

## UNIT REPORT

## Agricultural Ed, Leadership, & Comm - APR Self-Study Report by Academic Unit/Department

Generated: 3/15/22, 2:24 PM

# Program Mission

## Mission Statement

### Program Mission Statement:

This is our mission.

## Ag. Ed., Leadership, & Communications - Mission Statement

### Program Mission Statement:

Our mission is to improve the economic well-being and quality of life of informed consumers and producers through education, extension, research, and outreach activities in agricultural and extension education, communication, leadership, and youth development.

# Program Goal (add a minimum of 3 program goal "plan items")

## Goal 1

### Goal Statement:

Goal statement.

### Alignment to UI Strategic Plan Goals:

### Indicators/Metrics to Evaluate Progress:

Metrics.

### List of Actions the Program Will Take to Achieve Goals :

### Goal Achievement Level:

## Goal #1: Enrollment

### Goal Statement:

Increase enrollment in undergraduate and graduate majors in the department.

**Alignment to UI Strategic Plan Goals:** Transform (Goal 3): Increase our educational impact.

### Indicators/Metrics to Evaluate Progress:

Increase enrollment in undergraduate and graduate majors in the department by at least 2.0% each academic year. Baseline year will be Fall 2020 when the department enrolled 92 undergraduates and 13 graduate students. Fall enrollment statistics will be used to determine if the department is meeting this goal.

### List of Actions the Program Will Take to Achieve Goals :

Continue department participation in UI Idaho Bound events throughout the year. Conduct *Teach Ag* activities during the Idaho FFA State Convention and State Career Development Events. Increase outreach to Idaho agriculture teachers by providing them with recruitment materials during IATA Summer In-Service each June. Conduct recruitment activities during the 509 Show Circuit meetings during the year.

**Goal Achievement Level:** In Progress

## Goal #2: Increase Student Credit Hour production

### Goal Statement:

Increase student credit hour production by teaching general education, leadership, and communications courses that interest students across the college and university.

### Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Transform (Goal 3): Increase our educational impact.

### Indicators/Metrics to Evaluate Progress:

Increase student credit hour production by 2.0% - 2.5% above the baseline data from the 2019-2020 academic year when the department generated 1,462 student credit hours.

**List of Actions the Program Will Take to Achieve Goals :**

Begin teaching the new *Ag Ed 262 History of U.S. and World Agriculture* course spring semester 2022. This new course is a humanities elective open to all university students. Develop a new *Ag Ed 101 Verbal Communication in Agriculture, Food, and Natural Resources* course during the 2021-2022 academic year. This course would be the equivalent of *Comm 101 Public Speaking* and be a communications elective.

**Goal Achievement Level:** In Progress

**Goal #3 Increase Dual Credit Courses Offered**

**Goal Statement:**

Increase the dual credit courses offered from the department to secondary agriculture students in Idaho. Currently the department offers *Ag Ed 251 Principals of Agricultural Communications and Leadership* and *Ag Ed 258 Experiential Learning and SAE Programs*. Investigate adding *Ag Ed 263 History of U.S. and World Agriculture* as a dual credit humanities course.

**Alignment to UI Strategic Plan Goals:**

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Transform (Goal 3): Increase our educational impact.

**Indicators/Metrics to Evaluate Progress:**

Increase the number of dual credit courses offered and student enrollment in dual credit courses. The goal is to add at least one more dual credit course and increase dual credit enrollment by 5% each year.

**List of Actions the Program Will Take to Achieve Goals :**

Add at least 1 new dual credit course offered by the department. Conduct information sessions with Idaho agriculture teachers on partnering with the department on dual credit course offerings.

**Goal Achievement Level:** In Progress

# Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

## Agricultural Education BS

**Assessment Report Contact:** Jim Connors

**Program Changes in Past Year:**

The AGED BS degree changed course requirements from ASM 107/202/210/407 to ASM 107/407 and one of the following ASM 202/210/305/331. No other curriculum changes were made.

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** AGED is accredited by CAEP (Council for the Accreditation of Educator Preparation)

**Import Outcomes Data (from Anthology Outcomes):**

See CAEP Standards below.

