

ASU COLLEGE OF AGRICULTURE AND TECHNOLOGY ASSESSMENT PLAN

Introduction

In an effort to improve student learning in our college, the ASU College of Agriculture and Technology conducts program level assessment of the Associate of Science (AS), Associate of Applied Science (AAS), Bachelor of Science in Agriculture (BSA), Bachelor of Science (BS), Bachelor of Applied Science (BAS) and Master of Science in Agriculture (MSA). Each course in the College will also be assessed.

To conduct these assessments, the College will take the following steps:

1. An assessment committee will be appointed by Dean Phillips.
2. The assessment committee will meet and be charged with the following tasks:
 - a. Review the mission statement of the College periodically to ensure that it is still the focus of the College.
 - b. Review the goals for each program, ensuring that they are measurable, can be supported by evidence, and support the mission of the College.
 - c. Learning outcomes for each program will be reviewed to ensure that they support the goals of the program.
 - d. Review methods of assessment for each learning outcome to ensure that they are appropriate.
 - e. Review syllabi for each course taught in the college to:
 - Make sure that they are in compliance with university requirements.
 - Check for course goals.
 - Verify that course goals are in alignment with program goals and college mission statement.
 - Confirm that each course has at least one learning outcome in support of the course goal.
 - f. Consider types of evidence that will support each goal. We need to verify what kinds of data we already have. On the Agriculture side, we have several years of data for the Area Concentration Achievement Test (ACAT). This data will be reviewed to determine how it can best be used. For Technology, we will continue to look for another standardized test or other mechanism to assess students.

We need to decide how best to gather and document information on:

- The number of students involved with the Bill and Alice Nix Petting Zoo, Farm and Home Safety Expo, Agribusiness Conference, Arkansas Soil and Water Education Conference, etc.
- The number of students utilizing our writing tutor
- Student presentations
- Students who register and utilize the services of the Career Management office
- Students who pursue advanced degrees
- Scholarships and awards our students receive
- Grade point averages of graduates-overall and within major
- The jobs and salaries our graduate receive
- Employer satisfaction with our graduates
- Graduate's satisfaction with their education

- Course imbedded assessments
 - Scores on standardized exams such as GRE, Praxis II, etc.
3. Spring 2011 at the first faculty meeting of the semester, each course offered was reviewed and one learning outcome assigned to each course.
 4. Once the learning outcome has been established for a course, the faculty member teaching the course will be responsible for determining the best way to measure that outcome.
 5. At the end of the semester, each faculty member will provide the assessment committee with data on how well the learning outcome was met. Faculty members will submit a one- to two-page narrative discussing how they assessed their students in each course. The narrative should focus on how they will address their teaching practices in response to the assessment.
 6. Faculty will meet to assess the year's graduates and to review the data gathered under 2f. Each graduate will be evaluated and strengths and weaknesses will be identified. The data from 2f will be analyzed and used by the faculty to plan changes in curriculum, teaching methods, etc.