framework use or explanation. (6-8 Points)	The framework may be present, but the connection is not present or the framework may be missing. (0-5 points)
<b>Purpose and Objs. (Section 3)</b>	The purpose and objectives are clearly outlined and are clearly connected to the study as built by the Introduction and Literature sections. (5 Points)	The purpose and objectives are outlined and connected to the study, but may need some attention. (3-4 Points)	The purpose and objectives need major work. Problems could be: incorrect structure, not connected to study, muddled and unclear. (0-2 points)
<b>Methods (Section 4)</b>	A clear overview of the following areas is provided: <ul style="list-style-type: none"> <li>• Research Design                             <ul style="list-style-type: none"> <li>◦ Description of type: descriptive, relational, experimental</li> </ul> </li> <li>• Population and Sample</li> <li>• Data Source(s)/Instrumentation                             <ul style="list-style-type: none"> <li>◦ With description of intended source (e.g. example questions for survey)</li> </ul> </li> <li>• Validity and Reliability                             <ul style="list-style-type: none"> <li>◦ How will you establish?</li> </ul> </li> <li>• Data Collection</li> <li>• Summary Table (see below)</li> </ul> (23-25 Points)	One or two of the areas in the "excellent" category need clear attention. (18-22 Points)	More than two areas in the "excellent" category need attention. (0-17 Points)
<b>sources</b>	15 or more research studies are highlighted in the Introduction and Key Literature sections. (9-10 Points)	7-14 research studies are highlighted in the Introduction and Key Literature sections. (6-8 Points)	Less the 7 research studies are highlighted in the Introduction and Key Literature sections. (0-5 points)
<b>Writing &amp; APA</b>	The paper is relatively error-free of grammar and/or APA issues. (13-15 Points)	The paper highlights some errors in grammar and APA, but the paper is still readable. (9-12 Points)	The paper is difficult to read due to issues with grammar and/or APA (0-8 Points)

**Summary Table Headers:**

Objective	Variable(s)	Descriptive, Relational or Experimental	How Will You Measure?
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**AgEd3. Instructional Accommodation from AgEd 608 Teaching Diverse Students in Agricultural Education:** Based on a student’s IEP, observation, and curriculum outline, candidates design a specific lesson, including instructional materials to address a specific instructional objective(s) within the agricultural education curriculum. They utilize at least three effective teaching strategies discussed during the course, either through lecture notes, research papers, or course discussion. The lesson plan should identify an instructional approach, including required materials, appropriate technology, instructional environment and objective(s), prerequisite skills necessary, introduction to the lesson (i.e. motivation, hook, or interest approach), steps for teaching the lesson, check for student understanding, and student practice. The lesson or activity used must provide an instructional accommodation needed by the student.

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Content</b>	Points: 30 (30%) Includes some areas of a lesson plan and identifies some areas of an IEP	Points: 40 (40%) Specifics of the IEP are explained; minimal explanation of modifications; Two or fewer effective teaching methods are identified	Points: 50 (50%) The IEP is fully explained, modifications are addressed in the lesson plan; the lesson includes all aspects of effective lessons; at least 3 methods of effective instruction are identified.
<b>Organization</b>	Points: 10 (10%) Poor organization	Points: 20 (20%) Organization of content is minimal, but some areas flow with natural progression	Points: 30 (30%) Clear and effective organization of material
<b>Grammar</b>	Points: 5 (5%) Major grammar issues throughout document	Points: 10 (10%) Some grammar issues (less than 10)	Points: 20 (20%) Correct grammar aids clarity of material.

**AgEd.4 Program Plan Project from AgEd 601 Program Planning in Agricultural Education**

This project is a determination of mastery of the program development process and concepts. Each student develops an educational plan from an actual concern/need that has been identified for a specific district/community.

