

# **Ph.D. in Agricultural Education and Communication Academic Assessment Plan 2012-2013**

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*Office of the Provost*

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*Continuous Quality  
Enhancement*

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## 2012-2013 Academic Assessment Plan for Ph.D. in Agricultural Education and Communication

College of Agricultural and Life Sciences

### A. Mission

The mission of the Agricultural Education and Communication graduate program is to prepare world-class agricultural education graduates via integrated teaching, research, and extension programs designed to instill the confidence and capacity to engage all aspects of the land-grant mission.

The Agricultural Education and Communication graduate program supports the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce through graduate education and to expand our understanding of the natural world, the intellect and the senses through graduate student research.

### B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Summarize contemporary and foundational theory and research in the selected specialization.	Satisfactory completion of dissertation and defense utilizing a faculty-designed rubric.	Campus
Knowledge	Apply, analyze and synthesize content knowledge, evolving concepts and philosophies in the selected specialization to solve problems by identifying component parts, relationships and ideas.	Satisfactory completion of dissertation and defense utilizing a faculty-designed rubric.	Campus
Skills	Apply visual and nonvisual techniques in the use of instructional materials and methods.	Satisfactory completion of dissertation and defense utilizing a faculty-designed rubric.	Campus
Skills	Apply concepts and principles related to design, implementation and evaluation of formal and non-	Satisfactory completion of dissertation and defense utilizing a faculty-designed rubric.	Campus

	formal education and/or training and development programs.		
Skills	Apply principles, practices and strategies for conducting behavioral research in agricultural and natural resource professions.	Satisfactory completion of dissertation and defense utilizing a faculty-designed rubric.	Campus
Professional Development	Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication.	During the degree program, students adhere to the University of Florida's Honor Code. Observation by the faculty of professional behavior during class activities, seminars, research work, qualifying examination, dissertation defense, and participation in professional societies. These observations will be shared with the supervisory committee and evaluated based on a faculty-developed rubric.	Campus

### C. Research

Research is the primary focus of our PhD program. All students must demonstrate a sustained and original research effort resulting in a substantial body of work coherently written and synthesized in their dissertation. All students are expected to produce at least one peer-reviewed journal article within a year of graduation but the reality is that many students will publish two or more. Students are prepared to become researchers through close mentoring and training by their supervisors and members of their supervisory committee and participation in required courses in experimental design and analysis. Our department and faculty encourage (and may fund) participation in scientific meetings, attendance at grant-writing workshops and participation in a grant-writing course, ethics training, and professional development workshops offered by the Graduate School which all contribute to the professional development of our PhD students.

## D. Assessment Timeline

Ph.D. Agricultural Education and Communication College of Agricultural and Life Sciences

Assessment SLOs	Dissertation & Defense	Annual Evaluation
<b>Knowledge</b>		
#1	X	
#2	X	
<b>Skills</b>		
#3	X	
#4	X	
#5	X	
<b>Professional Behavior</b>		
#6	X	X

## E. Assessment Cycle

Assessment Cycle for:

Ph.D. Agricultural Education and Communication College of Agricultural and Life Sciences

Analysis and Interpretation:

June-July, Annually

Program Modifications:

Completed by August 15 of each year)

Dissemination:

Completed by September 1 of each year)

Year	12-13	13-14	14-15	15-16	16-17	17-18
<b>SLOs</b>						
<b>Content Knowledge</b>						
#1	X	X	X	X	X	X
#2	X	X	X	X	X	X
<b>Skills</b>						
#3	X	X	X	X	X	X
#4	X	X	X	X	X	X
#5	X	X	X	X	X	X
<b>Professional Behavior</b>						
#6	X	X	X	X	X	X

## F. Measurement Tools

Student Learning Outcomes are evaluated at various points in the student's academic career. All PhD students receive an annual evaluation from the supervisory committee on or before April 15<sup>th</sup> of each year. Further, the SLOs are assessed during the evaluation of qualifying exam for candidacy and during the dissertation defense. The same rubric (provided) is used for these evaluations.

SLOs	Measurement Tool
<b>Knowledge</b>	
#1	Faculty Designed Rubric (see attached)
#2	Faculty Designed Rubric (see attached)
<b>Skills</b>	
#3	Faculty Designed Rubric (see attached)
#4	Faculty Designed Rubric (see attached)
#5	Faculty Designed Rubric (see attached)
<b>Professional Behavior</b>	
#6	Faculty Designed Rubric (see attached)

## G. Assessment Oversight

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