**Standard 1 Knowledge Indicator 1**

**Specialized Skills- State Agriculture Science Standard S1K1**

The student will explain biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

Exceeded		93.33%	14
Met		6.67%	1
Partially Met		0%	0
Not Met		0%	0

**Standard 1 Knowledge Indicator 2**

**Specialized Skills- State Agriculture Science Standard S1K2**

Students will explain concepts relevant to production agriculture

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Standard 1 Knowledge Indicator 4**

**Specialized Skills- State Agriculture Science Standard S1K4**

Students will create instruction in one or more of the following specialized occupational areas: Agricultural production and marketing, Agricultural equipment and supplies, Agriculture product processing, Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management), Agricultural business planning and analysis, Natural resource management, Environmental science, Forestry, Small animal production and care

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Knowledge Indicator 3

**Specialized Skills- State Agriculture Science Standard S1K3**

Student can explain plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Knowledge Indicator 5

**Specialized Skills- State Agriculture Science Standards S1K5**

Students will explain the process required to advise, oversee and operate a local FFA chapter and connect local programs to the Idaho State and National FFA organizations.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Knowledge Indicator 6

**Specialized Skills- State Agriculture Science Standards S1K6**

Students will develop a plan to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Knowledge Indicator 7

**Specialized Skills- State Agriculture Science Standards S1K7**

Students will explain with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Performance Indicator 1

**Specialized Skills- State Agriculture Science Standards S1P1**

Students will apply natural and physical science principles to practical solutions.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Performance Indicator 2

**Specialized Skills- State Agriculture Science Standards S1P2**

Students will create discussions related to production agriculture

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Standard 1 Performance Indicator 3

**Specialized Skills- State Agriculture Science Standards S1P3**

Students will demonstrate, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

Core Teacher Standard 7

**Planning for Instruction**

Students will create instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Standard 1 Performance Indicator 4**

**Specialized Skills- State Agriculture Science Standards S1P4**

Students will advise, oversee and operate a local FFA chapter in relationship to the Idaho State and National FFA organizations.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Standard 1 Performance Indicator 5**

**Specialized Skills- State Agriculture Science Standards S1P5**

Students will organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Standard 1 Performance Indicator 6**

**Specialized Skills- State Agriculture Science Standards S1P6**

Students will observe administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 1**

**Learner Development**

Students will describe how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 2**

**Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 3**

**Learning Environments**

Students will collaborate to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 4**

**Content Knowledge**

Students will describe the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 5**

**Application of Content**

Students will develop curriculum to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 6****Assessment**

Students will apply multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 8****Instructional Strategies**

Students will design instruction with a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 9****Professional & Ethical Practice**

Students will engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Core Teacher Standard 10****Leadership & Collaboration**

Students will analyze benefits of leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Academic Year 2019-2020: Agricultural Education (B.S.Ag.Ed.)

Term: **Overview**

*No Results*

**Summary of Student Learning:**

Link to Ag Ed Summary Findings on One Drive:

Evidences of work in both AGED and PTC standards

[AGED Accreditation - OneDrive \(sharepoint.com\)](#)

**Summary of Faculty Discussion:**

The faculty meet regularly to review student outcomes and discuss any proposed changes to the BS Ag Ed program that would improve student learning.

**Summary of Changes/Improvements Being Considered:**

Annually, all faculty members in the department who instruct courses in the Agricultural Education BS program meet together to discuss student progress, learning outcome data, and potential changes to the departmental and programmatic goals. The outcome of this discussion is used to modify and improve course assignments, sequencing of courses, and any other changes needed to assist students in meeting programmatic goals.

**Inter-rater Reliability:**

In the AgEd program, the entire faculty participate in Teacher Candidate presentations and evaluate the students on a rubric that was designed collaboratively. These presentations are the culminating experience in the program, therefore the group evaluation ensures the same standards and criteria for evaluating the student work.

**Closing the Loop:**

The Teacher Education faculty meets annually to review degree requirements for the Agricultural Education major, review assessment data, student feedback, and discuss potential changes to the program. Past changes have been to change Natural Science degree requirements to prepare students for the Biology Endorsement from the Idaho Department of Education instead of the outdated Natural Science endorsement. Additional changes that resulted from a review of assessment data include requiring EDCI 410 Technology Teaching and Learning course for all Ag. Ed. majors.