The program plan should address the following points:

- a. Introduction/Background (including current local situation/problem statement, desired local situation, and significance using pre- needs results as part of your narrative)
- b. Community Involvement/Partners (including selection and involvement of an advisory committee, stakeholder input, collaboration/partners, recruitment of volunteers, etc. Include in appendices a job description for a volunteer to help with the program)
- c. Procedures for conducting a [needs assessment](#) to provide data useful in identification of problems, needs, and concerns.
- d. Identification of priority issues and target audience to be reached (how these are determined, methods used, etc.).
- e. [Logic model](#)
- f. List of program objectives (short, medium, and long term)
- g. List of learning opportunities (i.e. program activities) to be developed to address the program objectives (include a description of the subject matter)
- h. Develop a plan of action for one of the learning opportunities listed above (including educational/instructional objectives, teaching methods and techniques, educational materials, resources needed and/or obtained, learning assessment/evaluation method used to assess instructional objectives)
- i. Procedures for implementing the program (include time line/schedule, marketing efforts, program monitoring, etc.)
- j. Procedures for evaluating the program outcomes (evaluation methods used, identification of outcome indicators for achievement of program objectives)
- k. Communicating program value (reporting results to key individuals, groups, and stakeholders – who they are, type of reporting method used, etc.

## Program Plan Rubric

Criterion	Exceptional	Acceptable	Marginal	Unacceptable
<b>Content (15 points)- Introduction, Community Partners, Target audience, Logic Model, Needs Assessment, Program Objectives and Learning opportunities</b>	You accurately complete all components set forth in the program plan; no apparent errors.	You complete the all components set forth in the program plan; one or two minor errors.	You complete some of the all components set forth in the program plan;; a few major errors and omissions.	You provided an incomplete program plan; many errors and omissions.
<b>Action Plan, Implementation and Promoting Program</b>	You provided a thorough plan to implement your program plan, including program promotion; no apparent errors	You provided a thorough plan to implement your program plan, including program promotion; minor error(s)	You provided the majority of an action plan to implement your program plan, including program promotion; few major errors	You provided an incomplete analysis of an action plan and/or failed to identify how to promote the program; Many errors.
<b>Overall presentation and Writing Quality (20 points)</b>	Your discussion of the program plan is set forth in a clear, thoughtful manner. It is well-written and insightful (writing demonstrates a sophisticated clarity, conciseness, and correctness); includes thorough details and relevant data and information; and is extremely well-organized.	Your discussion of the program plan is set forth in a thoughtful manner. It is well-written (writing is accomplished in terms of clarity and conciseness and contains only a few errors); includes sufficient details and relevant data and information; and is well-organized.	Your discussion of the program plan is carelessly written (writing lacks clarity or conciseness and contains numerous errors); gives insufficient detail and relevant data and information; and lacks organization.	Your discussion of the program plan is poorly written (writing is unfocused, rambling, or contains serious errors); lacks detail and relevant data and information; and is poorly organized.

<b>Needs Assessment Rubric</b>			
	<b>Developing</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Introduction</b>	1 to 6 points Introduction does not make explicit reference to the problem that is to be examined.	7 to 8.5 points Introduction adequately presents the overall problem, who is involved, and on what the needs assessment will focus.	9 to 10 points Introduction clearly and explicitly explains the problem, audience, and focus of the needs assessment.
<b>Necessary Skills/ Resources</b>	1 to 6 points Little or no information concerning the ideal knowledge, skills, or resources is identified.	7 to 8.5 points Information on ideals has been identified. It appears that most of the relevant material has been considered.	9 to 10 points Information provided identifies ideal skills, knowledge, or resources identified as needs. All relevant information has been identified.
<b>Existing Knowledge/ skills</b>	1 to 6 points Little or no information concerning the actual knowledge, skills, or resources identified	7 to 8.5 points Information on current conditions has been identified. It appears that most of the relevant material has been considered.	9 to 10 points Information provided identifies how the program component contributed to knowledge on current skills, knowledge, or resources. All relevant information has been identified.
<b>Clarity of writing</b>	1 to 12 points Contains frequent grammatical or mechanical errors, or repeated patterns in errors.	13 to 17 points Contains some grammatical or mechanical errors.	18 to 20 Shows understanding of the assignment's professional audience and is grammatically correct and free of mechanical errors.

