**Student Outcomes Assessment Report**

**Agricultural Education/Communication Option**

**Department of Animal Sciences and Agricultural Education**

**California State University, Fresno**

1. **What learning outcomes did you assess?**

1.4: Understand publication design principles and current practices used in the agricultural communications field.

2.1: Research, write and edit an agricultural article demonstrating correct grammar, spelling, punctuation and the appropriate media style.

2.3: Understand communication material production skills and effective design of materials for specific audiences.

2.4: Effectively communicate agricultural issues to the public through written and oral communication methods.

1. **What instruments did you use to assess them?**

Student Article/Publication Assessment Rubric (See Appendix A) **–** every other spring semester students in AGED 166 plan, research, write and edit agricultural news articles for the Animal Science and Agricultural Education Department newsletter. Each article requires a photo taken and edited by the student. Students in this course are assessed using an instructor developed rubric to measure the student’s writing competency and publication production skills. The specific learning outcomes addressed by this procedure are 1.4, 2.1, 2.3 and 2.4.

1. **What did you discover from these data?**

Results from 31 students enrolled in AGED 166 during the spring 2016 semester showed that students’ overall rubric scores ranged from 2 to 4 (on a 4 point scale) and the class average was 3.6 with a standard deviation of .62.

1. **What changes did you make as a result of these findings?**

The following changes will be implemented in AGED 166 for the spring of 2018, which will be the next time this course is offered:

* Provide students with a list of possible article topics to assist them in selecting an appropriate topic to write about and photograph.
* Provide students with additional opportunities to improve their writing skills through in class writing exercises.
* Encourage students to complete MCJ 10 prior to enrolling in AGED 166, which would provide them with additional writing skills and allow them to apply these skills to an agriculturally related topic.
1. **What assessment activities will be conducted in the 2016-17 academic year?**

Planned assessment activities for 2016-17 include the reevaluation of embedded questions and rubric for AGED 66 exam assessment. Modifications to the questions and rubric will be made as necessary. Test results will be reviewed and be evaluated using the rubric. Based on the findings, areas for improvement will be identified, curricular and/or methodology changes will be proposed and implemented accordingly. The specific learning outcomes addressed by this procedure are 1.1, 1.2 and 1.3.

Additionally, an assessment of the students’ culminating project will be conducted. The Student Video Project Assessment is the culminating experience for students in AGED 66. Students utilize various skills learned in this course to plan, design, write, shoot, edit and present. Students will be assessed using a rubric developed by the instructor to assess how the video meets the communication goals set by the student. The specific learning outcomes addressed by this procedure are 2.2, 2.3 and 2.4.

1. **What progress has been made on items from your last program review action plan?**

2015-16 is the first academic year in which outcomes assessment activities were conducted specifically looking at student learning outcomes for the Agricultural Education – Communication Option. Faculty and the department are dedicated to this ongoing process and are committed to continued evaluation and action planning for the improvement of this program.

**Appendix A**

Student Article/Publication Assessment Rubric – Outcomes 1.4, 2.1, 2.3 and 2.4

