

This document represents a summary of department activities related to implementation of CQIP for the years 1995 - 2000.

DEPARTMENT OVERVIEW

- B. **Assessment.** Department of Agriculture assessment activities included the following:
- Several faculty retreats on assessment led to the identification of Generalized Department Assessment Outcomes, which were validated by a formal survey of students, alumni, and employers of agricultural graduates. Some course syllabi have been modified to include the Outcomes with their associated Course Goals, Criteria and Measuring Instruments.
 - The department continues to support Writing Across the Curriculum with a theme writing exercise each fall, identifying students with writing problems and assigning remedial work.
 - The department's senior assessment requirement includes demonstrating competencies in writing, resume preparation, public speaking, interviewing, parliamentary procedure and business etiquette. This requirement was incorporated in a new Agriculture Capstone course, which also includes team exercises in critical thinking using case studies of real agricultural situations.
 - The Agricultural Industry Advisory and Student Advisory Boards met annually to review assessment activities, and to recommend changes in programs to meet current industry needs. One recommended and implemented change was to add a computer course to all programs.
 - An undergraduate handbook, "An Aggie's Guide to Success", was developed and includes university and department assessment information. The handbook is used in the Introduction to Agriculture course, which also includes the Descriptive Test of Language Skills and Nelson-Denny Test of Reading Skills used to assess student abilities and to identify areas of weakness.
 - A matrix of agricultural education requirements was created to allow identification of course(s) in which each requirement is assessed, what assessment measure(s) is used, and teacher portfolio items created.
 - The department obtained a grant for a computer lab so that students can develop computer skills and meet the departments' computer competency requirements.
 - Faculty participated in many university-wide assessment activities, including outcome assessment

teams, assessment meetings and workshops, and evaluation of the department's assessment activities with assessment program representatives.

D. **Curriculum**

Maintaining forward-looking curriculum and course content is a constant challenge and a high priority for the Agriculture Department. The guiding curricular goal for the department is to maintain the integration of innovative agricultural technologies into all program areas. In working towards this goal, the department has implemented many changes and improvements in the Agriculture Department's curriculum over the past five years. Every instructor continually strives to upgrade his/her course material each year, providing students with the latest and most up-to-date information. The following are several examples of curricular improvements.

A new course, Agri 2010: Computer Applications for Agriculture was added to the programs of all majors. The inclusion of this course in the curriculum was supported by the Agriculture Industries Advisory Board. It is the view of the department that this blends very well with the University Mission Statement sections 3(b) in terms of establishing computer literacy. This is an extremely relevant area, in that well-prepared, effective graduates are better suited to serve agriculture business, agricultural production operations, and school districts, and thereby provide the university with an excellent recruiting avenue.

A second new course, Agri 1300: Introductory Plant Science was created by removing the study of basic plant structures from the Agronomy I course and creating a one semester hour introductory course to provide a prerequisite background course for the Agronomy I, Agronomy II and Introductory Horticultural Science courses.

Responding to state-mandated changes, two Agriculture Education courses Agri 3900: Foundations of Agriculture Education and Agri 4900: Community Programs of Ag Education were combined into one course, Agri 4900: Planning and Conducting Programs in Ag Education. This allowed the addition of a newly revised Agri 4820: Agriculture Safety course to the Agricultural Education major.

Finally, a new course, Agri 5000: Advanced Readings in Agriculture was added to the Master in Agriculture Technology curriculum to provide students an avenue for an in-depth exploration of topics of special interest. An additional opportunity for agricultural educators seeking a M.S. was provided by adding an Agricultural Education option to the Technology and Occupational Education M.S. These T&OE students will take agriculture courses and be advised in the Agriculture Department.

Numerous name changes, changes in prerequisites and changes in course content descriptions were made to more accurately reflect current names, to facilitate the computerization of registration and to indicate the actual nature of courses. An Advanced Agricultural Mechanics course was discontinued because the space needed to offer the course was reassigned to the Power and Transportation Department. Programs were revised to reflect these changes, and to re-align program content as recommended by the Agriculture Industries Advisory Board to ensure that agriculture students are receiving the preparation they need to function in the scientific, technological, and global world of today's agricultural industry.

The Agriculture Department has been working very closely with the secondary agriculture teachers to facilitate their offering introductory courses in the areas of animal science, agricultural mechanics, horticulture and agronomy as dual credit courses. The dual credit courses, taught using Central's syllabi and textbooks, began three years ago with one teacher and one class. In the current school year, there are nine schools offering a total of 19 sections of five dual credit courses.

The department has prepared a proposal for a Pre-veterinary Program, which would allow students several options. Option 1 would be to complete the required 60 hours of pre-vet work and enter a veterinary program. Option 2 would provide a three plus two program, where students would complete 105 semester hours at Central, enter a veterinary program, and after completing two years of veterinary program, would be eligible for a B.S. in Agriculture Technology, Animal Science Option. A third option would be to complete the B.S. in Agriculture Technology at Central before entering a veterinary program. An additional option, being considered by the Biology Department, would be similar to Option 2 but provide a professional biology degree on a three plus two basis.

H. Department Planning

Short and long term planning takes place in the department in several forums: annual planning days, retreats, work sessions with advisory boards, and weekly departmental meetings. Academic, research, and facilities planning are undertaken in response to opportunities which arise and to address identified needs. The faculty and staff as a whole and individually, with the advise of the Agriculture Industries Advisory Board, conduct academic planning related to courses, discipline areas, and individual degree programs. A minimum of four years is needed for the implementation of baccalaureate program changes; an additional two years is required to gauge the integration and continuity of changes in the masters degree program, both here and at other universities. The addition of dual credit courses offered at the secondary level adds two years of potential pre-college enrollment courses to the planning time line.