## Logic Model Rubric

	<b>Unsatisfactory</b>	<b>Good</b>	<b>Excellent</b>
Stakeholders	Includes only one entity or group, or none; questions list only what the program does.	Includes the program providers and the audience; includes at least one other stakeholder; includes at least two questions other than “what does the program do?”	Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.
Audience needs	Focuses exclusively on institutional needs, or needs of the program or stakeholders.	Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix.	Also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs
Desired results	Results are too broad or long-term; mentions reputation; lists just the activities (or products or tools developed) not outcomes.	Results are audience specific and reasonable to the scope of the program; may not be as concrete as outcomes statements; might include some technical language.	Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.
Answered: We do what?	Inconsistent with the ‘solution’ section; too broad.	Specific to the particular program and within the capacity of the providers; may include some detail that is better placed elsewhere.	Specific, concise, and sequentially ordered
Answered: For whom?	Includes possible or potential beneficiaries rather than specific participants; is too broad.	Specifies a particular audience.	Specific and carefully distinguishes different audiences.
Answered: For what Outcome?	Describes what the institution does or describes the experiences of participants. Gives a broad program rationale; does not mention participant change; is incompatible with other Logic Model sections.	Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome), but it will be anchored in the audience and change. Avoids weak verbs such as “be aware” (prefer, “knows” or does).	Is particularly concrete, consistent with the program scope, and aimed at audience needs. Sequentially mentions desired participant changes (immediate, intermediate, longterm if applicable).
Data Interval	No data interval is given, or it is clearly inappropriate to the measure/outcome	Interval is given but it is not specific enough	Interval is given, is appropriate to the outcome and is specific

### Budget Rubric

Criterion	Exceptional	Acceptable	Marginal	Unacceptable
<b>Budget spreadsheet (15 points)</b>	You accurately complete a budget spreadsheet using data and assumptions provided in the narrative; no apparent errors.	You complete the budget spreadsheet using data and assumptions provided in the narrative; one or two minor errors.	You complete some of the budget spreadsheet using data and assumptions provided in the narrative;; a few major errors and omissions.	You provided an incomplete budget spreadsheet; many errors and omissions.
<b>Budget narrative (15 points)</b>	You introduce the budget and comment on the budget process; provide a detailed explanation of how you determined individual budget lines and amounts; and draw pertinent conclusions about the budget and budget process.	You introduce the budget and comment on the budget process; explain how you determined individual budget lines and amounts; and draw appropriate conclusions about the budget and budget process.	You introduce the budget and partially explain how you determined individual budget lines, but comment little on the budget and budget process.	You insufficiently explain how you determined individual budget lines and amounts and say little, if anything, about the budget and budget process.
<b>Overall presentation and Writing Quality (20 points)</b>	Your discussion of the budget process and individual budget lines is set forth in a clear, thoughtful manner. It is well-written and insightful (writing demonstrates a sophisticated clarity, conciseness, and correctness); includes thorough details and relevant data and information; and is extremely well-organized.	Your discussion of the budget process and individual budget lines is set forth in a thoughtful manner. It is well-written (writing is accomplished in terms of clarity and conciseness and contains only a few errors); includes sufficient details and relevant data and information; and is well-organized.	Your discussion of the budget process and individual budget lines is carelessly written (writing lacks clarity or conciseness and contains numerous errors); gives insufficient detail and relevant data and information; and lacks organization.	Your discussion of the budget process and individual budget lines is poorly written (writing is unfocused, rambling, or contains serious errors); lacks detail and relevant data and information; and is poorly organized.

