1. What outcomes were you scheduled to assess during the present biennial reporting period? What outcomes did you assess? (You can refer to the program assessment plan online.)

The following were scheduled to be assessed and were assessed: Objective: To produce leaders in the field of agricultural and extension education Outcomes: To join their professional associations. To hold leadership positions where they work. To hold leadership positions in professional organizations. To advance to high levels of responsibility within their work setting or profession. Objective: To position the department as a national leader in providing graduate education at a distance in agricultural and extension education Outcomes: To offer graduate degrees and courses at a distance. To conduct research in the field of distance education. To make presentations at national conferences about our distance education efforts. To increase the interstate population of students enrolled in the graduate program.

2. What data did you collect? Summarize your findings for these data.

Data were collected from past graduates and from university sources. Of the 64 2006-2009 Master’s graduates, 72 percent are employed as educators in the public schools or with the Cooperative Extension Service (CES). The rest are employed by USDA or NCDA, pursuing more education or did not respond to the survey. Of the five doctoral graduates, three are administrators with the CES and two are college instructors. 86% of the graduates belong to their professional societies. 36% percent hold leadership positions at work. 41% hold leadership positions in professional societies. 83% of the CES employees have been promoted from Assistant to Associate Agent. During the past three years the department offered a total of 52 distance education classes and enrolled 657 students. The breakdown by years is as follows: 2006-07 18 courses, 633 SCHs; 2007-08 16 courses, 588 SCHs; 2008-09 18 courses, 750 SCHs. Enrollment in the distance education Master’s degree program: Fall 2006 – 23 students, Fall 2007 – 42 students, Fall 2008 – 54 students. Currently 16% of the DE students are from out of state. Our faculty are involved in DE research & development. We are leading a $464,481 USDA grant to develop a DE consortium in Ag Ed. Papers with these titles 1) How to become an effective online teacher 2) Learning styles and success in a distance education course: Is there a connection? & 3) Facing the Reality of Demand for Online Courses: Challenges and Alternatives have been presented at national meetings. An article titled Identifying Content For an Open Courseware Pre-service Agricultural Education Program Planning Course, Journal of Agricultural Education, 47 (1), 64-77 has been published and is currently being reviewed. The title of this study (http://www.ncsu.edu/extension/09papers/22.pdf) the NCSU Ag Ed program was ranked 7th in the nation. Of the 10 universities identified, NCSU was the only one recognized for excellence in distance education.

3. What did you and your faculty learn about your program and/or your students from the analysis of the data? What areas of concern have emerged?

Since one of the primary objectives of our program is to produce leaders for the public school system and for the CES, we were pleased to see that a majority of our graduates are employed in these areas. The fact that most of those employed belong to their professional societies is gratifying. While many of the graduates are relatively young, it was rewarding to see a number of them moving into leadership positions within the profession. As these individuals gain more work experience, we expect to see more of them tapped for leadership positions. It appears we have reached an equilibrium point as to the number of distance education courses we can offer with our current faculty allocation. For a faculty of our size, we are offering a healthy number of courses each year. In order to increase the offerings, more faculty would be needed. We currently average about 14 students per distance education class. We could handle a few more students per class, but if we want to maintain the quality of the instruction and the amount of time we can devote to each student, we cannot go much higher. We found that we were not doing as much research as we thought we were doing on DE. Perhaps one of the reasons for our perceptions not matching reality is that we are currently providing the leadership for the development of a nation wide consortium in distance education for agricultural education and are involved in numerous national and regional meetings and conference calls regarding this effort; yet these activities don’t show up as paper presentations or journal articles at this point in time. We plan to continue to seek avenues for conducting and reporting research in distance education. No major concerns emerged from our assessment of these two objectives and accompanying outcomes for this biennial report.

4. As a result of your assessment, what changes, if any, have you and your faculty implemented or considered implementing to address areas of concern? (These can include changes in the program and in the assessment plan.) How will you measure the effectiveness of these changes?