**Agricultural Science, Communications, and Leadership (BS Ag. & Life Sciences)**

**Assessment Report Contact:** Sarah Bush

**Program Changes in Past Year:**

There were no changes to the degree requirements for the Agricultural Science, Communications, and Leadership major during the 2020-2021 academic year.

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** N.A.

**Import Outcomes Data (from Anthology Outcomes):**

See below:

3.

### Leadership Skills

Students will identify leadership skills associated with careers in the food, fiber, and natural resources system.

Academic Year 2019-2020: **Agricultural Science Communication & Leadership (B.S.Ag.L.S.)**

Term: **Overview**

*No Results*

1.

### Specialized Skills

Students will develop an individualized plan to gather technical agriculture knowledge and skills to be successful in the food, fiber, and natural resources industry.

Academic Year 2019-2020: **Agricultural Science Communication & Leadership (B.S.Ag.L.S.)**

Term: **Overview**

*No Results*

2.

### Critical Thinking

Students will investigate agricultural leadership and communications through an industry-based internship experience.

Academic Year 2019-2020: **Agricultural Science Communication & Leadership (B.S.Ag.L.S.)**

Term: **Overview**

*No Results*

4.

### Comprehensive Knowledge

Students will develop a comprehensive knowledge of scientific and economic principles associated with agriculture.

Academic Year 2019-2020: **Agricultural Science Communication & Leadership (B.S.Ag.L.S.)**

Term: **Overview**

*No Results*

5.

### Application

Students will examine practical applications of leadership and communication in agricultural industry settings

Academic Year 2019-2020: **Agricultural Science Communication & Leadership (B.S.Ag.L.S.)**

Term: **Overview**

*No Results*

6

### Communication Skills

Students will create oral and written communications based on agricultural content

Academic Year 2019-2020: **Agricultural Science Communication & Leadership (B.S.Ag.L.S.)**

Term: **Overview**

*No Results*

### Summary of Student Learning:

According to our attached ASCL Programmatic Learning Outcomes, students have met the set outcomes for the 2019-2020. We have attached the summarized findings for the most recent assessment cycle.

For bullet number 6 (Students will create oral and written communications based on agricultural content), information from the media proposals can be found here:

[https://drive.google.com/drive/folders/1TZvf5yxQ7Bat-E7MjBd\\_zl0eSfj2T140?usp=sharing](https://drive.google.com/drive/folders/1TZvf5yxQ7Bat-E7MjBd_zl0eSfj2T140?usp=sharing)

Attached Files

[ASCL Programmatic Learning Outcomes- 2019-2020.docx](#)

### Summary of Faculty Discussion:

As a faculty, we often engage in discussions on degree improvement at our regular faculty meetings. We have recently been discussing updates to our internship experience and just collaboratively worked as a team to make updates to the major that went into effect 2020-2021. These updates included changes in several different required classes taught out of the department that more specifically focused on agricultural leadership and communications. Additional changes including allowing students to select three emphasis areas in three CALS program areas or two CALS and one

CNR area. These updates allow our students to tailor their degrees, while receiving more consistent course offerings and material within the department, specific to their major. The attached report was collaboratively prepared in the Fall of 2018 to reconsider needs from the major. We have not made any changes since the new major format as we have had too few students complete the entire program to make assessments yet.

Attached Files

[ASCL Major Report.pdf](#)

**Summary of Changes/Improvements Being Considered:**

The faculty has not made any immediate changes to the assessment of learning for outcomes based upon having recently changed the degree plan. We are working collaboratively to update our internship experience plan and streamline the presentations.

**Inter-rater Reliability:**

Our faculty use the same set of guidelines for evaluating internships. These are all included in the internship handbook, which serves as the students' capstone.

**Closing the Loop:**

## Agricultural Education MS

**Assessment Report Contact:** Kasee Smith

**Program Changes in Past Year:**

No changes to the program this year

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:**

**Import Outcomes Data (from Anthology Outcomes):**

1.

**Communication Skills**

Students will disseminate information through both oral and written platforms

Academic Year 2019-2020: Agricultural Education (M.S.)

Term: **Overview**

*No Results*

2.

**Professionalism**

Students will develop professionally through completion of an individualized professional growth plan

Academic Year 2019-2020: Agricultural Education (M.S.)

Term: **Overview**

*No Results*

3.

**Intellectual Skills**

Graduates will develop philosophical views of agricultural education, communication, and leadership.