**AgEd.5 Unit Assessment Design and Evaluation from AgEd 610 Assessment in Agricultural Education**

Students create a unit exam which must be developed from at least five individual lessons plans or a unit lesson plan in agricultural contexts which include at least two formative assessments. The exam includes a variety of assessment questions (multiple choice, true/false, short answer and matching) and at least one alternative assessment rubric relevant to agricultural education curriculum. They also must include at least one rubric (from any unit plan from any agriculture course) designed specifically for experience-based courses such as mechanics or floral design. Using appropriate technology, candidates prepare a report evaluating the data collected through the unit exam. They identify how the information will be used to modify instructional objectives, inform practice, evaluate course objectives, and provide feedback to their agricultural education program.

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Variety of Questions</b>	Points Range: 0 (0%) - 10 (10%) Lacks a variety of questions; primarily one questioning method	Points Range: 11 (11%) - 18 (18%) Offers more than one type of question, but wider variety needed' may lack descriptions	Points Range: 19 (19%) - 25 (25%) Offers at least 3 types of questions with clear directions and examples if needed
<b>Alternative Assessment Based Rubric</b>	Points Range: 0 (0%) - 10 (10%) rubric either lacks clarity of descriptions or is missing from the assignment	Points Range: 11 (11%) - 18 (18%) Offers descriptions of scoring, but lacks clarity	Points Range: 19 (19%) - 25 (25%) Offers a thoughtful break-down of points and aids student understanding of assessment
<b>Experience Based Rubric</b>	Points Range: 0 (0%) - 10 (10%) rubric either lacks clarity of descriptions or is missing from the assignment	Points Range: 11 (11%) - 18 (18%) Offers descriptions of scoring, but lacks clarity. Fairly easy to see how students would be evaluated on a "performance."	Points Range: 19 (19%) - 25 (25%) Offers a thoughtful break-down of points and aids student understanding of assessment. Easy to "see" how a student would be evaluated on their "performance."
<b>Grammar Professional</b>	Points Range: 0 (0%) - 10 (10%) Many grammar errors; lacks professionalism	Points Range: 11 (11%) - 18 (18%) Few grammar errors and demonstrates a professional presentation of exam material.	Points Range: 19 (19%) - 25 (25%) Exam questions and rubric use scholarly language that is clear and demonstrates appropriate grammar.

**Ag Ed.6 Culminating Activity**

As a culminating activity for the Masters of Science in Agricultural Education degree, candidates may choose to complete a thesis, project or comprehensive exam. Both the project and the thesis include an oral defense and a written document, as described in the Guide to Graduate Studies. Upon completion, the candidate's thesis or project committee assigns a score to the written document and oral defense (unacceptable, pass, pass with distinction). There is one rubric for the thesis or project, and one rubric for comprehensive examinations. These rubrics are aligned with those used in the School of Education.

(Rubric Next Page)

**Thesis/Project Rubric**

<b>MS in Agricultural Education Rubric for Project and Theses</b>				
	<b>Not Acceptable/Not Pass (0)</b>		<b>Pass (1)</b>	<b>Pass with Distinction (2)</b>
<b>Presentation of Ideas</b>	Ideas are unclear or unsupported. Writing is informal	Some ideas lack clarity and/or support. Writing style is inappropriate or inconsistent for professional use.	Ideas are clear and claims are supported by research and/or theory. Writing style is reflective and professional.	Ideas are clear and presented convincingly with an intense, in-depth, exploration of the topic, with claims that are supported by research and/or theory.
<b>Organization</b>	Structure of the paper distracts the reader from the content. Thesis is not evident. Thoughts are not ordered logically.	Structure of the paper includes a thesis, but it is not easily identifiable. Thoughts are ordered logically, both at paragraph and sentence levels.	Structure of the paper has thesis that is identifiable and moves the reader through the text. Thoughts ordered logically, both at paragraph and sentence levels.	Structure of the paper has a clear thesis that is identifiable, compelling, and moves the reader purposefully through the text. Smooth transitions, with thoughts ordered logically, both at paragraph and sentence levels
<b>Use of Evidence</b>	Student incorrectly interprets, summarizes, and demonstrates comprehension of most statements, graphs, questions, etc. <i>OR</i>	Student demonstrates comprehension of most statements, graphs, questions, etc. but <i>misinterprets*</i> Ideas	Ideas are developed and supported through interpretation, analysis and evaluation of data or other forms of evidence.	Ideas are well-developed and supported through accurate interpretation, thorough analysis and careful evaluation of data or other forms of