We have made some changes in the graduate program and are in the process of making other changes as part of our ongoing assessment of the program. To be frank, these changes were not solely caused by this assessment but are a result of our on-going assessment of the program and from other sections of the assessment plan that are not included in this report. Three new graduate courses have been developed since the last report to better meet the needs of our students. These are AEE 524 Coordinating the Agriculture and Extension Education, AEE 533 Management of Volunteers in Agriculture and Extension Education and AEE 705 International Agricultural Development. Because of the number of students in the distance education program and the fact that the faculty may have no “in person” contact with these students until it is time for their comprehensive examination the department has initiated action to convert the distance education Master’s program into a Plan B program. Instead of having a comprehensive oral Master’s exam, a creative/research component will be added to the program. Students will have to complete a culminating project where they have to use the knowledge gained from at least three graduate courses. This could be an action research project in the classroom, a curriculum development activity, the development of a new extension program, etc. We believe this will be more educational for the student and will be better use of faculty time. This request is currently at the college level. One of our new assistant professors wanted to teach a required core course in research methodologies when he joined the faculty. Based upon the performance of the students in the exit exam, we have put a more experienced professor in to teach that course. The external review team that visited in 2007 supported the development of a Ph.D. track to the existing doctoral program (Ed.D.). We will be pursuing that goal in the spring of 2010.

5. What outcomes are you planning to assess for the upcoming biennial reporting period? (If they are different from what you proposed in your assessment plan, please update the assessment plan to reflect the change.)

Objective: To produce effective educators in agricultural and extension education. Outcomes: To develop a deep appreciation and knowledge of the discipline. To plan and conduct quality agricultural and extension education programs. To implement and use a variety of instructional methodologies and technologies. To develop an in-depth knowledge of the subjects they teach. To demonstrate a student/client focus and preparation to work with a diverse student/client population. To be in demand for positions in agricultural and extension education, agriculture, industry, and private and public businesses. To share their knowledge with other professionals in the field. To be recognized for their educational expertise. To exhibit a high degree of professionalism. Objective: To produce competent users and producers of research. Outcomes: To make presentations at state, regional and national conferences. To appreciate, understand and use the products of educational inquiry for program improvement. To be cited by other researchers. To publish their research in appropriate journals. When the Plan B proposal is approved we may have to rethink some of the outcomes associated with the first objective because some of the data were to be collected from student portfolios that were presented as part of the comprehensive examination. We may have to change some of the outcomes or change how they will be assessed.

6. If your program has had an external review in the past 8 years, summarize progress in achieving the action plan for the most recent review (you may access the plan from your program’s Evaluation Management Home page in InfoWeb; click on “Upload/Download Documents”). How many action items have been completed? What items have yet to be completed? Briefly describe plans for completing these items and/or obstacles to completion.

1. Improved Space - Completed, all of the faculty have been relocated to the 2nd floor of Ricks Hall 2. Additional Operating Budget (Extension Support) - Not accomplished, the state has budget difficulties 3. Decrease Teaching Loads of Faculty - Partially completed. We were able to hire a replacement for Dr. Bostick upon his retirement. The person hired will be teaching more graduate courses in areas of need than Dr. Bostick did. 4. Dr. Richardson's Replacement Unknown - Not accomplished. We still have hopes when the budget situation improves. 5. Distance Education Studio - Completed. The college provided the resources to renovate Room 308 Ricks Hall, turning it into a DE studio. 6. Curriculum Coordinator Position for Ag Ed/FFA Team - Not completed—this does not impact the graduate program. 7. Increase Graduate Student Enrollment - In progress. A recruitment grant was submitted to the Graduate School and was funded for a little over $1,000. 8. Revised/updated recruitment materials. - See previous item. 9. Increase Ag Mechanics Instruction in Ag Ed program - Not completed – this applies to the undergraduate program.