Academic Year 2019-2020: Agricultural Education (M.S.)

Term: **Overview**

*No Results*

4.

**Critical Thinking**

Students will evaluate research in agricultural education, leadership, & communications.

Academic Year 2019-2020: Agricultural Education (M.S.)

Term: **Overview**

*No Results*

5

**Specialized Skills**

Students will develop plans for individualized content knowledge growth in agricultural education, communications, and/or leadership

Academic Year 2019-2020: Agricultural Education (M.S.)

Term: **Overview**

*No Results*

**Summary of Student Learning:**

100% of MS Students enrolled in departmental MS completed assignments which aligned with programmatic assignments with at or above 80% scores.

**Summary of Faculty Discussion:**

Upon reviewing information for the Agricultural Education MS program, faculty members discussed the potential of implementing a more widespread research class for students. Other courses and the two options within this major were discussed at length. The graduate student handbook was updated based on these conversations.

#### **Summary of Changes/Improvements Being Considered:**

Annually, all faculty members in the department who instruct courses in the Agricultural Education MS program meet together to discuss student progress, learning outcome data, and potential changes to the departmental and programmatic goals. The outcome of this discussion is used to modify and improve course assignments, sequencing of courses, and any other changes needed to assist students in meeting programmatic goals.

#### **Inter-rater Reliability:**

In the AgEd program, the entire faculty participate in Teacher Candidate presentations and evaluate the students on a rubric that was designed collaboratively. These presentations are the culminating experience in the program, therefore the group evaluation ensures the same standards and criteria for evaluating the student work.

#### **Closing the Loop:**

The AELC faculty meet annually to review the graduate degree program and make suggestions for course changes, additions, deletions, or research requirements for the degree.

## **Student Achievement**

### **AELC Student Achievement Plan**

#### **Student Retention:**

Data shows that both majors have been successful in retaining students. The retention rate was 93.33% for Ag. Ed. majors, 83.78% for ASCL majors, and 75% for MS Ag Ed majors resulting in an overall retention rate of 88.75% for all academic programs in the department.

Prior to students being allowed to change their major on-line, we required all students who were transferring out of the major were required to meet with the department head and complete a survey about their reasons for the transfer. Now that students can change their major online we can no longer collect this data.

#### **Student Persistence:**

Students in the Agricultural Education major and Agricultural Science, Communications, and Leadership (ASCL) major had a successful course completion rate of 89.76% during fall semester 2020 and 95.24% during spring semester 2021.

#### **Student Completion:**

There is limited data available from Institutional Research office and what is available is not current.

The 6 Year Graduation Rate for New Transfer students (Cohorts Fall 2006 - Fall 2013) show that 79% of the students in the ASCL major graduated, 69% of the Ag. Ed. students graduated within the 6 year period. Retention-Graduation Rates for New Freshmen for the 5 year period from 2010-2011 to 2014-2015 ranged from a low of 50% in 2010-2011 to a high of 75% in 2014-2015. However, caution should be used when interpreting these data because there are no data available for the last 6 academic years.

#### **Student Postgraduate Success:**

The AGED program carefully tracks graduates of the program and their job placement in high school classrooms. Agricultural Education graduates have accepted teaching positions in Idaho, Washington, Oregon, California, Alaska, Montana, North Dakota, Colorado, and Pennsylvania.

Agricultural Science, Communications, and Leadership graduates have accepted industry positions with Lamb-Weston, the Idaho Wool Growers Association, the Washington Hops Growers Association, the Bureau of Land Management, Natural Resources Conservation Service, and many other businesses, government agencies, and agricultural organizations.

#### **Identify Equity Gaps:**

Students majoring in Agricultural Education and Agricultural Science, Communications and Leadership are predominantly Caucasian. Many School-Based Agricultural Education (SBAE) programs in secondary high schools serve a high Hispanic population in their schools. There continues to be a need to recruit and retain Agricultural Education Teacher Candidates of Hispanic descent to fill teaching positions in these Hispanic serving high schools across Idaho and the Pacific Northwest.

#### **Effective Learning Environment and Closing Equity Gaps:**

Students in the agricultural education and agricultural science, communications, and leadership majors are advised by faculty in their respective disciplines. Students meet with their assigned academic advisor at least once per semester to plan their schedule and review their progress to completing their degree.