	misinterpretation is due to bias.	<i>*Misinterpretation is NOT due to bias.</i>		evidence.
<b>Quality of Evidence</b>	Evidence is minimal and does not support claims.	Evidence cited is minimal and/or not credible, outdated and/or biased.	Student cites appropriate and adequate academic evidence to support claims.	Student cites current, relevant and appropriate academic evidence to support claims. Evidence is compelling, drawing from a variety of sources.
<b>Conclusion</b>	Conclusion is not evident or is missing.	Conclusion is unwarranted or fallacious. May introduce new ideas or include evidence that should have been introduced earlier.	A well-reasoned conclusion that follows logically from the evidence is presented and serves to summarize the main points of the paper.	Conclusion is well-reasoned, compelling and follows logically from the evidence presented. Conclusion serves to summarize, makes connections, provide insights, and suggests broader implications.
<b>Mechanics</b>	Writing lacks proper sentence structure. There are consistent errors with mechanics: spelling, punctuation, grammar (more than a few errors per page). Errors interfere with the reader's understanding of the content.	Student Inconsistently uses proper sentence structure and Inconsistently writes with appropriate mechanics: spelling, punctuation, grammar (a few errors per page). Errors distract from the content, but do not interfere with the reader's understanding.	Student uses proper sentence structure with few errors and writes with appropriate mechanics: spelling, punctuation, grammar (a few errors in the document).	Student consistently uses proper sentence structure and consistently writes with appropriate mechanics: spelling, punctuation, grammar (no errors).
<b>APA Style, Citations, and References</b>	No APA style used.	Student uses APA style inconsistently in text citations or end of	Student consistently uses proper APA style in 2 of the following ways: in	Student consistently uses proper APA style in the following 3 ways: in-text

		document references	text citations, end of document references, or alignment of the two.	citations, end of document references, or alignment of the two.
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**COMPREHENSIVE EXAMINATION RUBRIC**  
**MS in Agricultural Education**