Technology in agriculture is continually changing, so programs and courses must be updated to maintain state-of-the-art currency in the appropriate technologies. Changes in the degree programs are reviewed and precipitated by several feedback mechanisms which identify changes in the knowledge, expertise, and functional capabilities that employers are seeking in graduates, e.g., alumni surveys, the Agriculture Industries Advisory Board meetings, faculty research, and individual consultations. The availability of funding for technology has provided the opportunity to upgrade and expand the agriculture technology available to students in classroom laboratories and at the university's field experience laboratory farm.

For the last two years, the department chair has been meeting on a regular basis with the agriculture department chairs from the other Missouri regional universities with agriculture departments and the Dean of the University of Missouri's College of Agriculture to undertake long range planning for agricultural education in the state. Areas of collaboration which have emerged from these planning meetings include a statewide international exchange program, greater coordination of transfer courses, and planning to offer upper division and graduate level courses among the participants through distance learning technology.

The department has implemented several approaches to facilitate student's planning of their academic program. Because a number of courses are taught on an every-two-year basis, a set of four-year

course schedules indicating course availability is prepared for use by students and counselors in degree/graduation planning. These schedules, along with detailed degree requirements sheets, are used by students in AGRI 1100: Introduction to Agriculture to plan their program. Particular attention is paid to planning and scheduling courses so that students take courses in the proper sequence to facilitate the knowledge base accumulation and increase learning skills in the progression necessary to prepare degree candidates for subsequent employment and career success.

Extensive planning and adjustments to programs have taken place over the last five years through the department's participation in the CPI process. All courses have writing skills components ranging from extemporaneous essays to formal research papers. This includes both graduate and undergraduate courses. Two courses directly related to assessment have been planned and implemented. AGRI 1100: Introduction to Agriculture and ICAP 4101: Agriculture Capstone Experience, are the major department vehicles for assessment as discussed in Part B above.

The maintenance and upgrading of department facilities and equipment are planned and integrated for curricular, laboratory, and research use. A major recent planning activity involves the proposal to relocate the field experience laboratory farm to a location outside of Warrensburg. This challenge and opportunity is discussed in Part I below.

AGRICULTURAL TECHNOLOGY FUNCTIONAL MAJOR, B.S.

DEGREE PROGRAM INFORMATION

Goal 3: Maintain high departmental assessment efforts. **Strategies:** Continue to evaluate writing skills, speaking skills, and specific agricultural knowledge as demonstrated by the department's Writing Across the Curriculum Program, assessments, nationally-normed examinations, capstone course activities, and departmental evaluation procedures.

AGRIBUSINESS FUNCTIONAL MAJOR, B.S.

DEGREE PROGRAM INFORMATION

B. Objectives

The agribusiness program supports three of the departmental mission goals, which directly support Central's mission and goals. The program supports:

GOAL 1: Undergraduate and graduate career preparation by developing students with a broad technical background in agriculture and business management.

GOAL 2: Serves the intellectual needs of students majoring in other disciplines through courses that can be taken with no departmental pre-requisites (AGRI 2010: Computer Applications in Agriculture, AGRI 1100: Introduction to Agriculture, AGRI 2110: Agricultural Records, AGRI 2120: Agricultural Cooperatives, AGRI 2130: Global Agriculture, AGRI 3120: Distribution and Marketing of Agriculture Products)

GOAL 3: Promotes and cultivates global awareness through the offering of AGRI 4120: International Agriculture and an international component in other agricultural economics and agribusiness courses.

In addition to developing specific skills and attitudes needed for careers in agribusiness, the program strives to develop the communicating, thinking, valuing, interacting/leadership, and computer skills necessary for graduates to succeed professionally.

AGRICULTURAL ECONOMICS FUNCTIONAL MAJOR, B.S.

DEGREE PROGRAM INFORMATION

The Agricultural Economics program supports three of the departmental mission goals, which directly support Central's mission and goals. The program supports:

Goal 1: Undergraduate and graduate career preparation by developing agricultural economists having a broad understanding of all facets of the agricultural industry.

Goal 2: Serves the intellectual needs of students majoring in other disciplines through the development of an intercultural University Studies course, AGRI 2130: Global Agriculture.

Goal 3: Promotes and cultivates global awareness through the offering of AGRI 4120:

International Agriculture, and an international component in other agricultural economics and agribusiness courses.

In addition to developing specific skills and attitudes needed for careers in Agricultural Economics, the program strives to develop communicating, thinking, valuing, interacting/leadership, and computer skills necessary for today's graduate to succeed in a professional career.

**VOCATIONAL AGRICULTURE EDUCATION FUNCTIONAL MAJOR,
B.S. IN EDUCATION DEGREE PROGRAM INFORMATION**

A.

The Vocational Agriculture Education Degree Program is based upon seven broad goals. These goals are to:

GOAL 1: Develop the necessary technical background of the future teacher

GOAL 2: Develop shop skills and procedures in teaching Agricultural Mechanics

GOAL 3: Develop knowledge of the National FFA Organization leadership

GOAL 4: Teach the student teachers to organize supervised occupational experiences of students and adults in the community

GOAL 5: Develop the attitudes and background necessary for working effectively with all agricultural organizations in the community

GOAL 6: Enable agriculture teachers to advise students in occupational choices in the field of agriculture

GOAL 7: Specifically supports the Department of Agriculture's goal to: "prepare students with the necessary knowledge and skills to meet the certification requirements for high school teachers of agriculture." This departmental goal reflects the mission of the university.

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BSE Degrees\Goal A\Component 1 - Student-Learning Outcomes
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