Sustainable Agriculture and Food Environment MAG

Goal 1- Technical Agriculture Knowledge

Goal Description:

Graduate students will utilize technical knowledge to defend sustainable agriculture viewpoints.

Providing Department: Sustainable Agriculture and Food Environment MAG

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Goal 1- Objective 1: Sustainable Agriculture Knowledge

Learning Objective Description:

Students will demonstrate advanced technical knowledge in a variety of topics relevant to sustainable agriculture.

RELATED ITEM LEVEL 2

Goal 1- Objective 1. Indicator 1: Sustainable Agriculture Knowledge in SAFE 5373 and 5312

Indicator Description:

Courses are taught on a rotating basis, therefore SAFE 5373 will be taught in odd fall/even spring years and SAFE 5312 will be taught in even fall/odd spring years. Assignments and/or embedded test questions will be evaluated for both courses.

Criterion Description:

In SAFE 5373, embedded test questions focusing on microbiology, food safety and food regulation will be evaluated. In SAFE 5312, a writing assignment focused on marketing strategies will be evaluated using a rubric. In both courses, it is our expectation that 70% of our students score a 70% or better on the assessments in SAFE 5373 and 5312. Ten students have been included in the assessment of odd fall/even spring rotating classes, we will continue to collect data until 25 students are included in the assessment.

Findings Description:

In SAFE 5312, 100% of our students scored a 70% or better on the writing assignment focused on marketing strategies. This brings the total to 23 students for this assessment.

RELATED ITEM LEVEL 3

Goal 1- Objective 1. Indicator 1: Sustainable Agriculture Knowledge in SAFE 5373 and 5372

Action Description:

At this time, we will continue to collect data until the 25 student threshold is met.

RELATED ITEM LEVEL 1

Goal 1- Objective 2: Written Debates in SAFE 5311 and 5351

Learning Objective Description:

Students will demonstrate the ability to write and defend an opinion using technical knowledge of sustainable agriculture.

RELATED ITEM LEVEL 2

Goal 1- Objective 2. Indicator 1: Written Debates in SAFE 5311 and 5351

Indicator Description:

Courses are taught on a rotating basis, therefore SAFE 5311 will be taught in odd fall/even spring years and SAFE 5351 will be taught in even fall/odd spring years. Writing assignments from each course will be evaluated using rubrics.

Criterion Description:

In SAFE 5311, students select an agricultural topic of their own choosing and write a 6-10 page paper supported by scientific literature and real-life examples. The issues paper will be evaluated by rubric, and it is our expectation that 70% of our students score a 70% or better on the assessment. In SAFE 5351, a writing assignment focused on marketing strategies will be evaluated using a rubric, with a goal that 70% of students achieve at least a 3 out of 4 or greater on rubric components. Ten students have been included in the assessment of odd fall/even spring rotating classes, we will continue to collect data until 25 students are included in the assessment.

Findings Description:

In SAFE 5311, students selected an agricultural topic of their own choosing and wrote a 6-10 page paper supported by scientific literature and real-life examples. The issues paper was evaluated by rubric, and 86% of our students scored a 70% or better on the assessment. This brings the total to 28 students for this assessment.

RELATED ITEM LEVEL 3

Goal 1- Objective 2. Indicator 1: Written Debates in SAFE 5311 and 5351

Action Description:

The data currently collected students seem to be meeting the expectations of the program and we have meet the 25 student threshold is met. However, alterations to this objective will be made one both objectives 1 and 2 have reached the 25 student threshold.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The plan contains two learning objectives, one that focuses on student performance on technical information and the second on student abilities to write and defend their position on key issues. This allows for an understanding of background perceptions, a gauge of learning of knowledge related to the field, and an assessment of written communication and reasoning skills.

We will continue to identify courses taught in each of these areas that can provide assessment data and working with instructors to develop rubrics for identified assignments. This should allow for a more complete understanding of where our students are coming from and how the program directs and

prepares them for the future.

Update of Progress to the Previous Cycle's PCI:

The plan contains two learning objectives, one that focuses on student performance on technical information and the second on student abilities to write and defend their position on key issues. This allows for an understanding of background perceptions, a gauge of learning of knowledge related to the field, and an assessment of written communication and reasoning skills.

We have 23 responses in objective 1 and 28 in objective 2. Therefore we will continue to evaluate assessment data taught in each of these areas until we have a minimum of 25 responses for each objective. This should allow for a more complete understanding of where our students are coming from and how the program directs and prepares them for the future.

New Plan for Continuous Improvement

Closing Summary:

The plan contains two learning objectives, one that focuses on student performance on technical information and the second on student abilities to write and defend their position on key issues. This allows for an understanding of background perceptions, a gauge of learning of knowledge related to the field, and an assessment of written communication and reasoning skills.

We will continue to identify courses taught in each of these areas that can provide assessment data and working with instructors to develop rubrics for identified assignments. Additionally, we will likely break our threshold of 25 responses for this cycle and be able to make alterations to our plan going forward so that we can have a more complete understanding of where our students are coming from and how the program directs and prepares them for the future.