<b>Description</b>
<b>Examination and Development of Topic</b> <ul style="list-style-type: none"><li><input type="checkbox"/> In depth examination of the exam topics including detailed discussion of which past practices informs current or future directions for education <b>OR</b> discussion of the context for the issue (<b>3 points</b>)</li><li><input type="checkbox"/> Examination of the topic over time to assess the degree to which past practices informs current or future directions for education <b>OR</b> discussion of the context for each issue (<b>2 points</b>)</li><li><input type="checkbox"/> Assessment of the degree to which past practices informs current or future directions for education <b>OR</b> Context of the topics is minimal or missing (<b>1 point</b>)</li><li><input type="checkbox"/> Response is off topic and does not respond to the question (<b>0 points</b>)</li></ul>
<b>Ability to analyze, evaluate and draw conclusions</b> <ul style="list-style-type: none"><li><input type="checkbox"/> In depth analysis and evaluation of alternative points of view and draws judicious conclusions (<b>3 points</b>)</li><li><input type="checkbox"/> Analyzes and evaluates alternative points of view <b>AND</b> draws judicious conclusions (<b>2 points</b>)</li><li><input type="checkbox"/> Superficial analysis and evaluation of alternative points of view <b>AND</b> conclusions are not consistently relevant (<b>1 point</b>)</li><li><input type="checkbox"/> Response does not evaluate alternative points of view <b>OR</b> does not draw conclusions (<b>0 points</b>)</li></ul>
<b>Application of theory to practice</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Strong and varied applications of theory to practice (<b>3 points</b>)</li><li><input type="checkbox"/> Demonstrates the ability to apply theory to practice (<b>2 points</b>)</li><li><input type="checkbox"/> Application of theory to practice is minimal (<b>1 point</b>)</li><li><input type="checkbox"/> Response does not apply theory to practice (<b>0 points</b>)</li></ul>
<b>Use of APA format</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Consistently documents current research using appropriate APA format (<b>3 points</b>)</li><li><input type="checkbox"/> Documents current research using appropriate APA format 80% of the time (<b>2 points</b>)</li><li><input type="checkbox"/> Current research is not consistently documented <b>OR</b> appropriate APA format is not used (<b>1 point</b>)</li><li><input type="checkbox"/> <b>Does not use APA format (0 points)</b></li></ul>
<b>Mechanics and Structure</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Consistent and appropriate use of mechanics and sentence structure (<b>3 points</b>)</li><li><input type="checkbox"/> Appropriate use of mechanics and sentence structure 90% of the time; errors do not interfere with meaning (<b>2 points</b>)</li><li><input type="checkbox"/> Mechanical errors and sentence structure interfere with meaning (<b>1 point</b>)</li></ul>

**AgEd.7 Exit Survey**

**Master's in Agricultural Education Graduate Follow-Up**

Please indicate your level of agreement with the following statements:

5= strongly agree; 4= agree; 3= slightly agree; 2= disagree; 1 = strongly disagree; 0 = no opinion

		5	4	3	2	1	0
1.	The Master's program was a valuable educational experience for me.	5	4	3	2	1	0
2.	Overall, I <b>DID NOT</b> gained professional knowledge through my courses.	5	4	3	2	1	0
3.	I believe CSU Chico offers a quality Master's program.	5	4	3	2	1	0
4.	I valued the opportunity to complete the MS online.	5	4	3	2	1	0
5.	Computer technology utilized was appropriate for an online degree program.	5	4	3	2	1	0
6.	I <b>DID NOT</b> learn new uses for technology through the online program.	5	4	3	2	1	0
7.	I believe the online Master's was valuable given the cost of the program.	5	4	3	2	1	0
8.	I needed additional technology help.	5	4	3	2	1	0
9.	I received adequate correspondence during the MS program.	5	4	3	2	1	0
10.	I believe the coursework was an appropriate level of difficulty.	5	4	3	2	1	0
11.	The MS program helped me professionally.	5	4	3	2	1	0
12.	I plan to continue my education beyond the MS degree.	5	4	3	2	1	0
13.	I wish I had more contact with other students in the Master's program while I						

was completing the degree.							
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**Open Ended Responses:**

14. What was your favorite class and why?

COURSE:	<input checked="" type="checkbox"/>	Why?
AGED 600 – Research		
AGED 601-Program Development		
AGED 602 Advanced Teaching Methods (Missouri)		
AGED 610- Assessment		
AGED 608-Teaching Students with Special Needs		
Other (specify)		

15. The most applicable class for my profession was...

COURSE:	<input checked="" type="checkbox"/>	Why?
AGED 600 – Research		
AGED 601-Program Development		
AGED 602 Advanced Teaching Methods (Missouri)		
AGED 610- Assessment		
AGED 608-Teaching Students with Special Needs		
Other (specify)		

16. What area(s) would you have appreciated more support?

17. Future Plans: What professional opportunities would you consider pursuing now that you have a Master's degree?

18. What would you change or add to the curriculum that comprised the MS in AgEd degree?

19. What would you change or add to the process of obtaining the MS in AgEd degree?

20. Would you recommend the program to others? Why or why not?