The *Teach Ag* program conducts regular recruitment activities open to all high school agricultural education students and FFA members. The annual Idaho FFA Career Development Events held each June on the Moscow campus is being expanded to include both FFA and 4-H members from neighboring states including Washington, Oregon, and Montana. It is hoped that by expanding the participation we will recruit a more diverse student body for the agricultural education and ASCL majors.

## **Demand and Productivity**

## AELC Demand and Productivity

### External Demand:

The external demand for secondary agricultural educators continues to be extremely high. All graduates from our teacher education program who have applied for teaching positions have been offered a teaching job. The NAAE National Supply and Demand Study reported that, "Of the total number of teachers, 1420 (10.7%) were considered new hires in school-based agricultural education (SBAE)."

The study also reported that, "substantial growth and expansion in school-based agricultural education occurred in 2019-2020 with 224 new positions and 156 new programs added." In Idaho and across the pacific northwest there continues to be positions open for secondary agricultural educators every year due to program growth and new program development.

The growth of the agricultural sector in Idaho and across the country requires trained professionals. Graduates of the Agricultural Science, Communications, and Leadership (B.S. Ag & Life Sciences) major are continually in demand from agricultural producers, processors, commodity groups, breed associations, as well as state and federal government agencies.

### Internal Demand:

Students majoring in Family and Consumer Sciences Education have enrolled in teacher education courses offered in the Agricultural Education program. Two FCS Education majors were supervised during their student-teaching field experience by faculty in Agricultural Education.

Internal demand for agricultural leadership, communications, and international courses continues to grow. Students in other majors in the College of Agricultural and Life Sciences regularly enroll in courses offered by the department. The Ag Ed 406 Exploring International Agriculture and Ag Ed 407 Global Agricultural and Life Science Systems courses are taken by CALs students needing to complete an international course for their general education requirements.

Opportunities to increase internal demand for our classes include two new courses being developed in the department - *Ag Ed 263 History of U.S. and World Agriculture (3 cr. Humanities)* and *Ag Ed 101 Verbal Communication in Agriculture, Food, and Natural Resources (3 cr. Communications)* should significantly improve student credit hour generation in the department.

Attached Files

[NSD2019 Summary\\_7.15.20.pdf](#)

### Credit Productivity:

The major strength to the agricultural education program is that we are the only program in the state that offers degree-based certification of secondary agricultural science and technology instructors. However, one weakness to the program is that teacher education courses offered by the department are only taken by students majoring in Agricultural Education. Obviously, student in other majors do not need to complete teacher education courses.

A strength of the agricultural education program is that students majoring in agricultural education are required to complete courses in education; agricultural economics; animal, veterinary, and food science; plant and soil science; and agricultural systems management. So agricultural education students benefit student credit hour production in many other departments.

New courses in agricultural leadership and communications and the new Community Leadership Development (CLDR) prefix have helped to increase student credit hour production from students outside the Agricultural Science, Communications, and Leadership (ASCL) major.

Opportunities for credit productivity include the two new courses being developed in the department - *Ag Ed 263 History of U.S. and World Agriculture (3 cr. Humanities)* and *Ag Ed 101 Verbal Communication in Agriculture, Food, and Natural Resources (3 cr. Communications)* should significantly improve student credit hour generation in the department.

## Financial Health and Resources

### AELC General Education Teaching Budget

#### Financial Health:

The General Education Teaching Budget that the department receives each year continues to decline. While the department is teaching more courses, to more students, the financial resources provided by the university and college dwindles. Currently the department receives approximately \$10,000 to teach over 110 undergraduate and graduate student majors as well as non-majors in all courses.

Non-general education funds raised by the department are utilized to supplement the teaching budget. Every year the faculty are being asked to do more with less resources.

Increased financial resources are needed to provide additional high impact experiential learning opportunities for students, improve instructional technology in the department to add additional distance education offerings, offer new international experiences to student in the department and college, and provide instructional resources for faculty members.

#### Efficient Use of Resources:

Department teaching budgets are regularly analyzed to ensure efficient use of all financial resources available. Faculty limit their travel and participate in virtual meetings whenever possible to save limited funds. Funds raised by hosting FFA Career Development Events are used to supplement the meager teaching budget received from the university.

